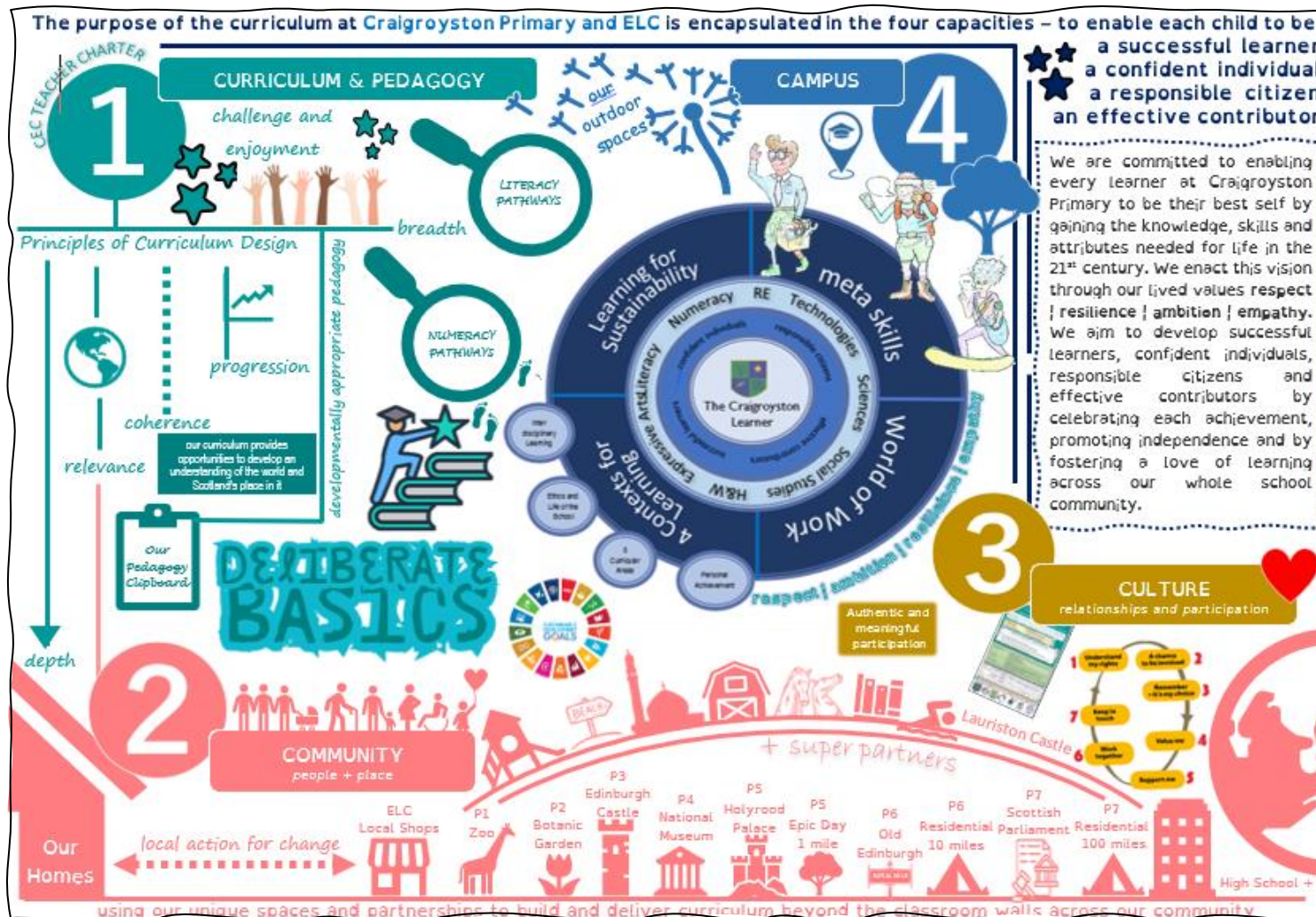


Craigroyston Primary School Edinburgh

School Improvement Plan 26-27



We will co-create the environments where learners can lead and shape their own learning.

