

Edinburgh Early Years Standards & Quality Report 2025-26 Improvement Plan 2026-27



Name of Setting	Broughton Primary School ELC including Drummond Nursery Class.
Vision, Values and Aims	Reach for the Stars! Our Vision “We will provide high quality learning experiences to enable all our children to be the best they can. Through a safe, nurturing and inclusive environment where having fun and learning through play is valued.” Our Values Kindness Friendship Respect Honesty Our aims: To make our early learning and childcare setting a safe, nurturing, and happy place where everyone is welcome. To recognise each child is unique, creative and curious. To provide high-quality play and learning experiences. To promote a healthy lifestyle for now and the future using the wellbeing indicators in daily practice. To value parents and carers as their child’s first educator and work collaboratively with them. To appreciate the wealth of diversity of our families, support them and promote an awareness of and respect for each other. To work in partnership with our wider community.

Context	The ELC roll, which is currently 71, has increased in the last year resulting in us reopening our Drummond Community High School provision which we refer to as the Lavender Room. This will be maintained next session. Our Broughton setting currently has roll of 59 and provides four models of provision, term time, mornings, afternoons and all year round and is open 52 weeks. It also sells additional hours to families when possible. Our Drummond setting provides term time placements for up to 15 children and currently has a roll of 12. The Broughton building houses 2 main playrooms, a multipurpose room, an office, a disabled and children's toilets and a staffroom. There is also access to a secure garden which is the main entrance into the building. The Drummond provision is set within Drummond Community High School and houses 1 playroom and children's toilets. There is access to a secure garden which is also the entrance into the setting. Our team have access to the school staffroom and toilets. Across our team we have 2 experienced Senior Early Years Officers and 3 Early Years Officers, one of which is based at the Lavender Room. 1 of our full-time Practitioners, domestic and a temporary Early Years assistant are also based at Lavender Room. This Provides consistency for the families and their children. At our Broughton setting we have a team of 10 Early Years Practitioners, 6 of which are part time this is due to flexible working and part time contracts. The team also consists of 2 Early Years assistants and 2 domestics. We have 1 administrator who works part time in the Broughton setting. The wider context of our staffing has been impacted by staff moving onto new roles. 4 of our practitioners and 2 EYAs have been recruited this session. We try to maintain a balance of experienced and new to the role practitioners. We are currently recruiting for 1 EYP and 1 EYA. Our SIMD is low if we look at the numbers for this session. However, we know that several of our families live in temporary accommodation or rented accommodation as there are very few school postcodes around the nursery in these deciles. This means our relationship with our families is key so that we can offer support where it is needed. Around half of our learners have English as an additional language. There are over twenty different languages spoken in our nursery community. 37% of our families identify as black and minority ethnic.
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Please self-evaluate the 5 identified quality indicators from Quality Improvement Framework for ELC , *linking the impact of the improvement priorities from 2025-26 to each within the first column. Please ensure a qualitative and or quantitative statement for each theme within the quality indicator.				
What have we done?	How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	Evaluate using the six-point scale from the Quality Improvement Framework?
Leadership- Leadership of continuous improvement: Pedagogical leadership; Leadership and professional learning; Planning and continuous improvement				
Introduced EYPs to progressional pathways in Literacy and Numeracy. EYOs led input on this. SSSC Leadership Capabilities were used to support the PRD process for all staff who are required to register with SSSC. Staff revisited outdoor provision and learning. Areas of development were identified and resources were refreshed. Introduced GIBBS Reflective Toolkit to support staff to reflect in practice on specific areas of development that had been identified through SLT	Distributed leadership opportunities have resulted in the formation of a Literacy, Language and Communication group, a Maths and Numeracy group and a digital pedagogy lead strengthening our distributed Leadership. The groups action plans have has led to enhanced learning opportunities and resources have been developed in our spaces. Through training opportunities and undertaking a range of CPL experiences (CEC Guidance),	Each leadership group created an action plan, which was reviewed and evaluated throughout the session. Evaluations have driven next steps and future actions for each group. 80% of our children are meeting or exceeding the expected level in thinking skills, 70% in communication, 77% in relationships and 63% in motor skills of their developmental milestones. In our observations of playrooms most children were actively engaged in learning which indicates that	Review the focus for intentional planning by introducing new CEC progressional pathways for Literacy and Numeracy but still ensure there is a balance between intentional and responsive planning. Embed GIBBS reflective tool kit to self-evaluate throughout the session and continue to make changes collaboratively. Continue distributed pedagogical leadership opportunities at all levels, with a literacy and numeracy focus using practitioner sprints including developing peer observations of practice.	Very good

