Education – Improvement Planning Document – 2025-26

Establishment Name: Blairmore Early Learning Centre

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| Head of Establishment | H. Lesley O’Hagan | Date | 25/06/25 |

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| Quality Improvement Manager | Yvonne Gallacher | Date | 25/06/25 |

Our Vision, Values and Aims

Blairmore gets it right for children and families through the implementation of

Values

Belonging

Children are at the centre of our service, and families and staff work in partnership using parent’s prior knowledge of their child along with staff knowledge and expertise, to have a shared vision of each child’s learning journey to ensure all children achieve their potential

Being

A welcoming, friendly and approachable, community of learning for children, who reach their potential through high quality learning and teaching experiences based on play and fun. Where children, parents and staffs’ voices are listened to and influence the day to day experiences provided within Blairmore, creating a true sense of identity and belonging

Becoming

Working in partnership we will nurture and support children to be confident and successful, and have an ability to recognise success, be resilient and be able to problem solve leading to lifelong learners with dreams and aspirations leading to success and achievement in life.

Our vision is that children will be:

Included, Respected, Happy, Kind, Secure, Supported, Enthusiastic, Safe, Listened to, Successful

Our Aim is to do this by:

Staff having leadership of their own group and working as a team who are:

Caring, Motivated, Dedicated, Committed, Sincere, Honest, Experienced, Nurturing

Our service aims to do this by:

Effective Communication, High Quality Care, Monitoring Individual children, Continuous Staff Training, Working in Partnership, Effectiveness of the Service

Overview of Establishment Priorities

The improvement priorities for our establishment are noted on the following page. They have been expressed in the context of the National Improvement Framework

Our Improvement Priorities extend in a rolling programme over three years. Each priority has been coded accordingly:

Session 2025-2026

Overview of three year plan

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| Session 2025-2026 | Session 2026-2027 | Session 2027-2028 |
| BRL & UNCRC  QI: 1.1.1/1.3.1&3/3.1.1&2/3.2.1&3/ 4.2.1 & 4.3.3  National Priority: 1 | BRL & UNCRC  QI: 4.2.3 /4.4.2  National Priority: 1 | BRL & UNCRC  Parental engagement  QI: 3.3.2 / 4.4.1  National Priority 1 |
| Physical development  QI: 2.1.1&2/ 3.1.3/ 3.2.2&4/3.3.1  National Priority : 2 &3 | PARENTAL INVOLVEMENT AND SUPPORT  QI: 1.1.1, 4.1.2&3, 4.2.1& 4.4.1  National Priority: 3 & 5 | Leadership at all levels is implemented  QI: 2.1.3 / 4.4.3 /1.1.2 / 1.1.3  National Priority 1,2,3,4 &5 |
| Moderation ,Assessment & Learning  QI: 1.3.1&2/ 3.1.2 &3/ 3.2.2/ 3.3.3 &4/ 4.3.1&2  National Priority: 3, 4 & 5 |
| Staff development  QI: 1.2/1.3.2/2.1  National Priority: 1, 2, 4 &5 | CURRICULUM DEVELOPMENT  QI:1.1.2/ 2.1/ 3.3.2  National Priority: 4 | CURRICULUM DEVELOPMENT  QI: 4.1.1/ 2.2 /4.2.2  National Priority: 3 &4 |

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| **National Priorities** | Session 2025-2026 |
| 1.Placing the human rights and needs of every child and young person at the centre of education | Increase staff knowledge of racial literacy leading to environments that are inclusive that encourage healthy conversation involving race, culture, characteristics of diversity with open mindedness and commitment.  Audit resources and file gaps in resources with a focus on racial literacy.  UNCRC will be evident and show within planning and learning Journals |
| 2.Improvement in children and young people’s health and wellbeing | Moderate the New Learning trackers to ensure consistency in assessing children’s learning and teaching in health & wellbeing, and identify areas for support and challenge.  Use the wellbeing milestones with a focus on Physical and create a program to support the development of gross motor skills, spacial awareness, hand eye coordination and collaborative play. |
| 3.Closing the attainment gap between the most and least disadvantaged children and young people | Staff to participate in training on learning journals build confidence and capacity before creating a systematic process for assessment and recording of learning.  Implement Inverclyde councils 0-3 year trackers to assess children attending the 2-3years room. |
| 4.Improvement in skills and sustained, positive school-leaver destinations for all young people | Fully implement woodwork program in nursery and evaluate this. |
| 5.Improvement in achievement, particularly in literacy and numeracy | Moderate the New Learning trackers to ensure consistency in assessing children’s learning and teaching in literacy & numeracy, and identify areas for support and challenge |

