



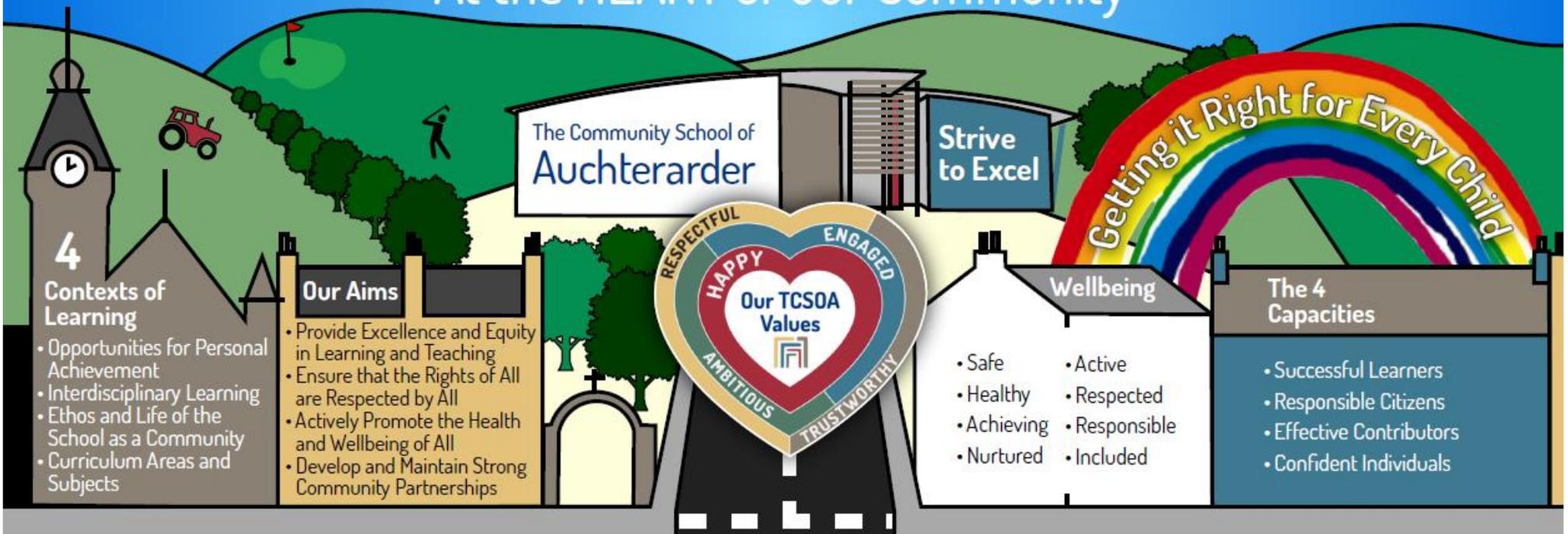
Improving Lives Together  
Ambition | Compassion | Integrity



# Quality Improvement Plan Early Learning and Childcare 2025-2026

**ELC Setting: The Community School of Auchterarder (TCSOA)**

# At the HEART of our Community



## NURSERY → PRIMARY → SECONDARY

### Curriculum Rationale - 2 to 18



## Quality Improvement Plan – Priorities and Outcomes

What are the outcomes that you plan to achieve for your children, young people and families for this session?

**Key Priority One:** Leadership and Management Leadership of change

**Rationale:** Self-evaluation identified the need to renew knowledge and understanding of our Nursery Vision, Value and Aims (VVA) and Motto.

**Overall Aim:** By June 2026, all children, staff and parents will demonstrate knowledge and understanding of our nursery VVA and Motto demonstrating a sense of belonging to our nursery community

### NIF Priority (Highlight):

- Placing the human rights and needs of every child & young person at the centre of education
- Improvement in children & young people's health & wellbeing
- Closing the attainment gap between the most & least disadvantaged children & young people
- Improvement in skills & sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy & numeracy

### NIF Drivers (Highlight)

- School & ELC leadership
- Teacher & Practitioner professionalism
- Parent/carer involvement & engagement
- Curriculum and assessment
- School & ELC improvement
- Performance information

### Quality Improvement Framework for the ELC Sectors QIs (Highlight):

- Leadership and management of staff and resources
- Staff skills, knowledge, values and deployment
- Leadership of continuous improvement
- Play and learning
- Curriculum
- Children experience high quality spaces and settings
- Learning, teaching and assessment
- Nurturing care and support
- Wellbeing, inclusion and equality
- Children's progress
- Safeguarding and child protection

Objective	Intended Outcomes	Key Improvement Activity	Measures	Key Personnel	Monitoring	Progress and impact
What will change? When, who, what, by how much?	What will happen as a result of the objective?	What approaches or interventions will be in place? (May be Universal or Targeted)	How will you measure the intended outcomes?		Is the activity happening as planned?	
By June 2026 all staff, parents and children will know our nursery VVA and Motto.	All staff, children and parents will have a shared language of what it means to be part of TCSOA Nursery	VVA to be shared on learning journals for parents to share at home	Parental questionnaires (September and January)	All adults working with Children in nursery  Nursery Families	Review of Learning Journals  Monitoring of Gathering times by DHT	

		<p>Nursery teacher to ensure use of VVA and Motto at gathering times</p> <p>All Practitioners to refer to VVA and Motto at group time</p> <p>All staff to celebrate children's successes through awarding value stickers for a wide range of positive behaviours.</p> <p>'Let's Explore Our Rights' story book to be used as our focus story in term 1 and linked with our VVA and motto.</p>			<p>Monitoring of Group times by Nursery teacher</p> <p>Monitoring of planning and evaluations by DHT</p>	
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## Quality Improvement Plan – Priorities and Outcomes

What are the outcomes that you plan to achieve for your children, young people and families for this session?

