

Education – Improvement Planning Document – 2025-26

Establishment Name:

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Our Vision, Values and Aims

Vision

To be the heartbeat of the Larkfield community – a place where every child feels safe, nurtured, and inspired to love learning.

Our Values

- **Nurture** – Supporting each child with love and care.
- **Wellbeing** – Promoting mental, physical, and emotional health.
- **Creativity** – Encouraging imagination and curiosity.
- **Inclusion** – Embracing and celebrating diversity.
- **Community** – Working in partnership with families and the local area.
- **Teamwork** – Collaborating with each other to achieve shared goals.
- **Enthusiasm** – Approaching learning and life with energy and positivity.

Our Aims

- To provide a safe, nurturing and fun environment where children feel confident and secure.
- To build strong, respectful relationships with families and the community.
- To foster a love of learning that sparks creativity, independence and resilience.
- To embed wellbeing, inclusion and children's rights in all that we do.
- To be a place that reflects the heart of the community, where all voices are valued.

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 2025-2026

Session 2026-2027

Session 2027-2028

Overview of rolling three year plan

National Priorities	Session 2025-2026	Session 2026-2027	Session 2027-2028
Placing the human rights and needs of every child and young person at the centre of education	Continue racial literacy journey through staff training and development. Begin journey to become a Rights Respecting School and engage children and families. Baseline staff and children's knowledge and confidence.	Become a Rights Respecting School. Embed racial literacy in daily practice. Build confidence in staff to discuss issues including bias and discrimination.	Continue to develop our inclusive, rights-respecting environment through reflective practice, evaluation, and partnership with families. Begin working towards Silver Rights Respecting Award.
Improvement in children and young people's health and wellbeing	Embed trauma-informed practice through new STILT training, positive relationships policy update and shared approaches and widen family community support groups. Strengthen knowledge of Care Inspectorate restrictive practice guidance.	Consolidate trauma-informed practice. 100% staff trained in tools such as PATHS, CIRCLE and ICAN. Stronger family engagement and consistency of practice.	Strengthen multi-agency collaboration to ensure holistic support for children and families. Continue to evaluate impact of our practice.
Closing the attainment gap between the most and least disadvantaged children and young people	Raise attendance SIMD 1&2. Increase attainment in literacy and numeracy based on new tracker, more accurate tracking and evolve use of BGE. Support families with home learning.	Strengthen planning for SIMD 1&2 children. Embed targeted support and responsive pedagogy throughout the day. Use data to identify needs and address barriers to learning earlier.	90% of children are consistently on track in BGE tracker. Attainment for SIMD 1&2 children increased. All staff confidently supporting children based on individual needs and barriers.
Improvement in skills and sustained, positive school-leaver destinations for all young people	Updated tracker. Embed Literacy framework and roll out Numeracy strategy, new under 3's tracker. Further development of children's voice in tracking and planning. Increased confidence in staff and families to support learning. Termly	Embed and evaluate implementation of Literacy and Numeracy strategies. Strengthen links between tracking tools and CFE experiences and outcomes. Monitor termly BGE progress and use data to inform personalised planning. Support staff and	Maintenance means that yearly, 95% of children consistently meet personal targets termly. 90% of pre-schoolers on track by June. All new Families report increased understanding of learning and how to help at home.

	BGE and tracking tools on learning journals	families to use learning journals for target setting and reflection.	
Improvement in achievement, particularly in literacy and numeracy	Develop IDL and widen scope of learning & teaching to other curricular areas, and familiarise ourselves with any changes arising from Curriculum Improvement Cycle. Strengthen knowledge of Joint Inspection Framework to ensure effective self-evaluation leading to better outcomes.	Confidently use new tools and guidance from updated national and local frameworks. Staff can articulate how they support children's progression across curricular areas.	Curriculum is broad, relevant and reflects local context. Learning is tracked and used effectively. Evidence of impact on outcomes for children is robust and well understood by staff.

Stakeholder's views

How were stakeholders views collected?