*Stakeholder’s views*

**How were stakeholders views collected?**

At Blairmore, our dedicated efforts revolve around fostering constructive connections founded on trust, integrity, transparent dialogue and compassion. Our upmost priority lies in serving our children, families and the local community to the best of our abilities. We highly appreciate and welcome all feedback and suggestions as we embark on a continuous path of advancement. Throughout the year, we actively sought the perspective of stakeholders through:

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| * Formal and Informal discussions * Group call * Learning and teaching meetings * Questionnaire’s / audits * Team around the child meetings * Well-being reports * Learning Jounals |

Parents feedback collected and evidenced showed the following:

* Parents through workshops and learning and teaching meetings have a greater understanding of their child’s stage of development and next steps in learning and how they could support learning at home, parents also said that it is easy to see what the children have achieved and what’s next and that is shared in real time and feel involved.
* 100% of parents who responded to survey liked the planning process and understood the skills there child were gaining and the progress they achieved

Staff engagement with professional Dialogue and results were collated and evidence the following:

* Staff confidence has been reinstated and they are enthusiastic to actively assess, plan and record learning in collaboration with parents, staff feel that the parents are more actively involved in their child’s learning.
* Having new management structured has led to a focus on team work and building relationships which has created a positive ethos were staff and children feel valued and respected

Children discussed their thoughts with their keyworkers and results were collated evidencing the following:

* Children’s voices are listened and responded to on a daily basis and their options are sought, this is recorded in their learning journals and throughout the nursery environments

Plan: Session 2025-26

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| **Priority 1: Health and Wellbeing development**  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 | |
| **National Improvement Framework Outcomes**  **3. Inclusive curriculum and assessment for a sustainable future.**  **6. Positive relationships, behaviour, and attendance in a respectful culture.**  **1. Empowered and accountable education system supporting lifelong learning.**  [**Education - achieving excellence and equity: National Improvement Framework 2025**](https://www.gov.scot/publications/achieving-excellence-equity-2025-national-improvement-framework/pages/1/) | |
| **How Good is Our School/Quality Improvement Framework ELC**  4.2 Wellbeing, inclusion and equality  1.3 Leadership of change  2.3 Learning, teaching and assessment  3.1 Ensuring wellbeing, equality and inclusion  3.2 Securing Children's Progress  4.3 Children's progress | **UNCRC**  Article 2 (Non-discrimination):  Article 42 (Knowledge of rights): |

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| **Rationale for change based self-evaluation including data and stakeholder views** |
| * As an authority priority we have audited the resources with a focus on BRL it is evident that there is gaps in the available resources that would support natural cultural diversity. * Senior leadership team has observed inconsistency in staff professional judgement when assessing using the early year’s development tracker. * The staff have identified that some aspects of gross physical skills that have not been covered naturally. * Staff verbal feedback shows that PAThS is used however, not in a consistent way and not as the programme states |
| **Expected outcomes for learners**  **Who? By how much? By when? What?** | |
| * By May 26 children will explore diversity and multi-cultural issues throughout the school year. As a result all learners will develop a basic understanding of a range of cultures. * By November 25 80% of parents will have attended workshops and then seen Health & Wellbeing in action to enhance their skills to support their child’s learning, tracking will show an overall increase of 5% more children making good progress and 3% more are making very good progress in numeracy for all learners. Fed back will gather parent’s views on what was helpful and what if they need more support. * By Nov 2025 all staff will be naturally using PATHS programme and language and room monitoring will show that almost all children are using the PAThS strategies to resolve situations and reregulate. BY Nov 25, 80% of parents will attend a PAThS workshop with a key focus on emotional literacy leading to collaboration with families and children experiencing a consistent use of language in relation to emotions, this will support children’s understanding leading to positive relationships at nursery and home. Fedback will show parents thoughts and a questionnaire in March 26 will gather how children use the language and strategies at home. By April 2 Learning journals and monitoring will evidence that children are making good or very good progress in Health and Wellbeing. * By Oct 2025 the co-operative team for Health and Wellbeing will research and link a progressive physical program to curriculum pathways. By Dec 2025 baseline ongoing tracking of progress will be evident and show an overall increase of 5% of almost all learners making good progress and 3% making very good progress in health and wellbeing. By April 26, learning and monitoring will be used to evidence that children are making good and very good progress in Health and wellbeing * By April 26 Learning Journals will be monitored and evidence will show progress being made and self-evaluation and monitoring of room will show the almost all children using appropriate language and demonstrating caring behaviour. | |