observation of the playroom and outdoors. Reviewed and updated our Play Framework with all staff. Introduced document of the month which was shared and discussed at EYO and EYP meeting. DHT completed Education Scotland pedagogy leadership training.	most staff are up to date with current practice in Numeracy and Literacy and are planning more appropriate next steps for our learners using the DMLOs. Following professional learning in the use of the Experiences and Spaces self-evaluation toolkit, areas in our environment have been developed to ensure a high-quality standard and almost all children are engaged and focussed on their learning in play. Children's rights are now part of our Vision. Values and Aims board and some of our children are starting to ask about them and demonstrate some understanding. Reviewing our play framework has ensured a shared understanding of our pedagogy for all staff. Document of the month ensured most staff are up to	areas in our environment have been developed to ensure a high quality of learning experiences. During their PRDs and tracker conversations most staff shared they felt they now had a better understanding children's progress using the developmental milestones but that they still were not confident to make judgements and plan next steps using CFE progression pathways. QA calendar identified document of the month.	Revisit vision, values and aims at the start of next session across the ELC community. Continue to embed principles of RRS through displays, links to learning and the use of restorative approaches. This will include the creation of an evidence SWAY and providing opportunities for greater parent involvement.	
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	date with new guidance or current practice.			
Children play and learn- Curriculum: Curriculum rationale and design; Continuity and progression in the curriculum; Partnerships; Skills for life and learning				
Development of the use of digital technology to enrich learning. Intentional planning of Maths and Numeracy experiences were linked to next steps. SEAL learning shared at practitioner meetings and implemented through daily routines e.g. Lunch/teatime. Planned cultural and outdoor excursions which have enhanced children's learning opportunities and are now embedded in our curriculum. Parents support excursions, cultural celebrations. PEEP transition groups ran in May and June to support transition into Primary school for our pre-schoolers.	All children now have access to a staff shared iPad when requested. This allows our children to find out more about topics they are interested in. We have a strong commitment to planning for learning using our unique setting and engage with local partners for trips and visits for all children. There has been an increase in parents volunteering to read to the children. They are encouraged to share books in their home language. We have a planned transition programme for all our pre-school children. PEEP transition sessions are offered to all our families, and we ensure information is shared with all the Primary	At planning meetings almost all staff are regularly suggesting digital technology experiences for our children. The moderation of Learning Journals has shown an increase in meaningful next steps in Literacy and Numeracy for our children which are being brought up by some staff at planning meetings. Parents at review meetings of their child's plan are given the opportunity to share any skills, knowledge or experience that they can offer to the nursery. We add any of these experiences to our floor books and displays. The invitation of a PEEP transition group was taken up by 30% of our preschool families.	Use the CEC progression pathways in Literacy and Numeracy to develop staff's knowledge and understanding of the early level progression. Further develop partnerships within the local community. Continue to work towards our RRS Gold accreditation. Develop a progression within early level for outdoor learning and sustainability. Develop the team's knowledge and understanding of the four capacities within our curriculum. Find meaningful ways to share with our parents the purpose of our curriculum e.g. play in an area of the month.	Good

