

Education – Improvement Planning Document – 2026-27

Establishment Name:

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Our Vision, Values and Aims

Values, Visions & Aims

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

“Our Values Vision & Aims”

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.

3 Year 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 2026-2027

Session 2027-2028

Session 2028-2029

Overview of rolling three year plan

Link to NIF 2026 [National Improvement Framework 2026 - gov.scot](https://www.gov.scot/nif2026)

National Priorities	Session 2026-2027	Session 2027-2028	Session 2028-2029
1. Placing the human rights and needs of every child and young person at the centre of education	Children and families will experience responsive care and learning that is relevant to them and their families while gain an understanding of UNCRC and have relevant plans in place that are carried out by well-trained and knowledgeable staff. QI: 1.1, 1.2, 4.1 & 4.2 National Priority: 1 & 2	Leadership QI: 1.1,& 1.2 National Priority 1 & 5	Play & Learning QI: 2.1 & 3.1 National Priority: 2 & 4
2. Improvement in children and young people's health and wellbeing	Development of Broad general Curriculum and planning NIF Priorities QI: 2.1, 3.1 & 3.3 National Priority 2, 3 & 4	Curriculum Development QI: 1.2 & 3.2 National Priority 2, 3 & 4	Curriculum Development QI: 3.2/3.3 National Priority 1, 3 & 4
3. Closing the attainment gap between the most and least disadvantaged children and young people	Evidence based Quality process and development QI: 1.3, 3.2 National Priority: 2, 4 & 5	Evidence based Quality process and development QI: 1.3 & 4.1 National Priority: 2, 4 & 5	Evidence based Quality process and development QI:1.3 & 4.2 National Priority: 2, 4 & 5
4. Improvement in achievement, particularly in literacy and numeracy			
5. Improvement in skills and sustained, positive school-leaver destinations for all young people			

Stakeholder’s views

How were stakeholders’ views collected? (Early Years/Primary/ Secondary)

• Formal and Informal discussions • Group call • Learning and teaching meetings • Questionnaire’s / audits	• Team around the child meetings • Well-being reports • Learning Journal
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Through questionnaires and direct discussion, we have gathered information from parents on:

- Parents view on assessment and target setting process, which received positive feedback, statistics show that almost all parents attended every parents meeting for target setting.
- We requested parent’s opinions on what they wanted their children to experience throughout the year including celebrations we received 6 responses.
- We asked parents were asked to review our Values, Visions and Aims to ensure they were clear and that they agreed with the consents stated anything they did not agree with or wished to add anything, all responses were positive and parents agreed with the contents and felt that they matched the ethos of the service.
- Home Learning feedback showed that all 3-5 room parents have gave very positive feedback both on returns and in learning journals, almost all parents have given feedback and only a few children not returning resources.
- After our stay and play and nursery events, we got very positive feedback from adults attending and ideas for future.
- Sent out questionnaires for parent partnership and have a few parents engaging in termly meetings and helping with some decision making.

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

- Staff have developed and created areas collaboratively to ensure high quality learning environment and have recently self-evaluated these areas using solution orientated process to identify strengths and action plan to develop further
- The teacher has given very good feedback on areas and staff participation, enthusiasm and commitment, she has organised another nursery to come and see our playroom environment.
- Almost all staff have key responsibilities and lead the service in this area including Hygiene, medication, first aid, physical program to name a few
- Self-evaluated 12 week plan and recognised strengths and areas to enhance further and created an action plan

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 2026-27

Priority 1: Overview of Priority – Children and families will experience responsive care and learning that is relevant to them and their families while gain an understanding of UNCRC and have relevant plans in place that are carried out by well-trained and knowledgeable staff.

NIF Priorities

Choose an item.

Improvement in children and young people's health and wellbeing

National Improvement Framework Outcomes

2. Young people experiencing the benefit of schools and early year's settings working in excellent partnerships with wider children's services and other partners, families, and communities, in line with the GIRFEC approach.
3. Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, shape a sustainable future, while celebrating and supporting progression for all.
5. Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs.

