

CARMONDEAN PRIMARY SCHOOL EARLY LEARNING & CHILDCARE CENTRE ELC IMPROVEMENT PLAN

2026 / 2027

Factors Influencing the Improvement Plan



Courage

Relationships

Relevance

Values

ELC Factors

ELC Staffing Changes
EYO Leader of Learning Training
Updated Positive Relationships Policy
2 Year Olds and Additional Year of Preschool

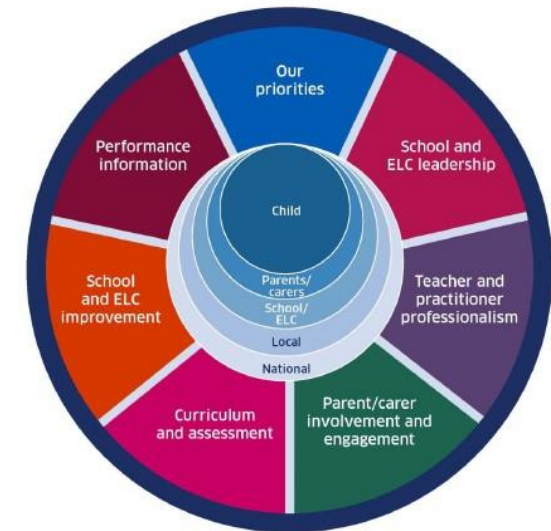
Local Authority Factors

West Lothian ELC Trackers
Observations of Learning
Individual Support Plans
Cost of the School Day

National Factors

Care Inspectorate National Standards
HGIOELC
Up, Up and Away Documentation
Setting the Table Guidance
Assessment of Need Documentation
Child Planning Meeting Documentation
Food and Hygiene Guidance

Vision, Values and Aims



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Using this feedback, we have developed our updated vision...

To create a nurturing ELC community where all children are included, feel safe and achieve.'

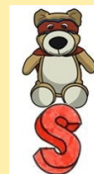


Our Aims...

All of this information combined has supported in the development of our aims.

- Caring staff who develop warm, positive and loving relationships with our children.
- A team that works together, supporting one another and ensuring children's interests and needs are at the heart of all we do.
- Respecting the views of all our children, families and stakeholders and working together to develop strong partnerships.
- Meeting the needs of every child within our care, ensuring up to date records and regular communication with our families.
- Others' beliefs, values and opinions are respected. We encourage all our children, families and stakeholders to share their diverse beliefs, values and opinions and use these to learn about our community and the world around us.
- Nature and our local community are valued. Children have ample opportunities to learn through nature every day with access to our stimulating garden and wooded areas.
- Develop children's skills for learning, life and work through stimulating, first hand experiences that encourage curiosity and independence.
- Every child feels safe, valued and is supported to reach their fullest potential.
- Achievements of all are celebrated and valued.
- Nurture the talents and interests of all our children, families and staff.

These values underpin everything we do at Carmondean and have been developed in collaboration with families, staff and stakeholders. The use of the 'Buddies' will help us promote understanding with our children as each value has an associated 'Buddy'.



Safe



Achieve



Nurture



Respect



Include

Curriculum Rationale



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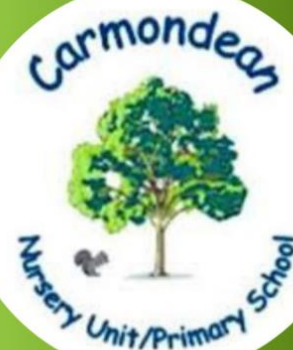
Carmondean ELC

To create a nurturing ELC
community where all children are
included, feel safe and achieve.

SAFE
ACHIEVE
NURTURE
RESPECT
INCLUDE



Curriculum
for Excellence



Contextual Data Analysis and Rationale for 2026/27 ELC Improvement Plan



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- Carmondean ELC is attached to Carmondean Primary School and supports children aged 2–5 years. The setting operates 50 weeks per year and offers a range of session models including five morning sessions, four afternoon sessions, or two and a half full days. The ELC is supported by an Early Years Officer (EYO), Early Years Practitioners (EYPs) and Pupil Support Workers (PSWs). Children access a large playroom with a wide range of open-ended and supported learning experiences including water play, block play, writing and creative arts. The setting also benefits from two large secure outdoor areas and promotes outdoor learning in all weathers. Links with the local community are in place and there is a continued focus on strengthening these partnerships further.
- Carmondean ELC has a mixed catchment and strives to meet the needs of all learners through inclusive practice and targeted support. Almost all preschool children in 2026–2027 are achieving in most aspects of health and wellbeing, literacy and numeracy. Children's progress is tracked across 34 developmental trackers at three key points during their ELC journey. Where children require additional support or challenge, targeted interventions are implemented to ensure they achieve their full potential. All children have individual support plans in place.
- Staff work closely with Carmondean Primary School and other feeder schools to ensure effective tracking, transition and continuity of learning. Records of achievement are shared appropriately, and the setting has a strong transition programme which families evaluate positively.
- Although attendance at ELC is non-compulsory, attendance is carefully monitored to identify any potential barriers to engagement. Where concerns arise, assessment of need meetings or child planning meetings are arranged with families to provide appropriate support and interventions.
- Staff have a strong understanding of children's individual backgrounds and needs and use this knowledge to promote equity across the setting. Children affected by poverty, including those identified within Quintile 1 or experiencing hidden poverty, are considered carefully when planning support and interventions to help reduce poverty-related attainment gaps.