Empower

Connect

We will provide inclusive, equitable, valuable learning opportunities for everyone.

We will use a place-based approach to build collaborative and sustainable learning communities and networks.

Transform

How does Craigroyston Primary enable the Vision for Edinburgh to ensure a fairer, healthier, greener future for everyone where learning for life happens at home, in school, in the wider community and in the workplace?

Three Year Craigroyston Plan for Improvement		
2025-2026	2026-2027	2027-2028
2.3 Digital Literacy	3.1 Wellbeing (Promise Award)	1.3 Leadership of Change: renew VVA
3.1 & 1.4 Pupil and Staff Wellbeing	2.7.3 Partnerships + 2.5.1 Family Learning	3.1 Ensuring Wellbeing, Equality and Inclusion: Equalities Policy and curricular review and refresh Relationship Procedure
2.3 Learning, Teaching and Assessment	2.3 Learning, Teaching and Assessment	2.3 Learning, Teaching and Assessment
2.2 Curriculum: Rationale		Curriculum Pathways
2.1.3 Safeguarding		



PRIORITY 1: Leadership of Change (1.3) and Parental Engagement (2.7)

EDINBURGH IMPERATIVE:

- Building Cultural and Social Capital: we will roll out pilots (such as Arts Award) and maximise all funding to develop more wider achievement and lifelong learning opportunities for learners of all ages
- Building Cultural and Social Capital: we will ensure parenting courses are relevant, impactful and make a difference to confidence, wellbeing and parenting
- People and Progress: We will encourage healthy working habits and develop the physical, social and emotional health and wellbeing of all learners, viewing learning for life as everyone's entitlement.

NIF AREA: ☒ Placing the human rights and needs of every child and young person at the centre of education ☐ Improvement in children & young people's health and wellbeing ☐ Closing the attainment gap between the most & least disadvantaged children and young people ☐ Improvement in skills and sustained, positive school-leaver destinations for all young people ☐ Improvement in attainment, particularly in literacy and numeracy	HGIOS 4 Quality Indicator(s) 1.3 Leadership of Change 2.7 Parental Engagement
Overall Responsibility: Rebecca Favier and Lucy Cooper (+ Yvonne Gall) supported by all staff	
Next Steps identified from Self Evaluation/ Feedback: - the majority of staff understand the school's socio-economic and cultural context however data sets need to be shared with and analysed by staff more regularly - continue to improve outcomes for learners affected by poverty, adversity and additional support needs through strengthened approaches to attendance and family engagement. - ensure that the school's contextual information is shared regularly and appropriately with the Parent/Carer Council to increase their understanding (and therefore their opportunity to make informed decisions about the direction of the school) of the school's unique profile, strengths and challenges: survey the parent/carer community to ensure they continue to view the school's vision and values as relevant, ambitious and meaningful - continue to develop learner leadership and participation so that all learners have meaningful opportunities to influence school improvement and contribute to their community - continue to foster a culture of continuous improvement, where all members of the school community, particularly parents/carers feel empowered to contribute to positive change; strengthen the process for gathering regular feedback from parents/carers and further embed the Parent/Carer Council's role in driving forward strategic improvement - develop a partnership space on our school website to promote opportunities and celebrate impacts of our work - continue to offer learning community moderation opportunities for staff to deepen understanding of curriculum and pedagogy - utilise Teaching Sprints as a tool to implement change in curriculum and pedagogy - ensure robust and varied pupil improvement/leadership groups meet regularly to drive forward school improvement - develop further staff awareness of the Curriculum Improvement Cycle	

