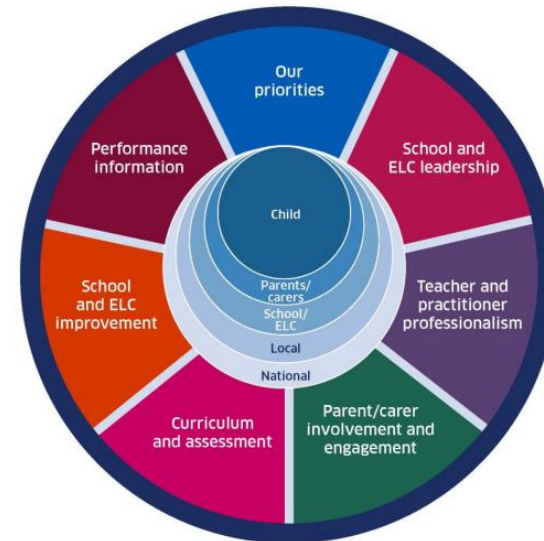


# Education and Learning Directorate

## School/ELC Annual School Improvement Planning

### 2025-2026



**School: Wallace Hall ELC**

**Date: May 2025**

**SCHOOL IMPROVEMENT PLAN 2025 – 2026** *(Limit the number of priorities to ensure they are manageable and achievable.)*

School Priority 1 /Improvement Area for Learners	ELC Environment	
Evidence to support decision to prioritise this area (include baseline measures)	Outcomes for Learners/School Community	Key Tasks
<ul style="list-style-type: none"> <li>• <b>Consultation with Early Years Team</b> - Indoor space has been evaluated with Early Years PT and EV for improvement.</li> <li>• <b>Outdoor space</b> – The ELC garden is almost complete from previous NIP, and so with a few extra months will be completed.</li> <li>• <b>Completing projects</b> - Projects already started within the ELC so to be completed in 25/26 session.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Inclusive practice</b> – Evaluating and adjusting our space will ensure there are opportunities to accommodate all learner levels. This will be measured and evaluated through tracking and monitoring throughout the session.</li> <li>• <b>Suitability for increased numbers</b> - Environment will be more suited to the increased numbers in ELC, providing different experiences and outcomes throughout the areas available. This will be measured using ECCERS, ITES and SSTEWS scales.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Finish outdoor space</b> – shed, greenhouse, mud kitchen &amp; visuals from last year's NIP.</li> <li>• <b>Robust evaluation process of environment</b> - use ECCERS, ITES and SSTEWS scale to evaluate area at a time in ELC, starting with home corner which has already started. This will then be revisited in January and April to record and adjust any significant changes.</li> <li>• <b>Visuals</b> – create and complete visuals for each area and for the daily routine to ensure the environment is accessible to all and staff follow daily routine that is displayed for children. Effectiveness of this will be reviewed at planning meetings to ensure it is evaluated regularly.</li> </ul>
NIF Priority	NIF Driver	HG10S?4 / HG10ELC QIs/National Standard Criteria
<ul style="list-style-type: none"> <li>• Closing the attainment gap between the most and least disadvantaged children and young people.</li> <li>• Improvement in skills and sustained, positive school-leaver destinations for all young people.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Professionalism</li> <li>• School Improvement</li> </ul>	<ul style="list-style-type: none"> <li>• 1.5 Management of resources to promote equity</li> <li>• 3.3 Developing creativity and skills for life and learning</li> <li>• Criteria 3 - Physical Environment</li> </ul>

<ul style="list-style-type: none"> <li>Improvement in achievement, particularly in literacy and numeracy.</li> </ul>			
Responsible/Lead Person	Time Allocations	Funding – including PEF	Expected Completion Date
Nursery Manager	Complete outdoor changes in term 1	Nursery Budget and potentially fundraising	July 2026
Parental and Learner Engagement Opportunities		Linkage to Framework for Inclusion	
Contribute to ideas of resources, provision etc. Volunteer to help with renovations that may need assistance Assist with fundraising, providing feedback		Inclusion	

