Education – Improvement Planning Document – 2025-26

Establishment Name: WELLPARK CHILDREN’S CENTRE

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| Head of Establishment | Ann-Marie Cunningham | Date | 27.6.25 |

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| Quality Improvement Officer | Yvonne Gallacher | Date | 9.7.25 |

Our Vision, Values and Aims

The vision for our Wellpark community is

To provide and deliver an inclusive and inviting high quality service, which supports children and families in the community and gives them a positive sense of responsibility for themselves and others as well as a sense of acceptance and belonging.

We aim to do this by:

Providing a fun, nurturing and inspiring environment, which motivates our children to become independent learners who aspire to be confident and successful; learners who achieve their full potential. We encourage our children to show kindness and respect, be curious and develop a joy for learning through play.

By ensuring, a collaborative approach is put in place with a staff team who feel valued and listened to, and have a commitment to providing an excellent service, fostering an ethos of positive wellbeing and respect

Provide a service for parents and families in which they have a sense of belonging and develop trusting relationships, where their life experiences are valued and they are provided opportunities to engage with the service to promote learning at home.

Ensuring our service builds upon our well established community links and partnerships with other agencies to work productively together to encourage innovative ideas and forward thinking ideas to continually improve the service and support our families to thrive

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

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| **National Priorities** |
| 1. Placing the human rights and needs of every child and young person at the centre of education
 |
| 1. Improvement in children and young people’s health and wellbeing
 |
| 1. Closing the attainment gap between the most and least disadvantaged children and young people
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| 1. Improvement in achievement, particularly in literacy and numeracy
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| 1. Improvement in skills and sustained, positive school-leaver destinations for all young people
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| Session 2025-2026 | Session 2026-2027 | Session 2027-2028 |
| DEVELOPMENT OF THE LEARNING ENVIRONMENT (UNDER THREE)QI: 2.1/3.1/3.3National Priority: 1 & 3 | DEVELOPMENT OF THE LEARNING ENVIRONMENT AND PRACTICE (OUTDOORS)QI: 1.3/2.1/3.1National Priority: 2 & 5 | DEVELOPMENT OF THE LEARNING ENVIRONMENT AND PRACTICE (OUTDOORS)QI: 1.2/1.3National Priority 2 & 5 |
| CHILDREN’S CONSULATION/DOCUMENTING LEARNINGQI: 2.1/3.1/3.3National Priority : 1 & 2 | PARENTAL INVOLVEMENT AND SUPPORTQI: 3.1/3.2/4.3National Priority: 3 & 5 | TO BE DETERMINEDQI:1.1/1.3National Priority: |
| PARENTAL INVOLVEMENT AND SUPPORTQI: 4.1/4.2National Priority: 1 & 4 |
| POLICY DEVELOPMENTQI: 1.2/4.2/4.4National Priority: 1 & 3 | CURRICULUM DEVELOPMENTQI: 3.2/3.3/4.3National Priority: 4 | CURRICULUM DEVELOPMENTQI: 3.2/3.3National Priority: 3 &4 |

*Stakeholder’s views*

**How were stakeholders views collected?**

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| * Parental views were gathered using surveys and showed that parents where highly satisfied with the overall service. Parents engaged well with home learning and had no areas of development specifically which they would like to focus on. Feedback did have some areas which could be easily adjusted and whilst improvements to service are immediate they do not require to be in the improvement plan.
* Parental views were gathered throughout the year at events to ensure all support offered was meeting the needs of families and the community.
* Staff were asked to contribute to professional discussions around the direction of improvement for the service. Staff also evaluated the previous priorities with a survey and took part in discussion about forthcoming priorities for the year ahead. These identified that children’s consultation and development of the learning environment are staff priorities. This has informed the following improvement planning document.
* Partners where consulted on their views of the service using a questionnaire, the feedback from this was extremely positive with all partners evaluating the collaborative approach as very good. The service will further strengthen these links throughout priority 1 and 4 in this year’s improvement plan
* Children’s views were collected in an age appropriate way. Children’s views are collected daily and this shapes the service and the experiences we provide.
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Plan: Session 2025-26

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| **Priority 1 – Parental Engagement**Closing the attainment gap between the most and least disadvantaged children and young peopleImprovements in attainment, particularly in literacy and numeracy |
| **National Improvement Framework Outcomes****6. Positive relationships, behaviour, and attendance in a respectful culture.****2. Strong partnerships between schools, services, families, and communities.****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**Choose an item.4.1 Nurturing care and support4.2 Wellbeing, inclusion and equalityChoose an item.Choose an item.Choose an item. | **UNCRC**Article 5 (Parental guidance):Article 31 (Leisure, play and culture):  |

