

HOPEFIELD ELC SCHOOL IMPROVEMENT PLAN

2025 / 2026



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Relationships

Relevance

Values

Factors Influencing the Improvement Plan

School Factors

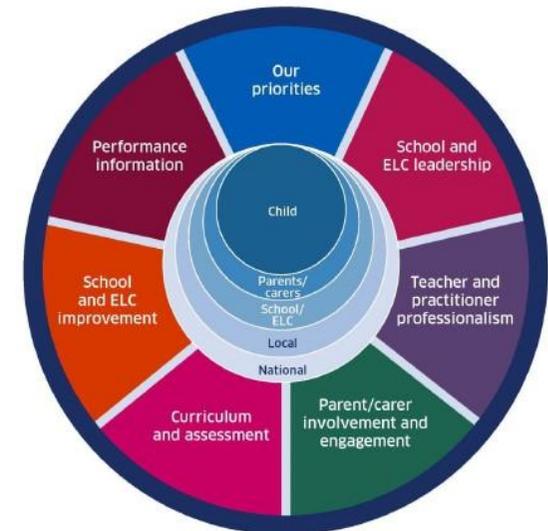
Addressing Action Points identified in school's Self Evaluation procedures
Cluster Improvement Priorities
Equity Priorities

Local Authority Factors

Moving Forward in Your Learning Guidance
Literacy and Numeracy West Lothian Priorities, HWB
Raising attainment, including closing the gap ([West Lothian Raising Attainment Strategy](#))
Transforming Your Council
[Corporate Plan](#)
Education Services Management Plan
West Lothian Parental Involvement and Engagement Framework
Equity Team and additional allocations, Pedagogy Team

National Factors

Coronavirus (COVID-19): Guidance on reducing the risks from COVID-19 in school
Moderation Cycle and Assessment
National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All
Pupil Equity Funding/Equity Audit
How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare?, National Standard for ELC, Quality Framework for day care of children
Getting it Right for Every child (GIRFEC)
Curriculum for Excellence Refresh
Realising the Ambition
Developing Scotland's Young Workforce
Child Protection Procedures
GTCS professional standards and professional update 2021
Achieving Excellence and Equity 2022: National Improvement Framework and Improvement Plan
Putting Learners at the Centre: Towards a Future Vision for Scottish Education, The Ken Muir report, March 2022.
UNCRC
Presumption to provide education in a mainstream setting 2019
Curriculum Improvement Cycle
Support for Learning: All our Children and All their Potential (ASL Review) 2020



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Vision

At Hopefield Nursery, we work together to create a welcoming, nurturing and empowering environment; where everyone is respected, listened to and valued. We are all given the opportunity for our individual strengths to flourish and for new skills and abilities to develop.

Every child will have access to a nurturing, motivating and relevant curriculum which is underpinned by the four capacities and the UNCRC Right of the Child, with wellbeing at the heart of all we do. Every child will have their potential recognised and should develop aspirations and be supported to achieve these, and in order to make this happen our nursery offers our children:

- Imaginative, stimulating and challenging experiences and provocations, both indoors and outdoors, with well-planned opportunities to learn through exploration, investigation and play.
- Experiences and interactions, which encourage problem solving and creativity, helping to develop their resilience and perseverance, enabling them to become independent thinkers and learners.
- An inclusive curriculum and high quality education and care that recognises and caters for the needs of individuals.
- Support and encouragement to develop a positive self-image and attitude to learning and to help them achieve their best socially, emotionally, intellectually and physically.

Values

- Relationships
- Communication
- Respect
- Happiness

Aims

- Support children to become happy, kind, considerate, self-confident and independent learners.
- Provide a welcoming, caring and nurturing environment where all children can flourish, be valued and feel respected.
- Promote a child-centred approach and play based learning opportunities that challenge and extend children's learning.
- Create a safe, secure and encouraging environment, where there is a shared understanding that important learning takes place through investigation and exploration and often involves taking risks, making a mess and making mistakes.
- Develop effective partnership working with home, agencies and the whole community.



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All schools should consistently revisit the curriculum rationale that takes account of the most recent national and local guidance.

Refreshed curriculum rationales should reflect the local authority commitment to Agile Learning approaches prioritising authentic fulfilment of the four capacities and contexts for learning, within the Refreshed Narrative. See link below to the 'Resources to support the refreshed CfE Narrative'.