Key Issue/Challenge (Why?)	What will solve the Issue/Challenge (What?)	Implementation Activities (How, when and who?)	Outcomes (What does success look like?)	Measurements (How will you know?)
A minority of parents/carers are involved in the wider life of school and engaged in their child's and their own learning.	A parental involvement and engagement strategy	We will use the recently updated Education Scotland Engaging parents and families - A toolkit for practitioners resource	Within the toolkit there are activities that can be used as a starting point and/or as a tool to measure and evaluate current practice in parental involvement and engagement, family learning and learning at home in early learning and childcare settings, schools (or at a local authority level). The activities can also be used in partnership with Parent Council or parent groups. - the majority of parents/carers participate in wider school life in two or more ways - almost all parent/carers participate in school surveys - Parent/ Carer Council membership increases to 10 members	
The minority of learners have a leadership role within the school (Lfs, Class Reps, Equalities Reps, House Captains, Digital Leaders, Young Carer Club) and 'youth voice' is not authentic or consistent	Creating and upholding a Youth Voice Charter, to outline the principles that all adults should follow when consulting with children and young people. Embedding the Empowering Youth Voice Resource pack within a youth voice structure which is based on a peer research approach and can be used to undertake research on any theme.	We will use the recently updated Education Scotland Youth Voice Toolkit , resource pack and supporting materials	- Establish regular feedback sessions where children and young people can discuss the results of a research on a theme and next steps - Use visual tools or displays (e.g. 'You Said, We Did' boards) to share outcomes of peer research - Facilitate reflective sessions post-consultation, allowing children and young people to explore what was achieved and what could change next time - Send follow-up communications such as emails, letters, or videos summarising the outcome of peer research conducted - Create a youth advisory group to monitor and follow up on decisions and youth voice action plans.	



PRIORITY 2: Learning, Teaching and Assessment (2.3) and Raising Attainment and Achievement (3.2)

EDINBURGH IMPERATIVE: CURRICULUM- We will align timetables and opportunities for skills development for all, emphasizing the importance of wider achievement to help instill the value of learning for life and 'finding your passion'

EDINBURGH IMPERATIVE: PEOPLE AND PROGRESS- we will strive for quality in all that we do and equip our lead learners with the tools to track and monitor progress

EDINBURGH IMPERATIVE: PEOPLE AND PROGRESS- our People are our best asset and we will train, support and where appropriate challenge, to deliver the service all learners need to thrive

NIF AREA:	HGIOS 4 Quality Indicator(s)
☐ placing the human rights and needs of every child and young person at the centre of education ☐ improvement in children and young people's health and wellbeing ☒ closing the attainment gap between the most and least disadvantaged children and young people ☐ improvement in skills and sustained, positive school-leaver destinations for all young people ☒ improvement in attainment, particularly in literacy and numeracy	2.3 Learning, Teaching and Assessment 3.2 Raising Attainment and Achievement
Overall Responsibility: Rebecca Favier, Lucy Cooper supported by Amanda Edwards + Shona Pettie, Nicola Fruish, Lauryn Falconer, Dylan Frew, Aya Eltom and Arnie Robertson	
Next Steps identified from Self Evaluation/Feedback: - continue to improve attainment over time through high-quality learning, teaching and assessment, with a particular focus on increasing consistency in pace, challenge and differentiation across the school; ensure appropriate/increased pace of learning to ensure all are actively engaged in learning; learning should be pupil-led, matched to pupil need and interests. This should include teachers planning more consistently the correct level of challenge and support required for children and quality assurance around teacher expectation - Alongside embedding SOLO Taxonomy and Levels of Instructional Feedback, develop our use of PACE grids, threshold concepts, dual coding and tiered activities as differentiation approaches; staff should continue to agree and embed consistent approaches to high quality learning and teaching across the school - Improve consistency of approach to digital learning and assessment by exploring the Substitution, Augmentation, Modification (Redefinition (SAMR) model; staff should continue to ensure children have access to a creative and progressive programme of digital learning to strengthen their digital skills. - Support all children to engage in regular self and peer assessment; develop and refine opportunities for learners to exercise choice as a principle of curriculum design and take increasing responsibility for their learning though: - o personal learning projects - o continued use of family learning challenges - o use of One Note to set and review targets - embed further our learning characters to ensure that our skills progression is used consistently across all stages (ELC-P7); explore then make overt the natural interface between learning pits and Craig, Roy and Stan (meta-skills). - at the early stages, teachers should ensure an appropriate balance of child-led and adult-led play experiences; develop experiences further which extend children's thinking, provide increased challenge and incorporate more literacy and numeracy - Develop the use of the Pupil Tracking as an effective tool for - o staff to track and monitor pupil learning and achievement data over time - o capturing diagnostic and summative assessment information to ensure that all learners are supported effectively - o more consistent use of benchmark assessments in curricular areas beyond literacy and numeracy - o tracking and celebrating learner achievements, particularly out-with school, and link these to individual pupil targets - enable all support staff to engage with professional development materials related to Leadership of Learning and Skills in order to complement the current classroom approaches	

