



ST SERF'S PRIMARY SCHOOL

# E. L. C. IMPROVEMENT PLAN

2024 / 2025



# Improvement Plan 2024/2025

## St Serf's Early Learning and Childcare Centre



Clackmannanshire  
Council

[www.clacks.gov.uk](http://www.clacks.gov.uk)

Comhairle Siorrachd  
Chlach Mhanann

# Overview

**Headteacher:**

Mrs N Ferguson

Priority	Long Term Improvement Outcome	Accountable Person
1	By June 2025, 90% of children will be regulated and engaged in a high-quality nurturing environment and will be accessing their full entitlement of ELC funded hours.	N Ferguson
2	By June 2025, almost all children will make very good progress through experiences that promote holistic learning in particular, their attainment within literacy and numeracy. Supported by highly skilled educators creating support and challenge to meet individual needs.	N Ferguson
3	By June 2025, all children will have a family member attend a focused stay and play session based around numeracy, literacy or health and wellbeing at least once throughout the year.	N Ferguson



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# Priority 1

## Long Term Improvement Outcome

By June 2025, 90% of children will be regulated and engaged in a high-quality nurturing environment and will be accessing their full entitlement of ELC funded hours.

NIF Priority	NIF Driver(s)	HGIOS4/HIGIOELC QIs
<p>Improvement in children and young people's health and wellbeing.</p> <p>Closing the attainment gap between the most and least disadvantaged children.</p> <p>Improvement in attainment, particularly in literacy and numeracy.</p> <p>Improvement in employability skills and sustained, positive school-leaver destinations for all young people.</p> <p>Placing the human rights and needs of every child and young person at the centre of education.</p>	<p>School and ELC leadership</p> <p>Teacher and practitioner professionalism</p> <p>Parent/carer involvement and engagement</p> <p>Curriculum and assessment</p> <p>School and ELC improvement</p> <p>Performance Information</p>	<p>1.3 Leadership of change</p> <p>2.3 Learning, teaching and assessment</p> <p>3.1 Ensuring wellbeing, equity and inclusion</p> <p>3.2 Raising attainment and achievement / securing children's progress</p>



## Rationale

Being mind-minded about managing emotions and promoting positive, loving, nurturing relationships in ELC and at home means remembering that young children can be easily overwhelmed by even quite small stressors.

Learning routines will be individual to children's needs and are delivered with kindness and compassion. Personal planning reflects the holistic needs of each child to improve their wellbeing and support positive outcomes.

Accepting and appreciating that there is an uneven pattern of development and this is how children develop and learn gives practitioners the confidence to make changes to their environments and practice that will provide the best experiences and meet children's learning needs more effectively. Responding to the child's actual development in order to adapt and provide what is best at that time for the child is key, rather than expecting a child to fit into a fixed and pre-determined group programme or plan.

"The environment of relationships in an early year's setting is just as important as the physical environment" Mortensen and Barnett, 2015.

Improvement Outcomes	Measures	Key Actions	Who?	By when	Milestone Updates/Comments
By June 2025, the ELC will develop a Health and Wellbeing curriculum, delivering a consistent approach to supporting regulation, empathy and resilience. As a result, 90% of learners will be more engaged in their learning for sustained periods of time and accessing their full entitlement of ELC funded hours, resulting in progress in learning and attainment.	Interactions throughout the ELC are warm, responsive, caring and nurture children's security, confidence and positive relationships.	<ul style="list-style-type: none"> <li>R4L environment set up and maintained.</li> <li>Working of action plan to achieve silver award for communication environment.</li> <li>Transitions are well thought through and taken at the pace of the child.</li> <li>Observation period when children arrive in August with a focus on building relationships and establishing consistent rules and routines.</li> </ul>	All ELC staff and children.	<ul style="list-style-type: none"> <li>August 2024 and ongoing.</li> </ul>	



		<ul style="list-style-type: none"> <li>GIRFEC conversations with whole staff team so everyone is aware of the children and their needs in order to adopt consistent approaches.</li> </ul>			
	Interventions timetabled daily and undertaken by highly skilled and trained staff. Staff training is maintained and observations to ensure quality across the setting.	<ul style="list-style-type: none"> <li>Attention Autism.</li> <li>ACT's</li> <li>Nursery Narrative</li> <li>Support and Challenge.</li> <li>Speech and Language sessions.</li> <li>Objects of Reference.</li> <li>Visuals and Makaton communication aids.</li> <li>Sign of the week.</li> <li>Choice boards.</li> </ul>	Senior leadership team and all Educators.	<ul style="list-style-type: none"> <li>August and ongoing.</li> </ul>	
	Universal inclusion approaches and communication environment upkept through audits and quality assurance tasks.	<ul style="list-style-type: none"> <li>Communication environment audited every term.</li> <li>-OOR</li> <li>-Area Visuals</li> <li>-Communication visuals.</li> <li>-Choice boards</li> <li>-Specific now next boards (Lunch).</li> </ul>	Senior leadership team and all Educators.	<ul style="list-style-type: none"> <li>Term 1</li> <li>Term 2</li> <li>Term 3</li> <li>Term 4</li> </ul>	
	Apply for RRS award bronze with a view to action planning for Silver to support our health and wellbeing opportunities.	<ul style="list-style-type: none"> <li>Complete bronze application form.</li> <li>Late Night working time dedicated to informing and collaborating with the team around our rights respecting practices.</li> <li>Children's rights group.</li> <li>RRSA family group.</li> <li></li> </ul>	All ELC staff, children and families.	<ul style="list-style-type: none"> <li>August and ongoing</li> </ul>	