Families receive a planned induction to our ELC allowing for a smooth transition into the setting. Themed stay and play sessions have been introduced this session for our families incorporating all the curricular learning linked to a theme.	Schools they are moving onto.	A questionnaire was sent out to our 22 new families once the induction and settling in of their child was complete, 10 of which responded. All of them stated that they were happy with the nursery provision. 90% or more responded with agree or strongly agree to all other questions asked.		
Children play and learn- Learning and Teaching and Assessment: Children's learning and engagement; Interactions to support learning; Planning and assessment; Tracking and monitoring				
DHT led Professional learning for all staff on the CEC Maths and Numeracy Guidance SEYOs led professional learning on CEC Observation and Planning Guidance All staff engaged with Experiences and Spaces Evaluation Toolkit Set up Literacy, Language and Communication, Maths and Numeracy and a parental involvement leadership group from all staff roles. Each group set up an action plan which was implemented and have self-	Our indoor and outdoor environment provides spaces for our children to relax and be calm, which almost all our children will make use of when needed. All parents/carers are accessing their child's learning journal, and some are engaging in suggested activities for at home and have commented on how useful this has been. All our children experience free flow play between rooms indoors and outdoors with limited interruptions which	Most staff at tracking discussions have shared they are not yet confident with their professional judgements in Literacy and Numeracy. In October 2025 17% of our parents accessed their child's Learning Journal weekly. In April this had increased to 86%. Some of our families engage with the activities suggested to do at home with their child. Video observation of the lunchtime routine resulted in	Develop staff's knowledge and understanding of early level CFE in Literacy and Numeracy. Build our community links with a learning project, strengthening our intergenerational relationship with a local care home for example supporting children's numeracy skills through domino games with the residents. Revisit Hannen communication and observation techniques. Learning Community moderation of early level writing using the	Good

evaluated their impact on children's learning. Linked our moderation calendar to ensure we are triangulating our evidence throughout the year. A colour coded system was used for the DMLOs to indicate when children achieved a skill.	have been evaluated throughout the year. All staff have children's rights at the heart of their interactions and relationships with children. They listen to children's views and are responsive to their needs. Our effective planning for children's learning is both responsive and intentional to ensure an appropriate balance of child-led, adult-initiated and adult-directed experiences. All staff use systems to monitor, record, evaluate and report on children's progress across the curriculum. These are used to identify meaningful next steps in our children's learning.	changes to the transition period and staff supporting children at lunch. Floor books and planning meetings show a balance in responsive and intentional planning. Tracking discussions take place 3 times a year and record children's progress within the DMLOs and Literacy, Numeracy and HWB. These conversations have helped to develop staff's knowledge and understanding of progression of DMLOs but there is less knowledge around CFE Literacy and Numeracy progression at early level.	benchmarks and CEC progression pathways. Develop a play questionnaire to gather the children's views on their environment and experiences.	
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Children are supported to achieve- Wellbeing, Inclusion and Equality: Positive relationships and wellbeing; Universal support; Identifying and assessing learning needs and targeted support; Inclusion and equality				
Staff professional learning using CEC guidance Capturing and Monitoring Children's Progress was led by SEYO. Captured and monitored children's progress using CEC Early Years tracker. Developed a moderation tool to support and evidence, equity across all learners. All staff completed CEC Working with Parents training and update. They engaged in Self-evaluation using the Education Scotland Engaging Families toolkit. Parent/carer questionnaire was sent out alongside our monthly Question of the Month to gather parents/carers views and suggestions on how they could participate on nursery life. Through newsletters and SWAYs, we encouraged parents	Most staff are up to date with their autism awareness training and took part in CEC Up, Up and Away update training. This means clear interventions and support strategies are in place for all our individual learners who require it. We have a systematic approach to planning to meet the needs of all children. A timetable of Child Planning Meetings and implementing the new CEC GIRFEC paperwork means we can work closely with other services to support individuals and next step action plans are identified with parents/carers contributing. All staff complete an induction conversation with their key children families allowing them to have information about their	Staff PLC records and evaluations of training show almost all staff have a good understanding of UP, UP and Away and make use of the toolkits with the support of EYOs. Children are discussed weekly at senior leadership meetings and if appropriate at team meetings. GIRFEC plans are reviewed 3 times a year and any actions to be completed carried out. Information regarding new children is shared at weekly team meetings if appropriate. 6-week review meeting with new children's families is recorded on the child's plan. Wellbeing indicators are used with our children and are displayed throughout our settings.	Re-visit Hanen training to ensure all new staff and previous staff have a shared understanding of strategies and techniques to support inclusion and equality across the setting. Track Up Up and Away and GIRFEC data for ASN children. Deliver CLPL on equity in early years pedagogy. Track children's attendance to focus our support for some of our families.	Very good