Key Issue/Challenge (Why?)	What will solve the Issue/Challenge (What?)	Implementation Activities (How, when and who?)	Outcomes (What does success look like?)	Measurements (How will you know?)
Inconsistent use of the Craigie Clipboard (applied pedagogy) areas: - threshold concepts - differentiation of process - pace - Levels of Instructional Feedback (LoIF)	Consistent application of the Craigie Clipboard (particularly differentiation of process and pace)	- CAT sessions allocated to revisit core differentiation concepts from Edinburgh Learns (led by LTA Improvement Group- AE) - Teaching Sprint: pace and challenge (led by LTA Improvement Group- AE) - Learning Community Moderation: threshold concepts (led by LTA Improvement Group- AE) - All staff visit a colleague in another school for writing shared classroom experience - Shared classroom experience (RF) - School Based moderation activity: numeracy budgeting (SP) - 6 planning/tracking discussions (6 hrs in WTA) across the session to ensure rigour and professional dialogue around pace (RF, LC, AE, BMc) - Facilitate all support staff to undertake CEC differentiation and LoL training (led by LTA Improvement Group- AE)	- all classes have a few learners exceeding standard ACEL levels (ahead of track) - raised attainment: see attainment targets below - LoIF is demonstrated in almost all shared classroom experience episodes - all staff can plan confidently using threshold concepts (SCE)	- ACEL data - Pupil Tracking Data - Teacher perception data on Craigie Clipboard use - SCE aggregated data - Teaching Sprint outcome/ findings - Learning Community moderation feedback - Minutes from planning and tracking meetings - Support staff feedback on training impact



Key Issue/Challenge (Why?)	What will solve the Issue/Challenge (What?)	Implementation Activities (How, when and who?)	Outcomes (What does success look like?)	Measurements (How will you know?)
Our use of Pupil Tracking is at an early stage and staff are not using the full functionality of the tool	- Staff have access to the updated dashboard (weekly) - staff to track and monitor pupil learning and achievement data over time - staff to track interventions (UTI supports) - diagnostic and summative assessment information is captured to ensure that all learners are supported effectively - consistent use of benchmark assessments and tracking in curricular areas beyond literacy and numeracy as standard - tracking and celebrating learner achievements, particularly out-with school, and link these to individual pupil targets - skills are tracked - ACEL data is generated and used to support our processes for communicating with/ reporting parents/carers	- training for school office staff re data grabs and updates to the Teaching Staff Team (RF/AE) - allocated to analysing pupil tracking data to plan interventions: UTI (RF/HA) 6hr WTA allocation for entering data into Pupil Tracking (RF, LC, AE, BMC) - allocated to develop our processes for communicating with/ reporting to parents (RF)	- Accurate, up to date, quality assured data in Pupil Tracking - Teaching staff using the dashboard as a tool to analyse data and plan interventions to raise attainment and achievement - raised attainment: see attainment targets below	- ACEL data - Pupil Tracking Data - Records of teacher access (frequency of access) - Teacher self reporting on confidence in using the dashboard as a tool to plan for UTO interventions - Minutes from planning and tracking meetings