A Quality Framework for ELC

- 1.1 Leadership and Management of Staff and Resources
- 2.1 Children Experience High Quality Spaces
- 3.1 Play and Learning
- 4.4 Safeguarding and Child Protection

UNCRC

- Article 3 (Best interests of the child):
 Article 12 (Respect for the views of the child):
 Article 4 (Protection of rights):
 Article 42 (Knowledge of rights):
 Article 28: (Right to education):

Rationale for change based self-evaluation including data and stakeholder (Early Years/Primary/ Secondary)

Based on data that shows that our pre-school children for Health and well being that 78.57% of the children were on track, to enhance our practice further we are going to:

- As an authority priority and having audited our safeguarding process, we would like to enhance our practise further in line with The Promise to ensure that we are getting in right for every child and within our community
- Staff have developed environments including a consist approach to visuals to support children's understanding and help at times of transitions. We currently have personal curriculum plans or learning plans for children who require these which are established through professional dialogue with key workers and senior management team, review our current ASN paperwork and create a process that supports children, and staff follow a consistent pathway that they understand and follow and were appropriate could be used to lead to judgement against the criteria for CSP. This will include research and training in Circle and Up Up and away to enhance staff knowledge.
- A member of staff has completed BRL training and a working party, who have audited and created an action plan and staff have had a brief introduction to BRL, further enhance and audit resources and begin to fill gap.

Expected outcomes for learners (Early Years/Primary/ Secondary)

Who? By how much? By when? What?

- All children, including those who are **care experienced**, will experience a safe, nurturing and inclusive environment, with observations and monitoring showing strong, trusting relationships and emotionally supportive interactions in at least 90% of observed practice, and **improvements in wellbeing scores** will be evident in Inverclyde Councils Milestone tracking tool for **80% or more of children**, **by June 2027**, leading from staff training in *The Promise*.
- **All children with additional support needs** will experience relevant high quality plans created in collaboration with parents ensuring **relevant and high quality support** with assessment leading to plans, observations and evaluations evidencing that appropriate strategies and interventions are in place, **by April 2027**, as a result of refreshed ASN procedures and **improved** staff Knowledge understanding.
- **By Dec 26, all staff** knowledge and understanding of BRL will have increased leading to **All children** experiencing **relevant provocations and learning** about a range of culture. **Audit** before and after will show an **increase in staff knowledge and confidence** and learning journals will show **80% of children** will have **experienced and gained knowledge** about their own and others cultures.
- **By April 27 Almost all children and families** will **participate in a culture week** and share each other traditions, custom, dress and food, feedback will show **what families have learned**

Measure of Impact: What we will see and where? (Early Years/Primary/ Secondary)

How will we measure this? What does “better” look like? How will we recognise better when we see it?

- **Observations on learning journals and senior management monitoring** will evidence **strong, trusting relationships between staff, children and families of care experienced young people**
- Highly effective and consistent approaches to planning for children with additional needs will ensure all **children with ASN are making individual progress**, this will be evidenced through **our intervention process and logged on learning journals**
- **Self-evaluation processes** will demonstrate that ASN policies and procedures implemented have a consistent approach, and are of a high standard, with evidence showing early **identification of need, and children with ASN are making good and sustained progress over time**.
- **Observation on learning journals and senior management monitoring** the **broad range of multi-cultural experience offered to children about their individual and others cultures** with resources that reflect and celebrate all children culture.
- **Observations recorded in learning journals and “Up, Up and Away” assessments** will evidence **children’s achievement and progress over time** for children with ASN