to share wider achievements from home via the learning journals or directly with staff. Weekly information for parents from the Early Years newsletter, Speech and Language Therapy, Inclusion groups for parents and families is shared on our school website and sent home via group call.	children's prior learning. All children then have a 6-week review meeting to update and share information. This means all staff know our families well. Wellbeing indicators are embedded in all our daily practice. All staff know children very well and support them effectively in identifying and managing their emotions, supported using the wellbeing indicators. All children are developing their knowledge of the wellbeing indicators appropriately to their age and stage. Children's sense of safety is very strong. Our nursery values are understood by all staff and underpin their everyday practice providing a nurturing environment for all children.			
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Children are supported to achieve- Safeguarding and Child Protection: Culture of safety and wellbeing; Legislation, policy and guidance in practice: Empowerment of staff and children

Introduced SIMOA to the children and our families and refreshed our guidance with the team. A deeper delve into the SHANARRI Indicators to introduce them in a meaningful way to all stakeholders. Annual Child Protection procedures were completed in August. Staff update every 2 years for specific contact training. SLT introduced document of the month to be shared and discussed at team meetings, linked to QA and monitoring calendar. This can be new or updated guidance. Moderated PPRS and Blue inclusion and wellbeing folders. SLT are recording chronologies following CEC Record Keeping Guidance. Records are securely stored and managed in accordance with this guidance.	Some children are now demonstrating an understanding of their rights and wellbeing. All staff place children's wellbeing and children's rights at the centre of the life of the nursery. They know the socio-economic context of children and families very well and provide highly effective bespoke support for all children as and when required. We have a consistent and robust approach to embedding wellbeing indicators in our daily dialogues with children. Any concerns are identified/logged and addressed through reflective practice. SLT are proactive in applying safeguarding policies which in turn provide holistic support for children's wellbeing and safety,	Planning for SIMOA was completed with the children and their voice recorded in the floor book. The leadership team model positive relationships and interactions with parents. There have been no recorded complaints this session regarding parents and staff. Care Inspectorate notifications are recorded on the eform system and followed up with a phone call from the setting's inspector. Our staff complete Wellbeing concern forms which are reviewed 3 times a year and any patterns reviewed and followed up. This has identified that any follow up must be recorded and dated and shared with member of staff that completed the concern form. SLT agenda includes care experienced children and ASN	Embed SIMOA in practice to enable the children to understand their rights and wellbeing in a meaningful way, threaded through everyday play and learning experiences. Complete CEC Positive Relationships & Behaviour Policy (2026) training. This includes Behaviours of Concern Procedure (2026).pdf and Physical Intervention, Restraint and Seclusion. Plan a Cyber resilience and internet safety skills workshop for families.	Very good
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Refreshed our Vision, Values and Aims board using visuals and linking them in a meaningful way to a Rights based approach.	All staff including new staff follow our well established and clear procedures to report any concerns about children's wellbeing or safety. Our procedures are quality assured and updated when required and shared at team meetings. We regularly provide opportunities for children to assess and manage their own risk. All children are helped to develop skills and to learn to keep themselves safe. The team communicate respectfully with one another about our families, so all staff have knowledge of our children's wellbeing needs. Almost all or staff understand and respect the different ways children communicate their views and experiences. All care experienced children are identified and supported by the SLT and the child's keyworker.	children, to review regularly supports in place for the child and family.		
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Date of last Care Inspection: 22nd November 2024 : Broughton PS 5th September 2017 : Drummond CH Quality Indicator:	Evaluation- please indicate overall for each question
Add the QIs that were evaluated Broughton PS ELC	5 Very good
1,1 and 1.3	5 Very good
2.2	5 Very good
3.1	5 Very good
4.3	5 Very good
Add the QIs that were evaluated Drummond CH ELC	
Care and support	4 Good
Environment	5 Very good