Key Issue/Challenge (Why?)	What will solve the Issue/Challenge (What?)	Implementation Activities (How, when and who?)	Outcomes (What does success look like?)	Measurements (How will you know?)
Our pedagogical approaches in Primary 1 need to be refined to ensure the balance between child and adult-led experiences leads to all pupils being appropriately challenged and supported at the correct pace	Whilst Our Vision for Learning in Primary 1 is robust and in line with national guidance, we now need to consider our daily practice/ routines and detailed approaches to ensure: - the planning and assessment of learning through play is directly linked to Es and Os and Benchmarks - the role of the adult (balance between child and adult-led experiences) is clear - confidence in implementing effective direct-teaching approaches at class and group level - confidence in jotter work and daily writing activities - mapping out of expected coverage of CEC Progression and Pathways (using SEAL and Literacy Rich) is effective in delivering appropriate pace	- P1 teachers and P1 EYP to complete CEC Preparing for P1 CLPL (Jun 26) - P1 teachers and support staff to use the CEC Play for Learning in P1 Guidance and associated toolkits to evaluate and adapt approaches (Aug/Sep 2026) - P1 and P2 teachers to shadow colleagues across the city to observe best practice (Aug-Dec 2026) - P1 and P2 teachers to move to digital planning, assessment and tracking (Aug 26) - P1 and P2 teachers and DHT to regularly engage in self evaluation and quality assurance activities around planning, teaching, learning, assessment and moderation (Ongoing) <i>Led by Lucy Cooper</i>	- Staff confidence in planning, assessing and tracking learning through play increases - Agreed approaches to planning, teaching, learning and assessment (including approaches to play pedagogy) are consistently evident across P1 and P2 - Planning and assessment clearly demonstrate progression through Es & Os, Benchmarks and Progression Pathways - Learners experience an appropriate balance of child-led and adult-led learning which provides challenge and support at an appropriate pace - Increased % of learners achieve expected levels and beyond in literacy and numeracy by the end of P1 and P2	- Staff confidence surveys (baseline, January, May) - Shared Classroom Experiences - Planning, assessment and tracking quality assurance activities - Moderation activities and jotter sampling/monitoring - Learner voice surveys and focus groups - Tracking meeting records and attainment discussions - Regular attainment and progress data (including identified groups)

By May 2027	Reading	Writing	Listening and Talking	Numeracy
	P1 Aim 75%	P1 Aim 70%	P1 Aim 85%	P1 Aim 78%
	P4 Aim 70%	P4 Aim 70%	P4 Aim 90%	P4 Aim 70%
	P7 Aim 80%	P7 Aim 80%	P7 Aim 90%	P7 Aim 80%



PRIORITY 3: Ensuring Wellbeing, Equality and Inclusion (3.1)

EDINBURGH IMPERATIVE: INCLUSION- GIRFEC principles will be further strengthened, and inclusive practice will be firmly embedded in teaching and learning.

EDINBURGH IMPERATIVE: PEOPLE AND PROGRESS- we will encourage healthy working habits and develop the physical, social and emotional health and wellbeing of all learners, viewing learning for life as everyone's entitlement

NIF AREA: ☒ placing the human rights and needs of every child and young person at the centre of education ☒ improvement in children and young people's health and wellbeing ☒ closing the attainment gap between the most and least disadvantaged children and young people ☐ improvement in skills and sustained, positive school-leaver destinations for all young people ☐ improvement in attainment, particularly in literacy and numeracy	HGIOS 4 Quality Indicator(s) 3.1 Ensuring Wellbeing, Equality and Inclusion 1.5 Management of Resources to Promote Equity
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Overall Responsibility: Rebecca Favier, Beth McRae and Alana Rowland + Shona Arnott, Eleanor Lennen, Yvonne Gall, Liza Hunter, Elaine Dunne, Cat Dobie, Jan Henning and Helen Anderson

Next Steps identified from Self Evaluation/Feedback:

- Continue to improve outcomes for learners affected by poverty, adversity and additional support needs through robust tracking, targeted interventions and strengthened approaches to attendance and family engagement
- Further improve outcomes for learners affected by poverty, adversity and additional support needs through robust tracking, targeted interventions and continued implementation of The Promise
- Embed whole-school approach to emotional wellbeing, resilience and self-regulation through planned learning linked to SHANARRI, Children's Rights and understanding how the brain works. Consider how our practices can be enhanced by CALM
- Continue to strengthen attendance through targeted family support, robust tracking and monitoring systems, and implementation of revised City of Edinburgh Council attendance procedures.
- Embed our 'quick start' approach after break and lunch to ensure learning time and engagement is maximized.
- Update our Relationship Policy to include new guidance from CEC

