

INVERALMOND ELC ACTION PLAN TO SUPPORT DELIVERY OF SIP

2025 / 2026

Vision

At Inveralmond Early Years Centre our motto is:

“Play, Learn and Grow Together”

Our Values

- Kind
- Respectful
- Responsible
- Ambitious

Aims

We will:

- Make sure everyone feels welcome, valued and part of our nursery family
- Provide a learning environment that is stimulating and safe
- Get to know our children and families well and do our best to support their individual needs
- Promote and protect the social, emotional and physical wellbeing of our children
- Provide our children with meaningful experiences that respond to their interests and develop skills for their future

Inveralmond Early Years - ELC Improvement Planning for Ensuring Excellence and Equity

School priorities linked to knowledge and data as identified on previous page	Links to HGIOELC and NH&SCS	Proposed actions	Timescale	Measures of Success
Improvement in all children and young people's wellbeing:	3.1 2.4	- Through continued promotion of our values we will extend children/ parents/carers understanding of the wellbeing indicators and the UNCRC. Our vision, values and aims will be refreshed, in consultation with all stakeholders, in light of the addition of new children and staff to our learning community. - Short weekly together time to celebrate children's successes and learn about our values and rights to be introduced - Through skills time, all children will have opportunities to learn and talk about the UNCRC and wellbeing indicators and use these to self- report - Practitioners will continue to build on and strengthen parental partnerships and relationships through re-establishment of parent drop in sessions, Stay and Play sessions, borrow bags, family learning sessions, nursery natter - Personal plans and will ensure each child's health and wellbeing needs are being met and discussed with parents regularly - Distributed leadership roles with a focus on HW and UNCRC are in place - Each child will be discussed and monitored against GIRFEC indicators at tracking and monitoring meetings	June 2026 September 2026 Ongoing Aug-June October-May Ongoing ongoing	Almost all (95%) parents/carers respond positively to Ethos survey and question of the month Most (75%) of our parents/carers will engage with family learning sessions over the course of the session All ELC pupils have a responsive personal plan in place Most (75%) of our parents report that they are aware of the UNCRC and how these relate to our ELC values Through observations, most children are able to refer to our values characters and can talk about at least one of the rights

		GIRFEC overview for all pupils will be discussed at EYO and SLT meetings to ensure appropriate timely interventions and support are put in place		At least 70% of pupils can: *confidently express their needs and ask for help when needed by the end of their pre-school year *Confidently cope with new situations
Raising attainment for all, particularly in literacy and numeracy:	3.2 2.2 2.3 3.1	- All practitioners will have distributed leadership roles linked to improvement priorities - Through continued development of planning and refresh of big floor books, practitioners will value children's interests and encourage them to make choices and lead learning appropriate to their age and stage of development - Tracking and monitoring meetings will provide opportunities for practitioners to discuss children's strengths and next steps in learning with SLT - Staff will engage in central run CLPL to ensure a shared understanding of the ELC planning and assessment processes and how these relate to the KAL's - Skills time activities will focus on KALS' identified through data trends throughout the year to ensure children are given opportunities to develop key literacy and numeracy skills - Local Authority EY network programme will continue to develop staff knowledge and understanding of what progress looks like in ELC - Wordboost, rhyme time and big bedtime read initiatives will continue to be promoted to support early literacy development - Distributed leadership roles with a focus on the development of a literacy and numeracy rich environment are in place	September-June ongoing	How will you baseline where you are in order to measure next steps and impact? (Refer to ELC Tracker)
Closing the attainment gap between the most and least advantaged children:			November and March	Less than 20% of our pre-schoolers will be tracking red for the following KALS:
			Ongoing	*Listen and identify words that rhyme
			Ongoing	*Recall and retell in sequence a story they have heard
			Ongoing	*recognise a small number of objects without counting (subitise)
			Ongoing	*recite forward and backward number sequences to at least 10.

		• Environmental Audit tools will be used on a termly basis to ensure our ELC is literacy and numeracy rich • Practitioners will audit and develop the use of digital technologies to enrich and support learning through relevant and interesting contexts		80% of our pre-schoolers will have increased their wordboost score by the end of their pre-school year
Improvement in employability skills and sustained, positive school leaver destinations for all young people:	3.3 2.5	• Quality assurance methods (observations, self-evaluation tasks) will ensure we promote a range of play types in a high quality environment with stimulating, well planned provocations and high quality resources • Family learning sessions/activities will continue to be run to strengthen relationships with families and equip them to support their children's learning and aspirations- outdoor learning, cooking etc • Distributed leadership role with a focus on outdoor learning is in place • All practitioners will support children to understand and assess risk in their play and children will be actively involved in the risk assessment process • Practitioners will audit and develop the use of digital technologies to enrich and support learning through relevant and interesting contexts • Links with local community/businesses will be established and strengthened to provide children with real life experiences and insight into the world of work and their place in the local community	Ongoing Ongoing Sep-June Ongoing October, Feb, May Ongoing	• How will you baseline where you are in order to measure next steps and impact? (Refer to ELC Tracker) Most (75%) of our parents/carers engage with family learning sessions over the course of the session *See above measures related to KAL's for literacy and numeracy