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| **Rationale for change based self-evaluation including data and stakeholder views** |
| * Evaluations of attendance interventions last year showed that reasons for low attendance are varied and that all are influenced by parental supports required
* The service made a good start last year in offering a variety of experiences which encourage parents to be involved in the service and develop relationships and an understanding of child development and the importance of attendance in education. The service now intends to focus on improving attendance through wider parental work and developing understanding of importance of education.
 |
| **Expected outcomes for learners****Who? By how much? By when? What?** |
| * By December 2025, 85% of parents who are identified as requiring support to improve their child’s attendance will have engaged in supports offered, ensuring that learners who’s attendance is below 90% see an improvement in attendance from initial data and through targeted support learners will have improved attainment across all areas..
* By March 2026, 50% of parents will have engaged with opportunities offered and will have an increased awareness of child development and how to support learning at home,, this will ensure all learners identified are accessing education and making good progress in their learning from initial tracking data.
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| **Tasks to achieve priority** | **Timescale**  | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
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| Engage with Barnardos and Educational Psychology to offer intensive support for the most hard to reach families | March 26 | **A** | **Barnardos****Educational Psychological Services** | Time |
| Offer wide variety of parental experiences. Ensuring that staff who feel less confident develop their skills with a coaching partner | March 26 | A | Dinky DiggersLocal Community PartnersAll Practitioners | TimeHall hireResources to provide experiences |
| 1:1 support sessions for parents of children who require support/challenge in literacy and numeracy | Dec 25 | R | EEL | Time to create resourcesTimetable of parental support |
| Run PEEP with support from Barnardos 3 times per year, once per block. Improve data collection to evidence impact interventions and attending PEEP has had on parents and their understanding. | April 26 | A | EEL | ResourcesSpaceStaff to support |

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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? |
| * Parental confidence across areas identified by both parents and practitioners will increase, this will be evidenced by data collected through questionnaires at the start and end of the intervention through both qualitative and quantitate data
* Learners who require support/challenge and have low attendance will have improved/sustained attainment across all areas of targeted intervention. This will be evidence through tracking data three times per year.
* Parental engagement and understanding of child development will increase. Evidenced through questionnaires collected before and after intervention
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| **Priority 2** - **Children’s Consultation/Documentation**Placing the human rights and needs of every child and young person at the centre of educationImprovement in children and young people's health and wellbeingChoose an item. |
| **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**2.1 Children experience high quality spaces3.1 Play and learning3.3 Learning, teaching and assessmentChoose an item.Choose an item.Choose an item. | **UNCRC**Choose an item.Article 12 (Respect for the views of the child):  |

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| **Rationale for change based self-evaluation including data and stakeholder views** |
| * Identified area of development from previous year’s plan. Practitioners made a good start when involving learners in evaluating learning however, progress still has to be made to embed this and make it meaningful to the learner using documenting their learning approach
* Observations of the learning environment, planning processes and impact of targeted support have shown a need for a more consistent approach to planning processes and collegiate time
 |
| **Expected outcomes for learners****Who? By how much? By when? What?** |
| * By Feb 26 staff confidence in gathering all learners views will increase from initial data and the quality of data collected will improve to show the impact of consultation with children in their own learning
* By Feb 26 an increase from initial tracking data will show learners have engaged with documenting their learning in a meaningful way using a wide variety of approaches
* By Mar 26, qualitative data from observations will show that all learners have access to a consistently high quality learning environment both indoors and out that are led by children’s interests and ideas
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| **Tasks to achieve priority** | **Timescale**  | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
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| Training for practitioners on gathering views of young children and documenting learning in a meaningful way | Dec 25 | **A** | Educational Psychologist | Time for training |
| Embed the documentation of children’s learning and recording of learners’ voice /children’s consultation through the use of my little book of learning, learning wall and the use of big book journaling | Feb 26 | **A** | All Staff | ResourcesBig Book/documentation trainingLearning Journals |
| Develop monitoring systems for planning that are effective and ensure planning is consistent and impactful | Mar 26 | A | SLT | Time |
| Improve opportunities for cluster collaboration around moderation and expectations of learning | Mar 26 | R | Cluster Partners |  |
| Develop learning environment to ensure consistency of approach, providing collegiate and development time for practitioners to reflect and review. | Apr 26 | A | All Staff | TimeMoney to purchase furniture/resources |

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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? |
| * Self evaluation by practitioners of the learning environment will show progress in the consistency of the high quality learning environment, using observation.
* Observations of the learning environment will show high levels of engagement by learners using self-evaluation processes
* Learning journals observations will show learners voice/children’s consultation will be of a higher quality and will increase
* Big book journals will evidence an increase in learner voice, involvement and evaluations of learning
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| **Priority 3 – Development of Under 3 practice & Provision**Improvement in children and young people's health and wellbeingClosing the attainment gap between the most and least disadvantaged children and young people |
| **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**1.2 Staff skills, knowledge, values and deployment4.1 Nurturing care and support2.1 Children experience high quality spacesChoose an item.Choose an item.Choose an item. | **UNCRC**Article 3 (Best interests of the child):Article 31 (Leisure, play and culture):  |