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| **Measure of Impact: What we will see and where?**  How will we measure this? What does “better” look like? How will we recognise better when we see it? |
| * The pathways for Health and Wellbeing will baseline all children’s starting point and almost all children will show ongoing progress on their trackers over the two years. Children will have increased physical skills, coordination, listening, gross motor and spatial awareness skills. Children will also gain knowledge on how their body works and how exercise makes the heart beat faster and the foods we need to keep us healthy. This will be shown through observations and Learning Journals. * All children will be shown a consistent approach and be supported to understand how to care and respect each other through the skills and knowledge of staff’s understanding of the PAThs programme and a consistent approach in our practice. In entering the room, it will be recognised that almost all children are using PAThs language and being caring and respectful to each other. This will be evident in Learning Journals. * The outdoor environment will be welcoming and have a broad range of learning opportunities which will engage children in learning reducing incidents and accidents and will see an increase in the three cross cutting themes and this will show an increase of 5% making good progress and 5% making very good progress in their progress trackers. * Health & Wellbeing Pathways: All children will have a baseline starting point recorded, with almost all, showing ongoing progress in trackers over two years. Observations and Learning Journals will evidence improvements in physical skills, coordination, listening, gross motor skills, spatial awareness, and children’s understanding of healthy bodies, exercise, and food. * PAThS Programme: A consistent staff approach will ensure all children learn to care for and respect each other. Room observations and Learning Journals will show that almost all children naturally use PAThS language and strategies to regulate emotions, resolve situations, and demonstrate caring behaviour. * Outdoor Environment: A welcoming and well-resourced outdoor space will provide a broad range of learning opportunities. This will lead to fewer incidents/accidents, increased engagement, and progress in the three crosscutting themes, with trackers evidencing a 5% increase in good progress and a 5% increase in very good progress. |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| --- | --- | --- | --- | --- |
| SMT and EEL will research Building Racial Literacy | Aug-Oct 25 |  | SMT, EEL & cluster | Time and/or research |
| Use building racial audit to identify areas of good practice and areas of improvement as well as gaps in resources. | Feb 26 |  | All staff | Time |
| Cluster will work collaboratively and build staff knowledge of BRL and self-evaluate practice leading to enhanced Environment that support natural curiosity and conversation. | Aug 25- Jun 26 |  | Lesley and 2 staff. | Time with cluster  Preparation time |
| A cooperative team will research the implementation of PAThS program and organise resources. | Sept 25 |  | Cooperate team for Health and Wellbeing | Time, PATHs resources, Paper, computer |
| Cooperate team will collate their research and develop a physical programme, identify resources needed and share information with colleagues. | Oct 25 |  | Cooperate team for Health and Wellbeing | Time, money, trackers, curriculum |
| Plan and implement Health & Wellbeing workshops that give parents an understanding of curriculum for excellence before seeing this in action in playrooms, to allow parents to understand and support learning and teaching. | January 26 |  | Coop team Health Wellbeing & SMT | Presentation, school gym hall, school mobile white board, time, admin for letters |
| Collaborative team will moderate Health& Wellbeing and share their finding in professional dialogue sessions | Aug25- June 26 |  | Cooperative team and SMT | Time, Tracker, Curriculum for Excellence pathways |

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| **Priority 2: Literacy and Numeracy: Tracking, Staff training on Journals, Birth to 3 years tracker introduced, Moderation**  Closing the attainment gap between the most and least disadvantaged children and young people  Improvements in attainment, particularly in literacy and numeracy | |
| **National Improvement Framework Outcomes**  **4. High achievement and reduced attainment gap for all learners.**  **5. Skilled teachers and leaders delivering excellent, inclusive education.**  **3. Inclusive curriculum and assessment for a sustainable future.**  [**Education - achieving excellence and equity: National Improvement Framework 2025**](https://www.gov.scot/publications/achieving-excellence-equity-2025-national-improvement-framework/pages/1/) | |
| **How Good is Our School/Quality Improvement Framework ELC**  1.1 Self-evaluation for self-improvement  1.3 Leadership of change  3.2 Securing Children's Progress  2.2 Curriculum  2.3 Learning, teaching and assessment  3.2 Raising attainment and achievement | **UNCRC**  Article 28: (Right to education):  Article 29 (Goals of education): |