School Priority 2 /Improvement Area for Learners	Children's tracking and monitoring	
Evidence to support decision to prioritise this area (include baseline measures)	Outcomes for Learners/School Community	Key Tasks
<ul style="list-style-type: none"> <li>• <b>Feedback from staff</b> - Staff have provided feedback through staff meetings and MS forms to indicate that current methods of tracking and monitoring are not sustainable with increased numbers in ELC.</li> <li>• <b>Data from progress and achievement</b> – Indication that children are on track, but still have pockets of children who are not and we are currently unable to provide focused time to assist these children.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Sustainability</b> - Children's tracking and monitoring will be more sustainable and streamlined in with planning. This will be monitored through attainment meetings with staff, and progress and achievement data.</li> <li>• <b>Attainment gap</b> – Ideally, staff will have more opportunities to have 1:1 time with children who require extra support and therefore bring them closer to being on track, reducing the attainment gap. The effectiveness of this will become clear through progress and achievement updates.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Learning Journals</b> – Review the use of Learning Journals with staff, children and families, including the policy. Create a simplified procedure of uploading and trial until NIP update in January and re-evaluate.</li> <li>• <b>Care Plan format</b> – Review these with staff, children and families, and look at opportunities to streamline information on care plans to Learning Journal. Potentially digitalise with support from Early Years Team. Evaluate effectiveness in term 4 with new and returning families, as well as staff and Early Years PT.</li> <li>• <b>Peer observations</b> – Evaluate staff workload and methods of working through peer observations. Carry these out term 1 and 3, while using term 2 and 4 to discuss, alter and enhance practice.</li> </ul>
NIF Priority	NIF Driver	HGIOS?4 / HGIOELC QIs/National Standard Criteria
<ul style="list-style-type: none"> <li>• Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>• Improvement in skills and sustained, positive school-leaver destinations for all young people.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher professionalism</li> <li>• Assessment of children's progress</li> </ul>	<ul style="list-style-type: none"> <li>• 2.3 Learning, teaching and assessment</li> <li>• 3.2 Securing children's progress</li> <li>• Criteria 2 - Development of children's cognitive skills, health and wellbeing</li> <li>• Criteria 4 - Self-Evaluation and Improvement</li> </ul>

<ul style="list-style-type: none"> <li>Improvement in achievement, particularly in literacy and numeracy.</li> </ul>			
Responsible/Lead Person	Time Allocations	Funding – including PEF	Expected Completion Date
Nursery Manager	Overall conversation during Inset and set realistic time scales	ELC Budget if any	July 2026 – May run into 26/27 session
Parental and Learner Engagement Opportunities		Linkage to Framework for Inclusion	
Feedback from learners and parents  Trialing out methods with children to gauge their interaction and engagement levels		Wellbeing and Care  Inclusion	

School Priority 3 /Improvement Area for Learners	Incorporating our UNCRC rights into our daily practice	
Evidence to support decision to prioritise this area (include baseline measures)	Outcomes for Learners/School Community	Key Tasks
<ul style="list-style-type: none"> <li>• <b>Training</b> - Staff have completed training on rights and would like to include what they have learned more in practice. Staff have begun to incorporate, with visuals and starting links from home, but does not get prioritized in the ELC currently.</li> <li>• <b>Streamline with whole school</b> - Primary and Secondary at Wallace Hall have achieved awards in Rights Respecting Schools and following through what has been implemented should be a priority.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Inclusivity</b> - Places of learning are inclusive, sustainable and meet the needs of local communities. Children's voice will be very apparent as soon as you walk into ELC. Children are aware of their rights within the ELC and can use terminology in daily routine.</li> <li>• <b>Connections with the community</b> - Local people can build their skills and confidence by taking part in ELC activities and sessions, including secondary students, groups from the community and Dumfries and Galloway initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Rights bags</b> - Finish 'Rights bags' and set up a system for sharing at home. Work alongside CG to secure funding for bags. Send trial bags home and ask for feedback at the end of term 2. Adjust bags based on feedback and offer to all in term 3, before evaluating again in term 4.</li> <li>• <b>Simoa</b> - Incorporate Care Inspectorate's Simoa into daily practice. Look at framework as a staffing team and agree on ways it can be incorporated into daily practice, and planning. Incorporate rights terminology into daily practice and planning. Evaluate effectiveness and use in term 3 for further implementation if necessary.</li> <li>• <b>Incorporate rights and inclusivity into family sessions</b> – Bookbug, PEEP, Open Mornings. Ask families and children for feedback on ways we could do this. Session leads to take a role in looking at specific rights sessions they can run. Evaluate success and effectiveness in term 3.</li> </ul>
NIF Priority	NIF Driver	HGIOS?4 / HGIOELC QIs/National Standard Criteria

<ul style="list-style-type: none"><li>Placing the human rights and needs of every child and young person at the centre of education.</li><li>Improvement in children and young people’s health and wellbeing.</li><li>Closing the attainment gap between the most and least disadvantaged children and young people.</li><li>Improvement in skills and sustained, positive school-leaver destinations for all young people.</li><li>Improvement in achievement, particularly in literacy and numeracy.</li></ul>		<ul style="list-style-type: none"><li>Parental Engagement</li><li>School improvement</li></ul>	2.4 Personalised support 2.5 Family learning 3.1 Ensuring wellbeing, equality and inclusion  Criteria 6 - Inclusion	
Responsible/Lead Person	Time Allocations	Funding – including PEF	Expected Completion Date	
Nursery Manager	Implement changes term 1 & 2 Evaluate and alter as appropriate	ELC budget	July 2026	
Parental and Learner Engagement Opportunities		Linkage to Framework for Inclusion		
Bags to be used at home with families  Families who will be asked for feedback on changes and will be included in the planning and delivery of priority		Rights and equalities		