ELC- Improvement Plan 2026-27

Improvement Priority 1:	To improve the quality, consistency and equity of observation, assessment and staff interactions to strengthen measurable progress over time for all children.			
Person(s) Responsible:	ELC Depute /SEYO/EYO EYPs			
Next Steps from S&Q report:	- Improve the consistency and quality of observations to ensure significant learning is clearly identified and used to inform next steps. - Develop more robust systems to track and evaluate the progress of all children. - Improve the consistency and quality of interactions to ensure children are challenged in their learning.			
Links to QI from Quality Improvement Framework:	Leadership: Leadership and management of staff and resources, Staff skills, knowledge, values and deployment, Leadership of continuous improvement Children thrive and develop in quality spaces: Children experience high quality spaces Children play and learn: Playing, learning and developing, Curriculum, Learning, teaching and assessment Children are supported to achieve: Nurturing care and support, Wellbeing, inclusion and equality, Children's progress, Safeguarding and Child Protection			
Key Issue/Challenge (Why?)	What will solve the issue/challenge (What?)	Implementation activities (How,when and who?)	Outcomes (What does success look like?)	Measurements (How will you know?)
The moderation of Learning Journals has shown an increase in meaningful next steps in Literacy and Numeracy for our children which are being brought up by some staff at planning meetings. However, a recent Supported self - evaluation report identified that there could be greater consistency in quality of observations.	Monthly team moderation of observations and curricular outcomes. Agree a shared criteria for identifying significant learning.	Term 1: EYPs baseline survey re observations. Develop a shared understanding of what makes a quality observation. Definition of High-Quality Observation (Agreed Criteria) Observe-record what was seen	A consistent approach in practice and equity across the service for our Learners. Children: Experiences provided extend children's learning and progression. Clear progression documented across multiple observations per child. Practitioners:	Gathering staff views by way of a questionnaire on the August 2026 and May 2027 in service day Continued moderation by SLT (in the Quality Assurance calendar) Baseline and end-of-year observation audit (with cohort analysis).

		- Assess significant learning - Identify skills - Include planned next step in learning if appropriate - Parent supports suggestions Term 2: EYOs and EYPs monthly moderation sessions with equity focus (sample 5 observations per month across both settings; evaluate quality against agreed criteria. Leadership sampling of observations, quality assure and monitor equity. Term 3: EYPs practitioner confidence re-survey. Plan next steps from survey and sampling of observations.	Reduced variation in observation quality across the setting. Increased confidence in identifying significant learning and accelerated progress. 75% of observations identify significant learning. Identified next steps are directly connected to learning	Moderation records and leadership sampling evidence of observations Shared Playroom Experience Learning Journals Termly tracking of DMLOs
Self – evaluation has identified to increase the consistency in our approach	Embed Hanen techniques and strategies in our daily	Term 1: CEC Hanen training for all staff.	All staff interactions and engagements align with the	Shared playroom experiences.

to high-quality interactions across the setting, from most to all, ensuring that all staff maximise opportunities to extend children's thinking and learning.	practice and evaluate the impact.	Term 2 : Senior Leadership Team monitor playroom interactions. Term 3 : Peer observation of interactions in story group experiences.	ethos of our learning environment. Children: All Interactions extend children's learning and progression. Increased measurable progress across literacy, numeracy and HWB.	Practitioner survey at August In-service and then January In-srevice. Hanen workbook. Peer observations. Floor books.
Most staff at tracking discussions they would benefit from further input and moderation of their professional judgements in Literacy and Numeracy.	Moderation of writing and mark making across Early Level within the Learning Community.	Term 1 : EYOs, EYOs and P1 CTs agree mark making and writing progression across Early level. Baseline survey for EYPs and P1 CT on judging a level in Early Level Writing. Term 2 : Learning Community moderation activity. Term 3 : Learning Community moderation activity.	Staff are guided and supported to make professional judgments in children's learning. Children: Increased measurable progress across reading skills Clear progression in reading documented across multiple observations per child. Practitioners: 85% of observations identify significant learning in reading.	EYP baseline survey and then in May 2027. Evidence through Learning Journals. Playroom shared experiences. DMLOs. Termly recording using capturing and monitoring progress tracker.