- Staff, families and partners completed questionnaires and engaged in professional dialogue and reflection to evaluate the service and contribute to the review of the vision, values, and aims.
 - Children were asked what they thought about nursery life through age-appropriate conversations with staff.
 - Ongoing self-evaluation using Education Scotland and Care Inspectorate frameworks informed areas of strength and improvement.
 - Daily observations and discussions continued to support informal feedback from all stakeholders.
 - We received fantastic feedback from our peers during our open evening, which has been reflected upon and acted on.
 - Feedback from our school review in December 2024 has been carefully considered and informed our planning and development.
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Plan: Session 2025-26

Priority 1 Improvements in attainment, particularly in literacy and numeracy Choose an item			
National Improvement Framework Outcomes			
4. High achievement and reduced attainment gap for all learners. 3. Inclusive curriculum and assessment for a sustainable future. 5. Skilled teachers and leaders delivering excellent, inclusive education. Education - achieving excellence and equity: National Improvement Framework 2025			
How Good is Our School/Quality Improvement Framework ELC		UNCRC	
2.2 Curriculum 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment		Article 28: (Right to education): Article 3 (Best interests of the child):	
Rationale for change based self-evaluation including data and stakeholder views			
Self-evaluation highlights a literacy-rich environment but shows the need to strengthen immersive numeracy opportunities. Staff confidence in delivering numeracy is lower than in literacy, and the cascade model of training has not been effective due to team size and varied working patterns. This creates an inequity that risks widening the attainment gap.			
The Inverclyde Numeracy Strategy provides a clear, evidence-based framework to address this by directly upskilling practitioners, building confidence, and embedding consistent, high-quality numeracy experiences across the setting. Aligned with tracking tools such as the Inverclyde Early Level tracker and BGE tracker, the strategy will support earlier identification of gaps, more accurate attainment data, and targeted support for learning.			
Peer review also emphasised the importance of involving children in target setting and supporting parents with clearer guidance. Using the Inverclyde Numeracy Strategy will ensure practice is evidence-informed, child-centred, and family-inclusive, closing the attainment gap while developing staff skills and confidence.			
Expected outcomes for learners			
Who?	By how much?	By when?	What?
By staff:			
• By June 2026, at least 80% of practitioners will report increased confidence in delivering numeracy (measured through staff surveys and professional dialogue), compared with the current 60%.			

- By March 2026, all staff will have engaged in professional learning linked to the Inverclyde Numeracy Strategy, either through direct training or structured in-house sessions.

By children:

- By June 2026, all children will have access to high-quality, immersive numeracy experiences, evidenced through Learning Journals and observations.
- By June 2026, 75% of pre-school children will demonstrate breadth and depth in numeracy progress across the BGE tracker, showing improvement from baseline assessments in September 2025.

By families:

- By April 2026, parents/carers will be provided with clear, practical numeracy guidance linked to developmental goals, with at least 70% of families engaging with home-learning opportunities (measured via feedback and participation records).

By the establishment:

- By June 2026, consistent use of the Inverclyde Numeracy Strategy and BGE trackers across all age groups will ensure earlier identification of gaps, enabling 100% of children to have individualised numeracy targets linked to the Inverclyde Early Level tracker.

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Provide all practitioners with access to Inverclyde Numeracy Strategy training sessions.	March 2026		SLT and all staff	SLT and graduate to deliver in-house training to all staff. Resourced at an in-service training.
Identify numeracy champions within the team to model practice and sustain momentum.	October 2025		SLT and all staff	SLT discussion with whole staff team to give staff autonomy regarding their interest in numeracy and embedding this into our practice.
Audit current learning environments to identify opportunities for more immersive numeracy experiences.	September 2025		SLT and all staff	Staff to be responsible for auditing their learning environments and identifying any numeracy resources which would need purchased. Staff to bring this discussion to a staff meeting.
Plan and deliver high-quality numeracy-rich play opportunities across all rooms	Ongoing		All staff and Senior EYECO and Graduate	Staff to use numeracy framework to make informed choices when they are planning

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
				across the playroom. Staff to take advantage of coaching and modelling from Graduate/Senior.
Develop and share clear, practical numeracy guidance for families.	Ongoing		Numeracy Champions Graduate	Numeracy champions alongside Graduate to share this information with parents.
Offer workshops, stay-and-play sessions, or take-home activities to support numeracy at home and gather parent feedback to measure impact and refine approaches.	January 2026		Numeracy Champions Graduate Inverclyde food network	Same as above.