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| **Rationale for change based self-evaluation including data and stakeholder views** |
| * Staff have been tracking learning and teaching using the early years tracker however discrepancies in professional judgement. * Care Inspectorate identified very good practise in Play and learning, however good in leadership as recording process did not reflect the practise. * The staff’s lack of knowledge of learning journals did not allow them to show the practice that was taking place in the learning environment. * Intentional teaching, next steps, evaluations and responsive planning have been implemented, need to develop a single vision for recording learning journals * The new early year’s tracker requires to be moderated to enable a consistent approach to professional judgement and allow for accurate data on raising attainment. |
| **Expected outcomes for learners**  **Who? By how much? By when? What?** | |
| By May 27 Inverclyde councils tracking tool will show that all children already assessed will show an overall increase of 5% making good progress in numeracy.  By May 27 Inverclyde councils tracking tool will show that all children already assessed will show an overall increase of 5% making good progress in literacy  By October 2026 all staff’s knowledge of Learning journals will have been developed through training and workshops, and by May 2027 tracking will show that all children who are already assessed will show an increase of 5% making good progress with accurate data.  By August 2026 staff in Acorn room will have researched and developed knowledge of schemas and will have created a presentation to Increase all staff knowledge By October 2026 the gaps in resources will be purchased and this will be evident with the nursery environment, showing an increase of engagement of almost all children at this stage.  All children in the 2-3 years room will be assessed and have appropriate target to reach their potential by Oct 25. | |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| --- | --- | --- | --- | --- |
| All children will be assessed against the  I can tool kit. | New term first 21 days 25 |  | SMT & EAL | Time, computer, paper I can tool kit |
| Use data from I Can assessments to plan for learning and teaching at nursery and home. | Sept 25 |  | SMT & EEL | Time, computer, paper I can tool kit  And identified resources |
| Add home learning into robust year plan to ensure staff have a clear plan for home learning for literacy | August 25 |  | Coop team & EAL | Blooms resources, books and bags |
| Add home learning into robust year plan to ensure staff have a clear plan for home learning for numeracy | August 25 |  | Coop team & EAL | Time, Numicon resources, lending bags, evaluation slips |
| Create a robust year plan to enhance organisation and time management of all aspects of the service and improve communication, and staff to use effectively. | August 25 |  | SMT | Time, staff coop teams action plans, paper, computer |
| Collaborative team will moderate Literacy and share their finding in professional dialogue sessions | August-25 – June 25 |  | Cooperative team and SMT | Time, Tracker, Curriculum for Excellence pathways, staff knowledge |
| Collaborative team will moderate numeracy and share their finding in professional dialogue sessions | August-25 – June 25 |  | Cooperative team and SMT | Time, Tracker, Curriculum for Excellence pathways, staff knowledge |
| Implement new Birth to 3 years tracker in Acorn room and set target for individual children to reach their potential. | August 25 – May 26 |  | Acorn room staff & SMT | Tracker, time |
| Staff in Acorn room will create a training presentation and deliver to staff on schemes leading to staff reviewing practice and enhancing environments. | August 25 |  | All staff | Time, self –evaluation presentation & reflection, professional dialogue |

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| **Measure of Impact: What we will see and where?**  How will we measure this? What does “better” look like? How will we recognise better when we see it? |
| Pre and post training questionnaire on Learning Journals will show base line and improvement and discussion with staff, this will enhance the learner environment and we will see progress for numeracy and literacy in our trackers.  Moderation of the learning milestones will give a more accurate consistent approach to assessment using the early tracker for almost all children in the 3-5 room.  All staff through training and professional dialogue will have an increased knowledge of schemas in relation to child development and this will influence and enhanced playroom practise. Self-evaluation of playroom will recognise increased engagement.  Self- evaluation and tracker meeting with senior management team will show both responsive and intentional teaching in the learning journals giving a true picture of learning and assessment of almost all children |

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| **Priority 3: Wood work**  Improvement in skills and sustained, positive school-leaver destinations for all young people  Closing the attainment gap between the most and least disadvantaged children and young people | |
| **National Improvement Framework Outcomes**  **5. Skilled teachers and leaders delivering excellent, inclusive education.**  **3. Inclusive curriculum and assessment for a sustainable future.**  [**Education - achieving excellence and equity: National Improvement Framework 2025**](https://www.gov.scot/publications/achieving-excellence-equity-2025-national-improvement-framework/pages/1/) | |
| **How Good is Our School/Quality Improvement Framework ELC**  1.2 Leadership of learning  2.3 Learning, teaching and assessment  3.2 Raising attainment and achievement  3.2 Securing Children's Progress  3.3 Learning, teaching and assessment | **UNCRC**  Article 29 (Goals of education):  Article 12 (Respect for the views of the child): |