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| **Rationale for change based self-evaluation including data and stakeholder views** |
| * Under three’s development tracker being introduced by the Local Authority
* Observations and evaluations by the Senior Leadership Team and playroom practitioners have identified that ongoing development work is required on the environment both indoors and out to meet the differing development needs of children
 |
| **Expected outcomes for learners****Who? By how much? By when? What?** |
| * By Mar 26 practitioner confidence using the new under three tracking document to target interventions for learners will have increased from initial data collected at the start of term, leading to improved outcomes for each child within their stage of development for almost all learners
* By March 26 Staff confidence setting targets for learning with parents using the new systems/tracker will increase, leading to a more co-ordinated shared journey of learning between home and nursery. Almost all learners will have progressed in their development from initial observations.
* By May 26 the quality of the under threes learning environment will have improved and all learners will have access to a consistently high quality learning environment tailored to each individual child’s needs which ensures they are making good progress in their learning and meeting almost all of their developmental milestones.
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| **Tasks to achieve priority** | **Timescale**  | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
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| Introduce new development tracker and processes for planning in caterpillar room linked to Realising the Ambition and Up up and away tool | Sep 25 | **R** | Room Practitioners | Time for professional dialogue |
| Staff training on best practice with development of under threes environment and providing teaching and learning for under 3s  | Oct 26 | R | SLTRoom practitioners | Adventure with Alice Resources |
| Visit to under three learning environments both within and outwith the Local Authority. | Feb 26 | R | Playroom StaffDHOCSEYECO | Time for visitsLinks to other establishments outwith Authority |
| Embed robust monitoring and evaluation processes for planning and environments in the under threes | Feb 26 | A | SLT | TimeCreate new planning systems |
| Professional dialogue with staff team around what good learning opportunities for young children look like. Agree expectations for staff and learners | Feb 25 | A | All Staff | TimeTraining opportunities – schemas/developing learning for very young children |

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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? |
|  * Observations by senior leadership team will show that the learning environment and experiences offered are high quality and will be recorded as part of our self-evaluation processes
* Observations of achievement will be recorded for each learner on learning journals, these will show a range of skills in various contexts and are monitored regularly by senior leadership team
* Feedback from parents both verbally and through questionnaires will show an improved confidence and understanding of child development through use of the development tracker
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| **Priority 4 – Development of Policies and Procedures**Improvement in children and young people's health and wellbeingClosing 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 deployment4.2 Wellbeing, inclusion and equality4.4 Safeguarding and child protectionChoose an item.Choose an item.Choose an item. | **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.
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| **Tasks to achieve priority** | **Timescale**  | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| --- | --- | --- | --- | --- |
| All staff to receive training on signs of safety and adjust policies and procedures to reflect strength based approach as necessary | Dec 25 | **A** | All StaffAuthority Partners | Time for professional dialogueTime for training |
| Review and refresh positive relationships policy in line with Authority changes | Jan 26 | A | SLT & Practitioners | Time |
| Refresh training on trauma informed approach. Professional dialogue around what this means in practice supported by observations by SLT. | Feb 26 | A | All practitionersEducational Psychologist | Time for professional dialogue and online refresh training  |
| Create equalities policy in line with current legislation and practice | Jan 26 | R | SLT & Equalities coordinator | Time for research and professional dialogueTime to feedback to practitioners |
| Create Policy focus sheets to convey important messages to parents regarding new procedures | Feb 26 | A | SLT | Time |

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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? |
|  * Evaluations by SLT as part of establishments self evaluation processes will ensure that signs of safety is having a positive impact on families through evaluative discussions as part of safeguarding processes, this will be a multi agency evaluation
* Practitioner evaluations of supporting learners and families using the positive relationship policy and a trauma informed approach will show an increase in practitioner confidence and understanding of approach. This will lead to learners continuing to receive an equitable wellbeing based approach to managing their emotions and wellbeing,
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**Racial literacy maintenance plan**

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| **TASK** | **TIMELINE** | **WHO IS RESPONSIBLE** | **PROEJCTED OUTCOME** | **OUTCOME** |
| Develop cultural group  | Feb 25 | SLT | Increased awareness and understanding of the different cultural experiences of the families who attend the service through the introduction of a safe space where the members of the community can gather and build relationships |  |
| Access BRL training for practitioners  | Oct 25 | SLT | Practitioners will engage with the course and have a better understanding of racial literacy.  |  |
| Ongoing language support development – introduce language boards | Dec 25 | DHOC | Staff feel more confident using additional languages to support children with EAL |  |
| Cluster Event - Culture | May 26 | DHOC/Cluster Partners | Community involvement in a cluster showcase themed around culture within the community which increases the community awareness of the diversity within. |  |

**OTHER PRIORITIES**

**Implement and develop self evaluation processes using the new quality improvement framework**

**Make a 3 year plan for the development of outdoor learning environment after works completed**