Tasks to achieve priority (Early Years/ASN/Primary/ Secondary)	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Almost all keyworkers and senior management team will attend training on Up Up and away	October 26		Key workers, management and ICOS team	Time, 2 hours in-service day August ICOS team
A working group will create a process for staff to follow to have a consistent approach to the creation of relevant differentiated curriculum programs for children who require them	1 st two week November 26		SMT & 3 staff	Time 2 x 2 hour meeting 2 SMT and 3 staff computer , paper
Working group will share and develop colleagues on the ASN process	2 nd two weeks November 26		All staff	1x 1.5 hour training session , computer and printed notes and pack of process
All children who require differentiated learning or curriculum will have a plan created in collaboration with parents or family using a consistent process	Dec 26		All staff	Each child 20min initial meeting keyworker, review meeting 20 min then 1 hour meeting parents discussion of situation 1.5 hour collaborative meeting to create plan
Create a BRL Charter.	6 Months (Nov26)		SMT and staff	2x 1 hour meeting first to plan second staff return with ideas and create, paper, computer
Share BRL charter	Dec 26		All staff	1 hour meeting
Create BRL working party to help embed and move forward in our journey.	August 2026 to Nov 26		SMT & 4 staff	2x 1hour meeting paper computer
Create QR codes for easier access for all families (Learning Journals, Lending library, Key information)	6 Months (Nov26)		SMT and staff	3x1 hour 2 x 1 hour to gather information 1x1 hour to create QR codes Computer
Purchase small world resources (puppets, people) to represent the client base in service	September 2026		All staff SLT	Finance, audits time 2 hours
Enquire about Learning Journals accessibility for different languages (translation)	August 2026		SMT	Time 15 minutes, phone
Review languages and add countries to languages in our environment to make links that are relevant to our families.	August 2026		Nominated staff	1 hour, computer & printer
Audit books and provide posters and pictures to create conversations with children and add to environment.	Nov 2026		Nominated staff	3 hour to audit & 1 hour to collate info
Create a Cultural Calendar to celebrate important events across our nursery community that are meaningful and relevant to our children and families.	September 2026		All staff	1x 1.5 hour meeting to discuss and 1 hour to collate computer, keyworkers knowledge of families.
Plan a cultural week inviting families to share stories, foods, music and dance to celebrate everyone's place in Scotland.	April 2027		All staff SLT	2 hour planning & 1 week to implement Finance for resources
SMT and staff access and develop knowledge of Promise doing module 1 before attending in-service with Inverclyde promise lead	August 26 October 26		All staff	1hour and computers for all staff for module 1 ½ day in-service
All staff to complete module 2 and complete test	April 26		All Staff	2 hours and computer module 2 and test

Tasks to achieve priority (Early Years/ASN/Primary/ Secondary)	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Promise action plan to be created and implemented based on training reflection of practise	December 26		Working group of staff	2x 1hour meeting and computer
Audit to be carried out before and after to gain a understanding of staff progress	August 26 & May 27		SMT	1x 1 hour to collate audit and all staff 30 minutes to complete

Priority 2: Overview of Priority – Development of Broad general Curriculum and planning

NIF Priorities

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 levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap.

6. Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.

A Quality Framework for ELC

1.2 Staff Skills, Knowledge, Values and Deployment

2.1 Children Experience High Quality Spaces

3.2 Curriculum

4.3 Children's Progress

UNCRC

Article 28: (Right to education):

Article 3 (Best interests of the child):

Article 12 (Respect for the views of the child):

Rationale for change based self-evaluation including data and stakeholder views (Early Years/Primary/ Secondary)

Based on data that shows that our pre-school children for Literacy that 88.1% and Numeracy 85.71% of the children were on track, to enhance our practice further we are going to focus on the Curriculum Improvement Cycle to enhance our practice by:

- We have focused on assessing and writing targets along with providing quality spaces that allow children to thrive to enhance this further create planning formats that ensure there is very good broad general curriculum provision linked in a way that give children and families an understanding and context to their rights and includes children's voices and consultation.
- The local authority has introduced new guidance for children under three. Within the under-three playroom, staff have focused on the learning environment. Indoors staff have created and embedded roles and responsibilities and continuous provision however, due to vandalism we need to focus on outdoor environment. Staff have a robust process to assess children and are skilled at writing and evaluating targets, use previous skills and knowledge along with Inverclyde's guidance and research develop a shared understanding linked to current guidance and theory to improve the quality of practice.

- Having developed the service over the years and embedding and creating Values, Visions and Aims we know need to revisit our Curriculum rationale in line with our current philosophy and practice.
- We have a robust process for creating 28-day Care Inspectorate personal plan and all children have a wellbeing plan based on SHANARRI wellbeing indicator showing strength and next step and shared with parents, we know need to review our processes for updating and timeline to try and combine with learning and teaching meetings, ensuring we have a robust and manageable process

Expected outcomes for learners (Early Years/Primary/ Secondary)

Who? By how much? By when? What?