<https://education.gov.scot/improvement/learning-resources/resources-to-support-the-refreshed-curriculum-for-excellence-narrative/>

Contextual Data Analysis and Rationale for 2025/26 School Improvement Plan (maximum one side A4)



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a) Background - The context for the learners in your school

Blackburn Primary School is a non-denominational school serving the community of Blackburn. The teaching staff includes a Head Teacher (HT), a Depute Head Teacher (DHT), a 0.6 Principal Teacher (PT) and an Acting Principal Teacher (APT). The school is part of a collaborative headship, where the HT and DHT work across two schools. The ELC provides provision for Morning, Afternoon and Full Day Children. The Nursery roll is currently xx with a mixture of full day and half day provision. Currently there are xx 2year olds, xx ante-pre schoolers and xx pre-schoolers. The ELC, as part of the expansion, is open 50 weeks a year and provides 1140 hours for all our children. The ELC team consists of an Early Learning and Childcare Area Support Manager, an Early Years Officer, xx Early Years Practitioners and xx Pupil Support Workers. The ELC benefits from a skilled support and administrative team, who provide good support for learning and teaching. The staff team continue to engage with the whole school community to ensure the best possible outcomes for all learners. The ELC benefits from a newly formed Parent Council.

b) Data to identify the universal and targeted school Improvement Plan Priorities (SIP)

- **CfE – Most children are working within the Early Level with a few working on milestones in Literacy, Numeracy and Health and Wellbeing.**
- **Early Years Trackers – Most children are on track with their learning for Health and Wellbeing, with the majority on track within Literacy and Numeracy. Tracking and Monitoring data demonstrates Health and Wellbeing strengths in the use of gross motor skills and the development of co-operation skills. In Literacy, there are strengths in children being able to listen and take turns and introducing a storyline to their play with a further focus required on rhyme and detail when mark making. In Numeracy, strengths are demonstrated in reciting number sequences forward and backwards from 0 to 10 and with further opportunities required to promote the development of subitising.**
- **Wellbeing – Most children report as feeling safe, achieving and nurtured, with the majority of children reporting as feeling healthy, active, responsible, respected and included. The majority of children can discuss the wellbeing characters with further work to be undertaken on the daily use of the Wellbeing Indicators within all areas of play, providing opportunities for children to apply their knowledge and make links within their learning.**
- **Engagement – Most families and carers engage with the work of the Nursery with most learners attending regularly. PEEP sessions continue to engage families with the feedback station available at all times, further work will be completed to engage families further through a family learning programme. Digital skills require to be further developed within the setting to support the children in acquiring the skills to be successful learners, confident individuals, responsible citizens and effective contributors.**

Key 3 Outcomes	End of August 2024	End of October 2024	End of December 2024	End of February 2025	End of April 2025	End of June 2025
Outcome 1: Literacy and Numeracy	85%	88%	90%	92%	94%	96%
Outcome 2: Health and Wellbeing	90%	92%	94%	96%	98%	100%
Outcome 3: Engagement	80%	82%	84%	86%	88%	90%
Outcome 4: Digital Skills	75%	78%	80%	82%	84%	86%
Outcome 5: Family Learning	70%	72%	74%	76%	78%	80%

c) What are our improvement priorities? - Identified SIP priorities informed by the above data (detail in plan below)

Our data demonstrates oracy skills still require to be further developed through the children’s understanding of rhyme where staff will work with our partner agencies, including Speech and Language, to enhance practitioner understanding. Detail within mark making is another area of focus and this can be linked through the development of oracy through story telling. A focus the subitising is required to support our children’s numeracy progression. Our self-evaluation and quality improvement procedures identified the need for greater ownership of learning by children, therefore a further focus on digital technologies is required building on the successful approaches to consultative planning and partnership working.

Hopefield ELC - School Improvement Planning for Ensuring Excellence and Equity



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School priorities linked to knowledge and data as identified on previous page	NIF Driver	Proposed actions	Timescale	Measures of Success
<p>Improvement in all children and young people's wellbeing:</p> <p>Within the ELC, almost all children and families to increase understanding of positive relationships through building knowledge and understanding of co-operation</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>	<p>School and ELC Improvement School and ELC Leadership Teacher and Practitioner Professionalism Parental Engagement Curriculum and Assessment Performance Information</p>	<p>Universal:</p> <ul style="list-style-type: none"> ➤ Participation in positive relationships review and refresh ➤ PEEP sessions on positive relationships and friendships will support a shared understanding. ➤ Interactions model positive relationships and support strategies to build friendships <p>Targeted:</p> <ul style="list-style-type: none"> ➤ Through targeted support during play opportunities, identified children are supported to play with peers. 	<p>Aug 25 – Mar 26</p>	<p>Quality Improvement activities indicate increased positive relationships across the setting where most children play with another child (baseline: majority)</p> <p>HWB Leadership action plan and distributive leadership roles demonstrate progress.</p> <p>Family questionnaires demonstrate an increased understanding of healthy relationships by 5%</p> <p>Environment audit demonstrates an increase in provocations to promote positive interactions between children</p>
<p>Raising attainment for all, particularly in literacy and numeracy(universal):</p> <ul style="list-style-type: none"> ➤ In the ELC, all children will receive access to an environment and planned opportunities which promotes the development of rhyme. 	<p>School and ELC Improvement School and ELC Leadership Teacher and Practitioner Professionalism Parental Engagement Curriculum and Assessment Performance Information</p>	<p>Universal:</p> <ul style="list-style-type: none"> ➤ CLPL is developed based on staff audit in order to increase staff confidence in using high quality interactions to extend children's understanding and opportunities to rhyme ➤ Develop and implement the distributive leadership plan led by Literacy Lead Learner supported by ELC Networks, which involves a robust moderation calendar ➤ Cross sector working with a focus on rhyming skills to support transition across the Early Level ➤ Family Learning activities to support parents and carers with understanding different types of rhyme to support children's development through sway, Seesaw and PEEP sessions <p>Targeted:</p> <ul style="list-style-type: none"> ➤ Use data to identify learners with barriers in understanding with multi-agency working, including working with speech & language, Literacy & Language Service and Hearing Impaired Services 	<p>Aug 25 – Jun 26</p>	<p>Quality Improvement activities demonstrate an increase in staff confidence in high quality interactions to support and challenge children's learning, both indoors and outdoors , across all play opportunities</p> <p>Almost all staff surveys reflect an increase in confidence in delivering recalling and retelling in the setting</p> <p>Attainment data shows an increase of children on track to most (Baseline: Majority)</p> <p>Renfrewshire vocabulary assessment demonstrates an increase in almost all children's vocabulary</p> <p>Use of the Leuven scale to measure engagement in literacy areas demonstrates an increase of children's interest in literacy opportunities</p>