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?
- Increased staff confidence (measured through surveys and dialogue) with practitioners consistently embedding numeracy in routines, play, and planning. - Evidence from trackers and Learning Journals will show clear progression from baseline, with more children achieving breadth and depth in numeracy experiences and outcomes. - Audits and peer reviews will evidence consistent use of the Inverclyde Numeracy Strategy, and accurate individualised targets and the impact this is having on most and least disadvantaged children. This will be visible in coherent planning, consistent practice, and reliable attainment data. - Feedback and participation rates will indicate stronger home-nursery partnerships. - This will be recognised in children confidently applying numeracy in play, problem-solving, and demonstrating enthusiasm for maths learning. - When families engage with suggested numeracy activities they will increase their confidence supporting their child’s learning. - Staff will be observed using more frequent mathematical language, creative numeracy-rich opportunities, and professional discussions focused on numeracy.

Priority 2

Placing the human rights and needs of every child and young person at the centre of education

Choose an item.

Choose an item.

National Improvement Framework Outcomes**2. Strong partnerships between schools, services, families, and communities.****6. Positive relationships, behaviour, and attendance in a respectful culture.**[Education - achieving excellence and equity: National Improvement Framework 2025](#)**How Good is Our School/Quality Improvement Framework ELC**

2.5 Family learning
 2.7 Partnerships
 3.2 Securing Children's Progress

UNCRC

Article 5 (Parental guidance):
 Article 29 (Goals of education):

Rationale for change based self-evaluation including data and stakeholder views

Our self-evaluation highlights that while some progress has been made in literacy, numeracy, and wellbeing, barriers such as inconsistent attendance and limited parental engagement continue to impact outcomes for our most and least disadvantaged children. Strong parental partnerships are critical to children's success, as we understand that families play the most significant role in shaping learning attitudes and supporting progression. Strengthening collaboration with parents, while ensuring high levels of attendance, will allow us to identify and reduce barriers earlier, create shared expectations, and support every child to reach their full potential.

By prioritising meaningful engagement with families, empowering parents with practical tools to support learning at home, and promoting consistent attendance, we will create stronger home to nursery connections. This will ensure that children from all backgrounds have equitable opportunities to succeed, reducing the attainment gap while enhancing wellbeing and achievement.

Expected outcomes for learners

Who?	By how much?	By when?	What?
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By staff:

- By June 2026, all staff will consistently engage with families, using effective communication strategies to support learning at home via parents and target setting meetings.
- By March 2026, staff confidence in recording attendance and identifying how the impact of low attendance creates barriers to learning will increase, evidenced through surveys, professional dialogue, and reflective practice.
- Staff will integrate family input into learning plans and target-setting for children, ensuring personalised approaches

By children:

- By June 2026, children will have improved attendance and engagement in learning, evidenced by tracker data and Learning Journals.
- By June 2026, children will participate in target-setting and contribute their views to learning plans, promoting ownership and motivation.

By parents:

- By June 2026, at least 70% of parents will actively engage with their child's learning, through workshops, home-learning activities, or structured feedback.
- By June 2026, families will have increased confidence in supporting learning at home, evidenced through feedback and participation.

By establishment:

- By June 2026, attendance rates across targeted groups will improve, and barriers to learning will be reduced.
- Data from trackers will show closing gaps in attainment between the most and least disadvantaged children.

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Offer practical workshops and take-home resources to help parents support literacy, numeracy, and wellbeing at home.	April 2026		All staff, graduate, parents The Trust, Youth Connections, Wise Group	Parents Workshops Parents leaflets Open day/night for partnerships
Establish regular opportunities for parent-staff dialogue, including target-setting meetings and learning conversations.	Ongoing		All staff	Arrange parents meetings
Encourage collaborative discussions with parents to share strategies which will support barriers to attendance.	Ongoing		SLT and all staff	Parents group meetings Cuppa and a Chat
Implement clear attendance monitoring procedures, identifying patterns and barriers early.	October 2025		SLT and Clerical	Ensure all staff are aware of attendance management. In-house training on attendance management for SLT and Clerical.
Develop targeted interventions to support children with inconsistent attendance, including family support and bespoke learning opportunities.	January 2026		SLT and all staff	Collaborate to support children and families at staff meetings.