- **The 2-3 years room** will experience a consistently high-quality outdoor learning environment, with observations showing **increased engagement and sustained involvement** for at **least 90% of learners, by June 2027**, as a result of improved outdoor learning spaces.
- **All practitioners** working with children under three will demonstrate **increased confidence and Knowledge in Inverclyde Councils guidance**, by **March 2027** and planning will show responsive learning and teaching being implemented.
- **Almost all children** in the under-three room **will make clear and measurable progress across developmental areas**, with observations evidencing **progression over time**, and documenting responsive planning **by June 2027**.
- **90% of the children** will show **improved quality of participation in consultation**, with observations in there learning journals and planning sheets, Inverclyde Councils tracker for 3-5 years and I can tool kit for under threes and Inverclyde council under 3's guidance evidencing increased engagement, and contribution in planned experiences, **by June 2027, resulting in an increased engagement overall**.
- A single vision through the creation of a curriculum rationale **will increase and ensure all children** will experience **quality and consistent interaction, experiences and spaces that are responsive to individual children**, by **April 27**
- **All Children** will have a **personal plan** that is relevant and shared with parents, considers parent's views, and reviewed at **regular** intervals ensuring staff have updated relevant information from parents, leading to **all children** having appropriate responsive plans.

Measure of Impact: **What we will see and where?** (Early Years/Primary/ Secondary)

How will we measure this? What does "better" look like? How will we recognise better when we see it?

- **Observations and recording of learning online and in planning sheets** for 2-3 years room will show **consistent, well planned outdoor learning experiences**
- **The 2-3 room** will self-evaluate current area plans and **create action plans and implement to enhance the areas** further, by Sept 26
- **Monitoring of Target at keyworker meetings** will evidence the **consistent use of appropriate, developmentally relevant individual targets** for children.
- **Learning Journals and planning sheets** will show the **progress over time** linked to targets and **consultation and responsive planning to children** interests
- **Rationale statement** will reflect the practise seen in **The playrooms, self- evaluation and monitoring**
- **Personal Plans** that ensure all children have a relevant and responsive program that is collated with parents and these **will be seen in learning journals and children's files**

Tasks to achieve priority (Early Years/ASN/Primary/ Secondary)	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Research and deliver training to staff on consultation	August 26		Head of centre	SMT 3 hours research, 2 hours training session, computer and presentation
Create planning formats to record BGE, in the 3-5 room consultation along with progression and support to ensure continuous learning as staff move areas.	September 26		3-5 room staff and SMT	2x 2hours computer
Audit current Personal Learning plans and create an action plan reflecting on current plan and Care Inspectorate guidance	August 26		All Staff	3x 1 hour computer and care inspectorate guidance
Create formats for recording our Personal Learning plans	October 26 & Jan 27		SMT & 2 staff	Time 2x 1 hour meeting 1 to create and one to self-evaluate on implemented computer & Printer
Review all transition and create a robust process that all staff follow to ensure relevant information sharing.	Before Dec 26		All Staff	3 x 1 hour meeting
Develop devolved leadership groups who take on research and develop aspects of the service, and become leads in specific areas and mentor and coach colleagues.	ongoing		All staff	Time, computer, develop coaching, mentoring and presentation skills
Use self- evaluation to recreate the 12 week plan for assessment target setting and evaluation for service include the BGE	August 26		SMT	Time 1 hour initial self-evaluation 2hours to create new process Computer printer paper
Share the twelve week plan with staff	August 26		All Staff	1 hour to share and reflect Computer printer paper
2-3 years room to create an action plan to develop outdoors plan	Aug 26		2-3 year staff	1 hour and computer
Implement action plan for 2-3 years outdoor	October 26		2-3 years staff	1 hour to get prices 1 hour to call to get people to support 2 x 1 hour for visits 3 x 1 hour setting up

Priority 3: Overview of Priority – Evidence based Quality process and development**NIF Priorities**

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

Improvements in attainment, particularly in literacy and numeracy

National Improvement Framework Outcomes

5. Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs.