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Carmondean PS ELC - School Improvement Planning for Ensuring Excellence and Equity				
School priorities linked to knowledge and data as identified on previous page	NIF Driver	Proposed actions	Timescale	Measures of Success
Meeting the needs of all children and young people through inclusive and impactful pedagogy, with a particular focus on HWB By June 2027, embed inclusive practices across the setting by planning and delivering differentiated learning and play opportunities that reflect our values of <i>Include</i> and <i>Nurture</i>, ensuring that almost all children and young people are supported to participate fully. Progress will be measured through termly observations, learner voice, and tracking data, demonstrating increased engagement, sense of belonging, and participation for all learners, including those with additional needs.	☐ School and ELC Improvement. ☒ School and ELC Leadership ☒ Teacher and Practitioner Professionalism ☒ Parental Engagement ☒ Curriculum and Assessment ☒ Performance Information	- EYO will attend 6 LOL sessions, 3 coaching meetings, a sharing event and relevant CLPL to further develop knowledge and understanding of social-emotional development (self-regulation and executive function). - EYO will support the Pedagogy Pioneer/s to further develop their knowledge and understanding of social-emotional development (self-regulation and executive function) and support them to apply this knowledge in their practice. - EYO will work with HT and Pedagogy Pioneer/s to plan and implement spread of increasing and developing knowledge and understanding of social-emotional development (self-regulation and executive function) and the application of this across all practitioners e.g. through modelling, planning with colleagues, monitoring, quality assurance. - Develop shared understanding of social-emotional development (self-regulation and executive function) and agreement of what this looks like in practice through agreed guidance and professional dialogue. - Integrate agreed strategies and approaches into daily routines and planning (e.g., co-regulation, visual supports). - Develop and distribute a family engagement survey to gather parent/carer views, ideas, and feedback on how the school can strengthen family involvement. - Analyse responses and use findings to plan and implement targeted family engagement activities and initiatives throughout the year. - Nurture Nook provision to be embedded and adapted to suit individual needs. - Setting the Table guidance to be fully embedded for snack and meal times.	June 2027 June 2027 June 2027 June 2027 June 2027 September 2026 December 2026 June 2027 June 2027	- Pre- during and post-professional learning self-evaluations show increased confidence/knowledge ratings on social-emotional development and on their abilities as a leader to improve practice in this area. - Observation of practice, almost all practitioners demonstrate consistent application of strategies that support self-regulation and executive function. - Evidence of intentional planning for social-emotional development - Reduced incidents of dysregulation and increased self-regulation observed in the setting. - An increase in the number of children on track in the ELC Tracker for specified statements around executive function and self-regulation. - A narrowing of attainment gaps in the ELC Tracker between Q1 and Q5 in the specified statements around executive function and self-regulation. - Majority of families participate in the survey and provide feedback on family engagement opportunities. - Most families report increased opportunities to engage with school learning activities. - Almost all identified children access appropriate nurture support and show improved wellbeing or engagement.