		<ul style="list-style-type: none"> <li>Continue to include rights respecting language in day-to-day practices as well as document in documentation and planning.</li> </ul>			
	Continue working relationships with external professionals such as educational psychology, ASD Outreach, Speech and Language, Occupational Therapy, health Visitors and Social Work.	<ul style="list-style-type: none"> <li>All professionals invited to TACs</li> <li>Collaborate approaches and inputs in GIRFEC Forms.</li> <li>Quality Assuring practice with professional's input.</li> </ul>	Senior leadership team and all Educators.	<ul style="list-style-type: none"> <li>August and ongoing.</li> </ul>	
	All learners to participate in Leuven Scale baseline assessment, to be reassessed bi-annually across the whole ELC.	<ul style="list-style-type: none"> <li>Monitor engagement of resources in areas.</li> <li>Being responsive to the children in the areas and adapting the spaces to meet their needs.</li> <li>Using assessments to be reflective of practice and adapt where necessary.</li> </ul>	All ELC staff and children.	<ul style="list-style-type: none"> <li>Term 1</li> <li>Term 3</li> </ul>	



# Priority 2

## Long Term Improvement Outcome

By June 2025, almost all children will make very good progress through experiences that promote holistic learning in particular, their attainment within literacy and numeracy. Supported by highly skilled educators creating support and challenge to meet individual needs.

NIF Priority	NIF Driver(s)	HGIOS4/HIGIOELC QIs
<p>Improvement in children and young people's health and wellbeing.</p> <p>Closing the attainment gap between the most and least disadvantaged children.</p> <p>Improvement in attainment, particularly in literacy and numeracy.</p> <p>Improvement in employability skills and sustained, positive school-leaver destinations for all young people.</p> <p>Placing the human rights and needs of every child and young person at the centre of education.</p>	<p>School and ELC leadership</p> <p>Teacher and practitioner professionalism</p> <p>Parent/carer involvement and engagement</p> <p>Curriculum and assessment</p> <p>School and ELC improvement</p> <p>Performance Information</p>	<p>1.3 Leadership of change</p> <p>2.2 Curriculum</p> <p>2.3 Learning, teaching and assessment</p> <p>3.1 Ensuring wellbeing, equity and inclusion</p> <p>3.2 Raising attainment and achievement / securing children's progress</p>





## Rationale

We need to value play and take time to observe the child's learning through play in order to deepen or extend their learning. It is important that we provide meaningful and rich contexts and opportunities for children to develop a wide range of skills such as early literacy and numeracy.

The learning environment, must be carefully considered to support children's learning. We need to be able to view the environment through the eyes of the children we are working with. Is the environment interesting and motivating? Can children access and return resources independently? Are there opportunities for them to develop their physical, cognitive, imaginative and creative skills?

Children will be empowered to be fully involved in their play and learning through the skilled interactions and actions of staff. The setting should stimulate children's natural curiosity, and they will have fun as they develop their skills in understanding, thinking, investigation and problem solving.

Planning and assessment will ensure appropriate, proportionate and timely support, including specialist input where required. Children should be engrossed and motivated in their play as they learn and as a result progress in all aspects of their development.

The role of the adult is a delicate balance of supporting, enriching and proposing on the one hand, and keeping back to give the children space and time to build their own ideas on the other. Barbara Rogoff (2003)

Improvement Outcomes	Measures	Key Actions	Who?	By when	Milestone Updates/Comments
Children will access quality learning experiences in order to raise attainment in literacy and numeracy in the ELC	Key gaps in learning identified.	<ul style="list-style-type: none"> <li>Phonological awareness assessments.</li> <li>Trajectory assessment.</li> <li>Vocabulary assessment.</li> <li>Tracking meetings.</li> <li>Planning meetings.</li> <li>Using all attainment data to triangulate learning and create termly intentional planning to really focus on key gaps in learning.</li> </ul>	All ELC Educators and pre-school children.	<ul style="list-style-type: none"> <li>Term 2</li> <li>Term 3</li> <li>Term 4</li> </ul>	