4. High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap.

A Quality Framework for ELC

1.3 Leadership of Continuous Improvement

2.1 Children Experience High Quality Spaces

3.1 Play and Learning

4.3 Children's Progress

UNCRC

Article 3 (Best interests of the child):

Article 12 (Respect for the views of the child):

Article 28: (Right to education):

Article 29 (Goals of education):

Rationale for change based self-evaluation including data and stakeholder views (Early Years/Primary/ Secondary)

- Having received the Quality Improvement Framework document in September and Inverclyde Council Quality Improvement audits and having used the framework to developed and piloted self-evaluation paperwork, we know need to create a robust plan to evaluate and monitor the service, leading to raised attainment, devolved leadership and increased knowledge of staff.
- Having created moderation of the Inverclyde Council Early Level Tracking tool used to assess children and having moderated each target to have a 3 stage progress linked to Behind, on track and beyond, staff know need to use these to make professional judgement when assessing and tracking children learning to ensure consistency in assessment process.
- Having implemented key worker meetings that include monitoring of learning and teaching, we know need to develop this further and create a robust monitoring process with paperwork to record.
- All children going to school were on track for Literacy and Numeracy and 80 % were on track for all aspect of health and wellbeing, with 20% behind expectation emotionally, however children returning statistics are not as positive, so we require to ensure we have relevant information and plans in place to ensure all children reach their potential.
- We have created robust collaborative approaches to monitoring Attendance, first aid, accidents & Incidents medication, infection control that have staff and senior management following a robust monitoring calendar, this has developed staffs understanding of process and how this effect change. We know need to focus on a robust Quality Improvement cycle linked to the new Quality Framework document.

Expected outcomes for learners (Early Years/Primary/ Secondary)

Who? By how much? By when? What?

Increase the percentage of **all children assessed as on track in Literacy** from current baseline of returning children to **at least 90%** outcomes in listening and talking, reading and early writing through high-quality learning experiences and consistent assessment practices **by June 27.**

Increase the percentage of **all children assessed as on track in Numeracy** from current baseline of returning children to **at least 90%** outcomes in Numeracy and mathematics processing through targeted teaching and effective tracking of progress **By June 2.7**

Increase the percentage of **all children assessed as on track in Health and Wellbeing** from 80% to **at least 90%** with emotional wellbeing, resilience and self-regulation, enabling them to engage positively in learning **by June 27.**

100% of children will have clearly identified next steps recorded and reviewed termly **Children's learning will be accurately assessed**, tracked and planned for using the moderated Inverclyde Early Level Tracking Tool and robust key worker monitoring systems **By December 26**.
At **least 90% of children** will make expected or better progress through the tracking stages (Behind, On Track, Beyond) Children will make **continuous progress** as a result of **consistent professional judgement, high-quality learning experiences and effective quality assurance processes by June 27**.

Measure of Impact: What we will see and where? (Early Years/Primary/ Secondary)

How will we measure this? What does “better” look like? How will we recognise better when we see it?

- **Monitoring at Target meetings will evidence the consistent use of appropriate, developmentally matched and moderated targets for children.**
- **Learning Journals and planning sheets will show improved quality of engagement from children to express their ideas and interests, including clearer evidence of their contributions.**
- **Learning Journals tracking data shows the percentage of children on track across the cross-cutting themes.**

Tasks to achieve priority (Early Years/ASN/Primary/ Secondary)	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Create a three year plan that covers all quality indicators from The new National Framework document	Sept 26		SMT	3 hour meeting to ensure all QI are covered Quality Framework, yearly plan, paper, computer, printer
Use Inverclyde Councils audit sheet to identify areas that require a deeper look and evaluate and create action plans	Oct 26		SMT and all staff	2x2 hour meeting to audit and identify 1x2 hour to evaluate and create action plan Computer, paper, Inverclyde Councils audits
Implement self –evaluation Action Plans	On going		All staff	Time, resources, action plans
Develop recording format with a group that allows staff to come prepared for keyworker meetings and also to record the discussion and outcomes of meeting	Nov 26		SMT and 2 staff	1x1.5 hour to create 1x1 hour to share and evaluate with staff Computer, paper, printer
Create a playroom monitor plan for year with particular focus linked to Quality framework	Sept 26		SMT	2 hours meeting to identify focuses for monitoring Computer, Yearly plan, Quality Framework
Create recording formats to gather finding from playroom monitoring	Sept 26		SMT	1x1 hour Computer, paper