		EYPs and P1 CTs confidence re-survey. Plan next steps from survey and moderation of level given to pre-school and P1 children in writing.		
Evaluations/ Progress				
January 2027				
May 2027				

Improvement Priority 2:	To enhance our approach to intentional planning in Literacy, Numeracy and Maths and HWB.
Person(s) Responsible:	ELC Depute /SEYO/EYO EYPs
Next Steps from S&Q report:	- Strengthen planning processes so that they demonstrate progression over time and provide appropriate challenge for all children. - Strengthen consistency in how tracking information informs planning.

	• Moderation of children's plans to ensure targets are specific, measurable and relevant. • Use the CEC progression pathways in Literacy and Numeracy to develop staff's knowledge and understanding of the early level progression.			
Links to QI from Quality Improvement Framework:	Leadership: Leadership and management of staff and resources, Staff skills, knowledge, values and deployment, Leadership of continuous improvement Children thrive and develop in quality spaces: Children experience high quality spaces Children play and learn: Playing, learning and developing, Curriculum, Learning, teaching and assessment Children are supported to achieve: Nurturing care and support, Wellbeing, inclusion and equality, Children's progress, Safeguarding and Child Protection			
Key Issue/Challenge (Why?)	What will solve the issue/challenge (What?)	Implementation activities (How,when and who?)	Outcomes (What does success look like?)	Measurements (How will you know?)
Our Vision, Values and Aims are 3 years old and our families have now moved on. We want our new families to be able to contribute and shape the vision, value and aims of our service.	Review Vision, Values and aims with all families.	Term 1: Parent and community questionnaire on current knowledge of Vision, Values and Aims and our curriculum. Term 2 : Review Vision, Values and Aims with our parents and communicate on website, displays and communication home.		
During their PRDs and tracker conversations most staff shared they felt they now had a better understanding children's progress using the developmental milestones but	Review focus for intentional planning by introducing new CEC progression pathways for Literacy and Numeracy. To use the curricular outcomes in Learning Journals along with the DMLOs.	Term 1 : Baseline survey re staff confidence planning next steps and making progress judgements. SEYO lead CLPL introducing planning formats and a planning workshop in groups.	Increase confidence and knowledge of staff. Staff will become familiar and confident with planning using the progressional pathways.	Gathering staff views by way of a questionnaire on the August 2026 in service day and then the May 2027 In service day. Moderation of planning notes.