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Conduct regular audits and reflections to monitor progress towards closing the attainment gap.	Ongoing		SLT, all staff, partners	Self-evaluation

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?
• Staff will confidently use attendance and attainment data to identify children needing additional support and actively involve parents in learning. • Baseline and follow-up data from trackers and Learning Journals will show a reduction in the attainment gap. • Feedback, workshop attendance, and home-learning activity completion will measure engagement. • Attendance and tracker data will show narrowing attainment gaps and improved equity. • This will be seen through regular parent engagement. • This is seen when parents feel informed and empowered and supported to actively supporting learning at home, and contributing to target-setting. • This is recognised through consistent progress data, higher attendance, and stronger home to nursery partnerships embedded in practice.

Priority 3

Closing the attainment gap between the most and least disadvantaged children and young people

Choose an item

National Improvement Framework Outcomes**1. Empowered and accountable education system supporting lifelong learning.****5. Skilled teachers and leaders delivering excellent, inclusive education.**[Education - achieving excellence and equity: National Improvement Framework 2025](#)**How Good is Our School/Quality Improvement Framework ELC**

- 1.2 Leadership of learning
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment

UNCRC

- Article 3 (Best interests of the child):
- Article 31 (Leisure, play and culture):

Rationale for change based self-evaluation including data and stakeholder views

Self-evaluation has highlighted that while our setting provides rich and engaging experiences for children under three, there is a need for more systematic approaches to monitoring developmental milestones and evidencing progress. Current practice captures milestones well but does not always provide the breadth, depth, or relevance needed to plan personalised learning effectively. Staff feedback indicates that while they value observing and recording progress, they require a more consistent tool that supports planning, ensures continuity, and links closely to the developmental milestones of children under 3.

Parents have also expressed a desire for clearer information on their child's progress and how they can support learning at home. The implementation of an Under-3s developmental tracker will address these needs by enabling earlier identification of gaps, ensuring every child has access to appropriate resources which will further aid them to reach their developmental milestones. This will also provide robust data to inform planning. This will strengthen staff confidence and skill set, enhance parental partnerships, and improve outcomes for our youngest learners.

Expected outcomes for learners

Who?	By how much?	By when?	What?
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For staff:

- By June 2026, all staff will use the Under-3s developmental tracker consistently and confidently to plan for breadth, depth, and relevance in children's learning.

For children:

- By June 2026, all under-3s will have a personalised developmental tracker that reflect their developmental stage, leading to measurable progress in Wellbeing, Confidence, Curiosity and Creativity, and Movement and Co-ordination.
- Earlier identification of developmental gaps will enable timely interventions, reducing barriers to learning.

For Parents:

- Parents will receive clear, accessible information about their child’s progress through developmental tracker evidence.
- By June 2026 at least 50% of parents will engage in home-learning activities linked to the developmental tracker.

By establishment:

- The developmental tracker will provide robust data to evidence progress, and support equity by ensuring all children’s needs are recognised and addressed and children who are most and least disadvantaged are equally supported in their development.

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Deliver training on consistent tracker use	October 2025		SLT and tracking working group	In-service day training for all under 3 staff
Facilitate peer moderation sessions to share good practice and ensure consistency.	Ongoing		All staff	Meeting with core support group
Use tracker data to inform weekly and monthly planning for under-3s.	Ongoing		All staff	Staff meetings Professional informal dialogue
Share tracker outcomes with parents regularly, offering clear guidance on how to support learning at home.	Ongoing		All staff Parents	Parent’s meetings with staff
Audit tracker use termly to check consistency and impact.	Termly		SLT	Meetings with staff
Gather staff, parent, and peer feedback to refine the tool.	By June 2026		SLT Staff Parents	Meetings with parents/staff Professional informal dialogue Self-evaluation

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?

- Impact will be measured through surveys, peer observations, and moderation of tracker use.

- Progress will be evidenced through tracker data, Learning Journals, and observations
- Feedback and participation levels in workshops and home-learning activities will measure engagement.
- Termly audits and data analysis will provide evidence of consistency and impact.
- We will recognise better when practice is aligned across our under 3's playrooms and professional dialogue reflects shared understanding.
- Parents will demonstrate a clearer understanding of their child's progress and increased confidence in supporting learning at home.
- Data will demonstrate earlier identification of gaps and closing of inequalities across the under-3 cohort.