	<p>Educators will provide high quality learning experiences stimulating curiosity, investigation and problem solving.</p>	<ul style="list-style-type: none"> <li>• Leuven scales undertaken.</li> <li>• SOFI Observations done by SLT and Educators.</li> <li>• Tracking Data collated.</li> <li>• Observations undertaken on the floor.</li> <li>• Identifying children's interests.</li> <li>• Planning meetings and collaborating as a team to drive learning.</li> <li>• Quality assuring planning processes.</li> <li>• Environment Audits to create engaging numeracy and literacy rich environments using open ended resources.</li> </ul>	<p>All ELC Educators and children.</p>	<ul style="list-style-type: none"> <li>• Term 2</li> <li>• Term 3</li> <li>• Term 4</li> </ul>	
	<p>Support and challenge groups created to meet individual learners needs and challenge their learning.</p>	<ul style="list-style-type: none"> <li>• Collate tracking and assessment data to identify areas for support and challenge for children.</li> <li>• Daily timetabled interventions targeted at closing gaps in learning.</li> <li>• Staff/child rations managed to meet children's individual needs.</li> </ul>	<p>All ELC Educators and children.</p>	<ul style="list-style-type: none"> <li>• August and ongoing.</li> </ul>	
	<p>Enriching and engaging environments will be set up and maintained throughout the whole ELC.</p>	<ul style="list-style-type: none"> <li>• Environmental Audits in each area.</li> <li>• Leuven Scales undertaken in each area.</li> <li>• SOFI Observations undertaken in each area.</li> </ul>	<p>All ELC Educators and children.</p>	<ul style="list-style-type: none"> <li>• Term 1</li> <li>• Term 2</li> <li>• Term 3</li> <li>• Term 4</li> </ul>	



	<ul style="list-style-type: none"><li>• Resources will be open ended to spark curiosity and enquiry and a loose parts pedagogy embedded throughout the ELC.</li><li>• Numeracy, literacy and communication rich environments will lend itself to independent high quality learning experiences throughout the ELC.</li><li>• Work with FOSS and resourcing our environment.</li><li>• Gather family and child feedback around the environment.</li></ul>			
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# Priority 3

## Long Term Improvement Outcome

By June 2025, all children will have a family member attend a focused stay and play session based around numeracy, literacy or health and wellbeing at least once throughout the year.

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## Rationale

Family learning encourages family members to learn together, with a focus on intergenerational learning. Family learning activities can also be specifically designed to enable parents to learn how to support their children's learning.

Family learning is a partnership approach which can lead to positive outcomes for both adults and children. It can be used as an early intervention and prevention approach which reaches the most disadvantaged communities.

Family learning helps close the attainment gap through breaking inter-generational cycles of deprivation and low attainment. The effects of family learning are known to extend beyond the duration of the intervention and provide lasting impacts and improved outcomes (Family Learning Review, 2016).

Partnership working is a key theme of working in ELC's and extends beyond the family to local services within the community. It is crucial to understand the local context that the family and your setting is in.

The ELC, children and their families collaborate in making decisions about their care and development. Working in partnership with families to achieve positive outcomes for children. Children and families work together towards building resilience, feeling loved, safe and respected so that children can realise their full potential.

Improvement Outcomes	Measures	Key Actions	Who?	By when	Milestone Updates/Comments
The ELC will provide a variety of high quality family experiences termly throughout the year with focuses around Numeracy, Literacy and Health and Wellbeing.	Leadership roles will work together to provide high quality parental engagement opportunities with curricular focuses.	<ul style="list-style-type: none"> <li>Parental engagement action plans completed and regularly reviewed and evaluated.</li> <li>Late night time dedicated to planning and collaborating with colleagues.</li> </ul>	SLT and all Educators	<ul style="list-style-type: none"> <li>Term 1</li> <li>Term 2</li> <li>Term 3</li> <li>Term 4</li> </ul>	



	<p>Family members will engage in events and work with the ELC to work on experiences and opportunities.</p>	<ul style="list-style-type: none"> <li>• Family consultation around what they want and what works for them and taking this forward to create an action plan.</li> <li>• Termly diary of events planned and shared with families.</li> <li>• Children creating invites for families to encourage engagement.</li> </ul>	<p>SLT, all Educators and ELC Families.</p>		
	<p>External agencies will be part of our family engagement sessions to provide additional information and support.</p>	<ul style="list-style-type: none"> <li>• Gather family feedback around areas of interest.</li> <li>• Invite professionals with plenty of notice of events.</li> <li>• Work in collaboration with community groups as well as education and health services.</li> </ul>	<p>SLT, all Educators and ELC Families.</p>		