Key Issue/Challenge (Why?)	What will solve the Issue/Challenge (What?)	Implementation Activities (How, when and who?)	Outcomes (What does success look like?)	Measurements (How will you know?)
Our dedicated staff team need the opportunity to focus on both their individual and collective wellbeing	Protect time for staff to explore individual and collective wellbeing in dynamic and innovative ways	Work with our partner ClareLovellCoaching to implement a series of dynamic staff wellbeing opportunities: 1:1 coaching sessions and (BMc)	All staff recognise that they have had meaningful and dynamic opportunity to build individual and collective resilience and self-efficacy, and staying well when facing cumulative and long-term challenges: evidenced through almost all staff participating in staff wellbeing sessions and a few staff engage in 1:1 coaching sessions - Staff wellbeing survey data remains positive - Staff focus group feedback indicates improved collective wellbeing	

Key Issue/Challenge (Why?)	What will solve the Issue/Challenge (What?)	Implementation Activities (How, when and who?)	Outcomes (What does success look like?)	Measurements (How will you know?)
- Over 25% of the school have attendance below 85% - 40-50 pupils arrive late for school each day - A culture of early collection is impacting Learning, Teaching and Wellbeing - Learning time is lost throughout the flow/ lack of flow in the school day	- A dedicated PSO to enact the new CEC Attendance Policy - A dedicated PSO to promote good time keeping across the school community - Education Scotland Guidance - Embed our 'Quick Start; at 8:40 and extend to 11am and 130 daily - Refresh the use of Visual Timetables	PSO Attendance: - Daily follow up calls with families - Monthly tracking of attendance 'factors' used to implement UTI interventions - Sign out for early collection procedure implemented All staff undertake a teaching sprint re 4s lines and quick start (RF) Revisit principles of visual timetables and use newly updated symbols (RF/JQ)	- 18% of learners have attendance at less than 85% (June 2026) - 12% of learners have attendance at less than 85% (June 2026) where family holidays are not included in the data set - A few learners are late for school each day - less than 4 pupils are collected early each day (down from 15 June 2026) - no learning time is lost after break and lunch - all classes implement visual timetables consistently	- SEEMS Data - CEC Monthly monitoring statements - Analysed 'factors' data - Teaching Sprint outcome/ findings - Pupil focus group on the use of visuals demonstrates effective, consistent use at all stages



Key Issue/Challenge (Why?)	What will solve the Issue/Challenge (What?)	Implementation Activities (How, when and who?)	Outcomes (What does success look like?)	Measurements (How will you know?)
Staff confidence is low/ practice is inconsistent in supporting key equity groups: - LGBT inclusive education - Care Experienced inclusive education - Bereaved learners inclusive education	- Delivering LGBT Inclusive Education: CLPL to provide staff with the necessary information and skills to support delivery of LGBT Inclusive Education - Staff will engage with the I Promise Award CLPL - Creating and Upholding a Bereavement Charter for the school community	- TIE Stage 1 Training: 60 minutes allocated in WTA (AR) - The I Promise Award: IS1/IS4 (AR) - Create Bereavement Charter (AR/ BMC)	- All teaching staff report that they have the knowledge, skills and confidence to support the delivery of LGBT Inclusive Education - Almost all staff have the I promise Award (which leads to the We Promise Award and then Keeping the Promise Award in December 2026) - All staff, pupils and parents are aware of the Bereavement Charter and can talk about it confidently	

Additional Priorities: Maintain and Embed		
Activity/ Action	Resource	
Revisit 2025/2026 SOLO Taxonomy CLPL	Osiris Resources	
Planning: revisit the CEC P&P for Literacy and Numeracy	Literacy Progression and Pathways Numeracy Progression and Pathways	
LfS: develop pupil opportunities to lead and make change through class 'causes'	RF/ED	
Handwriting and Jotter Presentation Development	RF/LC	
Explore Curriculum Improvement Cycle	Curriculum Improvement Cycle RF	
Revise Anti bullying and Discrimination Policy/ Procedure	Policy RF	
Self Evaluation Activities: 1.1	CEC Guidance and HGIOS4 RF	
Embed further our learning characters to ensure that our skills progression is used consistently across all stages (ELC-P7); explore then make overt the natural interface between learning pits and Craig, Roy and Stan (meta-skills) and pupil self-target setting (led by LTA Improvement Group- AE + LS/AW)	Learning Character Booklets	