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| **Rationale for change based self-evaluation including data and stakeholder views** |
| The Notre Dame Cluster wrote the Inverclyde Council’s Woodwork program however this has fell away, re-establish through training and implementation.  An audit of woodwork resources identified resources required to implement program. |
| **Expected outcomes for learners**  **Who? By how much? By when? What?** | |
| Gaps in resources identified through audit will be purchased allowing the program to be implemented in August 2026 there will be an increase in fine motor skills for almost all learners, tracking will show improvement by 5% attaining good and 5% very good in a range of areas.  Children (3–5): By June 2026, almost all children will engage in the Woodwork Programme, with 80% showing improved fine motor skills, problem solving, and creativity, evidenced in Learning Journals and trackers.  Staff: By December 2025, all staff working with 3–5s will be, trained in the Inverclyde Woodwork Programme, with almost all, demonstrating confidence in delivering safe, progressive sessions.  Environment: By October 2025, the 3–5 environment will be, fully resourced with tools and materials identified in the audit, enabling high-quality woodwork experiences linked to curriculum pathways. | |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| --- | --- | --- | --- | --- |
| A cooperative team will train new staff and set up outdoor classroom to implement wood work program lead by the digital lead. | September 25 |  | 2 key workers | Time, paper, computer money |
| Plan and implement woodwork & safety workshops that give parent an understanding of curriculum for excellence before seeing this in action in playrooms, to allow parents to understand and support learning and teaching*.* | Before October week 25 |  | Coop team literacy & SMT | Presentation, school gym hall, school mobile white board, time, admin for letters |
| Implement the woodwork program Fully | After October week 25 |  | Outdoor staff | All resources linked to program, outside classroom, SIMOA safety guidance. |

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| **Measure of Impact: What we will see and where?**  How will we measure this? What does “better” look like? How will we recognise better when we see it? | | |
| Improvements in the outdoor learning and teaching spaces will ensure all learners show-improved skills across fine motor control and risk awareness. This will be evident in their health and wellbeing tracker and learning journals  Children’s Skills Development: We will see almost all children engaging confidently in woodwork activities in the 3–5 environment, measured through Learning Journals, observations, and trackers, “better” looks like children demonstrating improved fine motor skills, problem-solving, and creativity. Recognised when children can complete tasks independently and show pride in their creations.  Children’s Understanding and Knowledge: Children will show understanding of safe tool use and sequential processes in woodwork. Measured via staff observations and discussion prompts. “Better” is children can explain steps in a process and show or vocalise safety practices, children success is when they can verbalise or model correct use without direct adult support.  Staff Practice: Staff will consistently deliver high quality, progressive woodwork sessions. Measured through peer observations, mentoring feedback, and room monitoring. “Better” is staff confidently modelling techniques, linking activities to learning targets, and scaffolding children effectively? This is recognised when sessions run smoothly, with children engaged and learning outcomes evident.  Environment and Resources: The 3–5 outdoor classroom will be fully resourced and organised to support woodwork learning. Measured through audits and floor books. “Better” is a safe, stimulating space with accessible tools and materials. Recognised when children independently select resources and use the space effectively for exploration and creativity. | | |
| **Priority 4 – Development of Policies and Procedures**  Improvement in children and young people's health and wellbeing  Closing the attainment gap between the most and least disadvantaged children and young people | | |
| **National Improvement Framework Outcomes**  **2. Strong partnerships between schools, services, families, and communities.**  **6. Positive relationships, behaviour, and attendance in a respectful culture.**  **5. Skilled teachers and leaders delivering excellent, inclusive education.**  [**Education - achieving excellence and equity: National Improvement Framework 2025**](https://www.gov.scot/publications/achieving-excellence-equity-2025-national-improvement-framework/pages/1/) | | |
| **How Good is Our School/Quality Improvement Framework ELC**  1.2 Staff skills, knowledge, values and deployment  4.2 Wellbeing, inclusion and equality  4.4 Safeguarding and child protection | **UNCRC**  Article 3 (Best interests of the child):  Article 19 (Protection from all forms of violence): | |

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| **Rationale for change based self-evaluation including data and stakeholder views** |
| * Local Authority Priority to develop consistent approaches to managing positive relationships * Local Authority priority to focus on collaborative strength based approach to Safeguarding and child protection |
| **Expected outcomes for learners**  **Who? By how much? By when? What?** | |
| * By Feb 26 all families and learners who require support through safeguarding processes will engage in a multiagency collaborative approach to ensure that learners are safe at both the home and nursery environment. * By Jan 26 all practitioners will have a refreshed understanding of how to support positive relationships in line with the Authority policy and have increased confidence from initial data. Ensuring that all learners have access to a service, which is safe, supportive, and trauma informed environment which promotes equity for all. * BY Dec 25 staff who attended the Education Scotland’s Trauma informed twilight course will do research and evaluate the service before implementing an action plan and using knowledge to mentor and coach all colleagues by Aril 26 to develop a trauma informed service. | |