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		Embed children's daily feelings check-ins within the daily routine.	June 2027	- All staff consistently implement Setting the Table guidance during snack and meal times. - Almost all children regularly engage in daily feelings check-ins and staff report increased confidence in supporting wellbeing needs.
Raising attainment for all children and young people through inclusive and impactful pedagogy, with a particular focus on Literacy and Numeracy To improve literacy and numeracy opportunities for all children through inclusive, high-quality learning experiences that align with our values of Achieve and Include, ensuring every child is supported to reach their full potential.	☒ School and ELC Improvement ☒ School and ELC Leadership ☒ Teacher and Practitioner Professionalism ☒ Parental Engagement ☒ Curriculum and Assessment ☒ Performance Information	- Introduce Numberblocks sessions with small groups of identified children to develop confidence, understanding and engagement in early numeracy skills. - Relaunch the Big Bedtime Read initiative - Further embed Bookbug sessions within the nursery routine by making them a regular occurrence. - Equity and Excellence meetings track children's progress and ensure correct supports are in place for all. - Staff will be introduced to the two new Health and Wellbeing trackers and will use them to monitor and track individual children's progress. - Continue using embedded Super Skills sessions to provide consistent literacy and numeracy challenge across planning and extend learners' thinking and problem-solving skills. - Continue embedded Word Boost sessions and improve assessment procedures to formally track and monitor children's vocabulary development and progress. - All EYPs to lead a curriculum or improvement area, including creating an action plan, participating in regular check-ins, and evaluating progress and impact - Plan for intentional interactions, i.e., incorporate opportunities for sustained shared thinking into planning and daily routines. - Prioritise uninterrupted time for high-quality adult-child interaction	June 2027 June 2027 March 2027 June 2027 December 2026 June 2027 June 2027 June 2027 June 2027 June 2027	- Baseline and post assessment data will show an increase in all identified children's numeracy knowledge. - Most families are engaging with the Big Bedtime Read and comment positively on this initiative. - Families who attend Bookbug session report positively about the impact it has had on their child's literacy development. - All staff report that Equity and Excellence meetings have supported individual children's development. - All staff report confidence in tracking against the new HWB trackers. - All staff report that Super Skills sessions have a positive impact on children's literacy and numeracy development. Most children are accessing Super Skills sessions most days. - Almost all children show progress within Word Boost assessments. - Almost all EYPs confidently lead their identified area and can evidence progress through action plans, check-ins, and evaluations. - Pre- during and post-professional learning self-evaluations practitioner confidence / knowledge ratings on high quality interactions and on their abilities as a leader to improve practice in this area.



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		- Observe and record frequency / quality of sustained shared thinking episodes. - Evaluate impact on children, i.e., track improvements in communication, language, and engagement.	June 2027 June 2027	- At least 90% of observed interactions rated as good or better (QIF ELC). - All practitioners report (at weekly planning sessions) the implementation of at least 2–3 intentional interaction strategies daily - An increase in the number of children on track in the ELC Tracker for the specified statements around expressive and receptive language skills and participation in conversations. - A narrowing of attainment gaps in the ELC Tracker between Q1 and Q5 for the specified statements around expressive and receptive language skills and participation in conversations. - Increase in the number / frequency (pre and post) of quality of sustained shared thinking episodes, evidenced through observations recorded on Seesaw.
Tackling the attainment gap between the most and least advantaged children (targeted): Ensure our value of Include is reflected in practice by providing all children with the support and challenge they need to raise attainment and achieve their full potential.	☒ School and ELC Improvement ☒ School and ELC Leadership ☒ Teacher and Practitioner Professionalism ☒ Parental Engagement ☒ Curriculum and Assessment ☒ Performance Information	- Survey families to identify ways to increase family engagement and family learning opportunities and implement appropriate strategies to support children's attainment and achievement. - Revise Equity and Excellence meetings to identify children facing barriers to learning, including hidden poverty, and ensure appropriate support is in place. - Referrals to River Kids, School Uniform Bank and Carmondean Closet are submitted if appropriate. - Plan a calendar of workshops, stay-and-play sessions, and family learning events. - Model effective interactions during stay-and-play sessions. - Increase access to resources at home. - Signpost families to local libraries and community resources. - Establish regular two-way communication (apps, newsletters, informal conversations). - Gather parent voice to shape provision. - Monitor and review impact.	September 2026 June 2027 June 2027 June 2027 June 2027 June 2027 June 2027 June 2027 June 2027	- Most families have taken part in our Family Engagement survey. Staff report an increase in family engagement offerings. - Staff report confidence in their understanding of how to support Quintile 1 and hidden poverty learners. - Staff report that they are aware of the referral process and feel confident in signposting relevant families. - Pre- during and post-professional learning self-evaluations practitioner confidence/knowledge ratings on strengthening the home learning environment and on their abilities as a leader to improve practice in this area. - Increased parental engagement in ELC activities and Seesaw through monitoring of attendance at workshops and engagement with Seesaw. - Pre- during and post parent / carer feedback on the number of stories read at home.



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		- Track attendance at events and engagement levels. - Gather parent feedback and review children's communication data termly.	June 2027 June 2027	Pre- during and post parent / carer feedback on their confidence / knowledge on how they can support their child's learning at home.
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Meeting the needs of all children and young people through inclusive and impactful pedagogy, with a particular focus on curriculum making. By June 2027, all staff will have engaged in technical frameworks published by the Curriculum Improvement Cycle and show increased confidence in their understanding of curriculum making.	☒ School and ELC Improvement ☒ School and ELC Leadership ☒ Teacher and Practitioner ☒ Parental Engagement ☒ Curriculum and Assessment ☒ Performance Information	- Staff will engage with WLC CLPL and network sessions to develop understanding of curriculum making at early level and what this looks like in practice. - Review and improve environments, routines and inclusive approaches to reflect CIC guidance.	June 2027 June 2027	- Almost all staff report increased understanding and confidence in curriculum making at early level, with most demonstrating this in their practice. - Most staff report that improvements to environments, routines and inclusive approaches reflect CIC guidance, with almost all recognising a positive impact on meeting learners' needs.
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