ELC Improvement Plan 2026-27

Improvement Priority 1:	Develop leadership of improvement and self-evaluation			
Person(s) Responsible:	▯ DHT ▯ EYOs ▯ EEL ▯ Whole staff team			
Next Steps from S&Q report:	▯ Further develop distributed leadership roles and evaluate impact on outcomes for children ▯ Continue to strengthen staff confidence in self-evaluation and quality assurance activities ▯ Develop clearer approaches to measuring the impact of improvement activities on children's progress			
Links to QI from Quality Improvement Framework:	Leadership - Leadership of continuous improvement, Staff skills, knowledge, values and deployment Children play and learn - Learning, teaching and assessment			
Key Issue/Challenge (Why?)	What will solve the issue/challenge (What?)	Implementation activities (How, when and who?)	Outcomes (What does success look like?)	Measurements (How will you know?)
▯ Self-evaluation and leadership of improvement are becoming more embedded across the setting, however approaches are not yet fully consistent ▯ Staff are developing confidence in leading improvement activities and evaluating impact on outcomes for children. Leadership roles have been identified across the team, however implementation is at varying stages and staff have not yet had the opportunity to fully develop and evaluate their roles over time ▯ There is a need to strengthen the use of evidence, professional dialogue and quality assurance to support continuous improvement	▯ More consistent approaches to self-evaluation and quality assurance across the setting ▯ Increased opportunities for staff to lead improvement priorities and engage in professional dialogue ▯ Clearer approaches to measuring the impact of improvement work on children's experiences and progress	▯ Implement the quality assurance calendar across the session (DHT/EYOs/EEL) ▯ Develop and implement distributed leadership opportunities linked to improvement priorities (DHT/EYOs/EEL/staff champions) ▯ Provide regular opportunities for moderation, professional dialogue and reflective practice (whole team) ▯ EYOs will meet regularly with individual staff members throughout the year to reflect on practice, leadership responsibilities and progress within improvement priorities (EYOs/whole team) ▯ Use monitoring activities including observations, planning scrutiny and learning walks to support self-evaluation (DHT/EYOs) ▯ Engage with the Quality Improvement Framework during collegiate sessions and in-service activities (whole team)	▯ Staff demonstrate increased confidence in self-evaluation and leadership of improvement ▯ Quality assurance activities support greater consistency across the setting ▯ Staff increasingly use evidence and professional dialogue to identify strengths and next steps ▯ Distributed leadership contributes positively to improvement priorities and outcomes for children	▯ Quality assurance evidence ▯ Staff feedback and professional dialogue ▯ Performance Framework discussions ▯ Monitoring of planning and observations ▯ Learning walks and monitoring activities