required greater confidence in planning next steps using CFE progression pathways. A recent Supported self - evaluation report identified the team should enhance their approaches to intentional planning by including the use of CEC progression pathways for Literacy and Numeracy. Tracking discussions take place 3 times a year and record children's progress within the DMLOs and Literacy, Numeracy and HWB. These conversations have helped to develop staff's knowledge and understanding of progression of DMLOs but there is less knowledge around CFE	Embed the new framework ensuring that there is balance between Intentional and responsive planning. Introduce termly moderation of planning. and continue tracking of children's progress meetings.	EYOs lead CEC Intentional Planning using CEC Literacy and Numeracy progression pathways. Senior Leadership team Co-create an agreed Planning Framework linked to CEC guidance. Term 2: Tracking meetings and moderation sessions with focus on next steps, sample 5 observations per month across both settings; evaluate quality of next steps against agreed criteria. Leadership sampling of observations, quality assures and monitors next steps. Term 3 : Tracking meetings and moderation sessions with focus on next steps, sample 5 observations per month across	All staff using the agreed planning framework consistently. Children: Interactions and experiences extend children's learning and progression. Ensure a balance and link between responsive and intentional planning. >75% of plans explicitly link observation to planned next steps. Identified next steps are directly connected to learning. >75% plans demonstrate clear progression over time.	Staff voices, comments and opinions are recorded in weekly meeting minutes. Use of Gibbs evaluative toolkit. The PRD process and mid-way review allows individuals to highlight any additional supports required. Question of the month for parents/carers linked to planning. Learning Journals. Planning display boards. Floor books.
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Literacy and Numeracy progression at early level, using the profession pathways.		both settings; evaluate quality of next steps against agreed criteria. Leadership sampling of observations, quality assures and monitors next steps. Children have clear identified next steps to allow for planned opportunities and experiences that are reflected in planning.	Termly cohort progress analysis embedded in QA calendar.	
Each leadership group for Literacy and Maths and Numeracy created an action plan, which was reviewed and evaluated throughout the session. Evaluations have driven next steps and future actions for each group. This includes the opportunity to	Continue distributed leadership groups for Literacy, Numeracy and Maths. Introduce HWB leadership group. Use Practitioner Sprints model to develop distributed leadership pedagogy further.	Term 1 : Involve staff in co creating leadership groups and priorities for the session. Groups create termly action plan. DHT leads on Prepare phase of Practitioner Sprints with whole team professional learning.	Staff are using SMART objectives to progress children's specific learning. Sustained shared thinking promotes professional dialogue between peers. Staff's confidence in understanding the	Use of the Plan, Do Review cycle planning notes. Staff views gathered via professional discussion minute.

work closer with a peer.		Practitioner pairs agreed and plan what they are going to do. Term 2 : Groups evaluate action plans and plan the next steps for this term. Sprint Phase, each pair implements a strategy for 3 weeks. Review Phase, team discussion with impact evidence discussed and possible next steps. Term 3 : Groups evaluate action plans and plan the next steps for this term including evidence from practitioner Sprints. Gather team views on Sprint model.	self-evaluation process is increased. Pairs able to clearly articulate impact of interventions.	
Feedback from a recent SSE report highlighted that the evaluation of Child's plans should also comment on the	Introduce fortnightly ASN team meeting. Create session CPM timetable.	Term 1 : Leadership team create CPM timetable and keep it updated. DHT establish ASN team and set up fortnightly meetings and	Evaluation of children's plans detail - the impact of agreed actions - monitor progress	Minutes of ASN meeting. Capturing and monitoring progress tracker.

impact of any agreed actions.	Moderate children's plans evaluations. Review UUAs and IEPs Introduce tracking system for ASN and care experienced children.	agreed agenda including tracking of GIRFEC children's plans and Cared Experienced Children. Term 2 : Leadership team moderate preschool children's plans and evaluations and that any relevant next steps are reflected in planning. Term 3 : Leadership team moderate anti preschool children's plans and evaluations.	highlight further actions	CPM minutes and evaluations. IEP reviews. Up, Up and away reviews.
Evaluations/ Progress				
January 2027				
May 2027				

Copied from last SIIP and populated for final year:

Three-Year ELC Plan for Improvement			
Quality Indicator HGIOELC & Consider CI Key questions.	2025-2026	2026-2027	2027-2028
1.3	Develop further leadership roles for other curricular areas linked to PRDs information.	Embed working groups and leadership roles.	Embed practitioner Sprints into our professional learning annually.
2.3	Strengthen and embed Literacy and Numeracy experiences across Early Level, including spaces, experiences, and interactions.	Robust assessment and tracking system.	Extend assessment and tracking system to include 2 year olds and wider achievement.
3.1	Embed UNCRC in our practice.	Review the impact of UNCRC with all stakeholders.	Achieve Gold accreditation and continue to review UNCRC in our practice.
3.2	Evaluate the impact of last year's developments on our children's language acquisition.	Set up a parent group to promote language acquisition with our families.	Develop a PEEP programme across Early Level including our P1 families.
Additional QIs			