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<p>➤ All children will experience different contexts to apply numeracy skills and demonstrate their learning whilst developing understanding of subitising</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>		<p>Universal:</p> <ul style="list-style-type: none"> ➤ CLPL is developed based on staff audit in order to increase staff confidence in using high quality interactions to extend children’s understanding and opportunities to subitise ➤ Develop and implement the distributive leadership plan led by Numeracy Lead Learner supported by ELC Networks, which involves a robust moderation calendar ➤ Cross sector working with a focus on reading numerals 0 - 10 to support transition across the Early Level ➤ Family Learning activities to support parents and carers with understanding different types of number activities to support children’s development through sway, Seesaw and PEEP sessions <p>Targeted:</p> <ul style="list-style-type: none"> ➤ Use of data to identify children requiring further support to develop foundation number knowledge and the knowledge of number, supported by the school Numeracy teacher 	<p>Aug 25 – Jun 26</p>	<p>Environment audit demonstrates increased opportunities to explore literacy in all areas of the ELC (both indoors and outdoors)</p> <p>Quality Improvement Procedures indicate that high quality interactions ensure most numeracy opportunities are progressive and skill focused with a focus on reading numerals (baseline: Majority)</p> <p>Attainment data shows an increase of learners on track to most (Baseline: Majority)</p> <p>Environment audit demonstrates increased opportunities to explore numerals in all areas of the ELC (both indoors and outdoors)</p> <p>Use of the Leuven scale to measure engagement in Numeracy areas demonstrates an increase of children’s interest in numeracy opportunities</p>
<p>Tackling the attainment gap between the most and least advantaged children (targeted):</p> <p>Quintile 1 learners/children will increase rhyme knowledge by 3% from current levels.</p> <p>Quintile 1 learners/children will increase in Numeracy knowledge and understanding by 2% from current levels.</p> <p>Learner/Children attendance will be increased through Family Development by 4%.</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>	<p>School and ELC Improvement School and ELC Leadership Teacher and Practitioner Professionalism Parental Engagement Curriculum and Assessment Performance Information</p>	<p><i>‘All West Lothian schools are committed to continuously developing their approach to ensure equity and tackle the poverty related attainment gap. Each school’s PEF Summary provides an overview of their approach and an outline of how Pupil Equity Funding is being used to provide a range of universal and targeted approaches and interventions. Please follow this link 2025_08_18 PEF Plan BPS.xlsx to view our PEF Summary and find out more about our use of Pupil Equity Funding.’</i></p>	<p>Apr 25 – Mar 26</p>	<p>Documented in PEF Plan</p>
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p>	<p>School and ELC Improvement School and ELC Leadership</p>			



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<p>Within the ELC, All children to experience a nursery environment, which meets the developmental needs of the children by offering appropriate challenge, developing curiosity and creativity and through providing exciting learning experiences.</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>	<p>Teacher and Practitioner Professionalism Parental Engagement Curriculum and Assessment Performance Information</p>	<p>Universal:</p> <ul style="list-style-type: none"> ➤ ELC staff to use their recent CLPL programme to create a plan for learning in the nursery indoor and outdoor spaces and to build partnership working with the community ➤ Create nursery spaces indoors and outdoors to plan for and develop children's schematic play. ➤ Create nursery spaces indoors and outdoors to spark curiosity and creativity using natural resources and loose parts play. ➤ ELC staff to support and develop play through 'planning in the moment' and through quality interactions with children. ➤ Further CLPL on quality interactions. <p>Targeted:</p> <ul style="list-style-type: none"> ➤ Identified children are supported individually and in small groups to support all children to access learning opportunities ➤ Differentiated play opportunities to support and challenge children's play 	<p>Aug 25 – Dec 25</p>	<p>Quality Improvement Procedures reflect an ELC environment where children are curious and showing creativity</p> <p>Observations demonstrate children who are engaged and motivated by the learning opportunities Floorbooks demonstrate children's voice where they have been able to co-construct learning and knowledge with adults' support</p> <p>ELC staff will demonstrate the knowledge they need to ensure that valuable opportunities are not missed when interacting with children.</p>
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