Improvement Priority 2:	Improve learning, teaching and assessment			
Person(s) Responsible:	▫ DHT ▫ EYOs ▫ Maths Champion ▫ Whole staff team			
Next Steps from S&Q report:	▫ Further develop staff confidence in using high-quality interactions to extend children's thinking and language ▫ Improve consistency in capturing significant learning through observations and Learning Journals ▫ Continue to strengthen tracking and monitoring approaches to support progression and professional judgement ▫ Develop staff understanding of progression in early numeracy			
Links to QI from Quality Improvement Framework:	Leadership - Staff skills, knowledge, values and deployment Children play and learn – Curriculum, Learning, teaching and assessment Children are supported to achieve - Children's progress			
Key Issue/Challenge (Why?)	What will solve the issue/challenge (What?)	Implementation activities (How, when and who?)	Outcomes (What does success look like?)	Measurements (How will you know?)
▫ Strong nurturing interactions and play-based experiences are evident across the setting, however there is a need to further develop challenge, progression and consistency in practice ▫ Staff are developing confidence in using observations, assessment and tracking information to inform next steps in learning, however this needs to be strengthened and more consistent across the team ▫ There is a need to strengthen understanding of progression pathways, particularly within early numeracy and mathematical thinking	▫ Improved consistency in high-quality interactions, planning, assessment and tracking across the setting ▫ More consistent use of observations and assessment information to inform responsive and intentional planning ▫ Increased staff understanding of progression in learning, particularly within numeracy	▫ Provide professional learning linked to high-quality interactions, sustained shared thinking and open-ended questioning (DHT/EYOs) ▫ Engage in professional learning and moderation linked to early numeracy and progression pathways (CEC Numeracy DO/Maths Champion/whole team) ▫ Continue to develop the pedagogical cycle to strengthen links between observations, planning and assessment (whole team) ▫ Use tracking meetings to support professional judgement and identification of children requiring support or challenge (DHT/EYOs/staff) ▫ Monitor Learning Journals and observations to improve consistency in capturing significant learning (DHT/EYOs)	▫ Staff use high-quality interactions more consistently to extend children's thinking and language ▫ Planning and assessment more clearly reflect children's progress and next steps in learning ▫ Staff demonstrate increased confidence in progression pathways and early numeracy development ▫ Tracking and monitoring approaches support improved consistency in professional judgement	▫ Quality assurance activities and learning walks ▫ Monitoring of Learning Journals and observations ▫ Tracking and monitoring data ▫ Staff professional dialogue and moderation activities ▫ Feedback from children and families



Improvement Priority 3:	Strengthen wellbeing, inclusion and family engagement			
Person(s) Responsible:	▯ DHT ▯ EYOs ▯ EEL ▯ Attendance Champion ▯ Whole staff team			
Next Steps from S&Q report:	▯ Continue to develop inclusive practice to support children and families with EAL ▯ Use Education Scotland's Learning Together Framework to strengthen parental engagement and participation ▯ Continue to strengthen attendance monitoring and support approaches ▯ Review mealtime routines to reduce waiting times and improve children's experiences			
Links to QI from Quality Improvement Framework:	Leadership - Leadership of continuous improvement Children play and learn - Playing, learning and developing Children are supported to achieve - Wellbeing, inclusion and equality, Nurturing care and support			
Key Issue/Challenge (Why?)	What will solve the issue/challenge (What?)	Implementation activities (How,when and who?)	Outcomes (What does success look like?)	Measurements (How will you know?)
▯ Strong nurturing relationships and inclusive practice are evident across the setting, however there is a need to further strengthen equity, participation and targeted support ▯ Some children and families require additional support to fully access communication, participation and engagement opportunities ▯ Current lunchtime routines do not always maximise opportunities for conversation, independence and engagement	▯ More inclusive and responsive approaches to supporting children and families ▯ Increased parental engagement and participation in nursery life and learning ▯ Improved routines and environments which better support wellbeing, communication and independence	▯ Use Education Scotland's Learning Together Framework to review and develop parental engagement approaches (DHT/EYOs) ▯ Develop staff understanding and approaches to supporting children and families with EAL (EEL/whole team) ▯ Review and adapt mealtime routines to reduce waiting times and improve children's experiences (whole team) ▯ Continue to strengthen attendance monitoring and supportive family engagement approaches (DHT/Attendance Champion) ▯ Continue to develop inclusive communication approaches including visual supports and Signalong (whole team)	▯ Children and families experience a more inclusive and supportive environment ▯ Families are increasingly engaged in nursery life, learning and decision-making ▯ Staff demonstrate increased confidence in supporting children and families with EAL ▯ Mealtime experiences are calmer, more nurturing and promote independence and communication ▯ Attendance and engagement improve for identified children and families	▯ Feedback from families and children ▯ Attendance and engagement data ▯ Observations and quality assurance activities ▯ Participation in family engagement opportunities ▯ Professional dialogue and staff feedback ▯ Monitoring of mealtime routines and children's experiences during lunch periods