**Key Priority Two:** Successes and Achievements: Ensuring wellbeing, equality and inclusion

**Rationale:** Self evaluation identified that staff required a deeper knowledge and understanding of inclusive practice particularly neurodiversity.

**Overall Aim:** By June 2026, 100% of staff will increase their knowledge and understanding of autism spectrum disorder (ASD) resulting in needs of our children with Autism or awaiting diagnosis being met.

### NIF Priority (Highlight):

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- Improvement in skills & sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy & numeracy

### NIF Drivers (Highlight)

- School & ELC leadership
- Teacher & Practitioner professionalism
- Parent/carer involvement & engagement
- Curriculum and assessment
- School & ELC improvement
- Performance information

### Quality Improvement Framework for the ELC Sectors Qis (Highlight):

- Leadership and management of staff and resources
- Staff skills, knowledge, values and deployment
- Leadership of continuous improvement
- Play and learning
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- Learning, teaching and assessment
- Nurturing care and support
- Wellbeing, inclusion and equality
- Children's progress
- Safeguarding and child protection

Objective	Intended Outcomes	Key Improvement Activity	Measures	Key Personnel	Monitoring	Progress and impact
What will change? When, who, what, by how much?	What will happen as a result of the objective?	What approaches or interventions will be in place? (May be Universal or Targeted)	How will you measure the intended outcomes?		Is the activity happening as planned?	
By February 2026 all staff will increase their understanding of Autism using the scale:	Target children will benefit from a collective understanding of ASD	Training will be facilitated by Perth Autism Support (PAS) with regards to	Review current Dev Milestones, Dev Milestones to support learners with complex	Nursery Leadership Team All practitioners	PDDs Peer support discussions	

poor, satisfactory, good, very good and excellent.	and awareness of their individual support need.	theoretical, up to date research on ASD (sessions in September and February)  Facilitated Professional dialogue post PAS input (sessions in November and April)	ASN Needs and Foundation Milestones  Staff Questionnaires			
By June 2026 All staff will meet the communication needs of a target group with Autism (or under CDC)	Children with autism will be able to communicate more effectively with peers and vice versa  Staff will communicate more effectively with children with Autism and vice versa	Visuals and Makaton and objects of reference will be actively used at a universal level  Input from SaLT (live or recorded)	Tracking and monitoring of Dev Milestones, Dev Milestones to support learners with complex ASN Needs and Foundation Milestones  CYPP minutes  Progress outcomes	Nursery Leadership Team  SaLT  All Practitioners	Monitoring of Gathering times by DHT  Monitoring of Group times by NT  Observations of 1:1 adult child interactions	
By June 2026 All staff will have the tools to help self-regulate a target group with Autism (or under CDC)	Children with autism will be able to access tools to assist with coregulation and self-regulation	Individual tool boxes to be created to assist co and self-regulation	Tracking and monitoring of Dev Milestones, Dev Milestones to support learners with complex ASN Needs and Foundation Milestones Tracking and monitoring of Incidents of dysregulation (targeted pupils)  CYPP minutes  Monitoring of DASH forms and ABC charts	Nursery Leadership Team  All Practitioners  Early Years Inclusion Team	Monitoring of Gathering times by DHT  Monitoring of Group times by NT, SECPs and PECP  Observations of 1:1 adult-child interactions	

## Quality Improvement Plan – Priorities and Outcomes

What are the outcomes that you plan to achieve for your children, young people and families for this session?

**Key Priority Three:** Learning Provision: Learning, teaching and assessment and Family Learning

**Rationale:** Tracking data indicated that Gross and Fine Motor skills were areas of development that would benefit our children next session.

**Overall Aim:** By June 2026, there will be an increase from 82% to 91% of children achieving their Gross motor skills milestones and from 67% to 75% of children achieving their fine motor skills milestones.

### NIF Priority (Highlight):

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- Improvement in attainment, particularly in literacy & numeracy

### NIF Drivers (Highlight)

- School & ELC leadership
- Teacher & Practitioner professionalism
- Parent/carer involvement & engagement
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### Quality Improvement Framework for the ELC Sectors Qis (Highlight):

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Objective	Intended Outcomes	Key Improvement Activity	Measures	Key Personnel	Monitoring	Progress and impact
What will change? When, who, what, by how much?	What will happen as a result of the objective?	What approaches or interventions will be in place? (May be Universal or Targeted)	How will you measure the intended outcomes?		Is the activity happening as planned?	
By June 2026 All Parents and Families will increase their	Parents and Families will increase their engagement of play	All Parents and families will be given opportunities to engage	Parental questionnaires to show increase of play base learning	Nursery Leadership Team	Parental engagement calendar and attendance records	

knowledge and understanding of the importance of play as a basis for learning.	based learning with their children at nursery and home.	in play-based learning activities with their child.  All Parents and Families will be offered guides of how to engage in play-based learning at home.	opportunities provided at nursery and within the home.	All nursery practitioners  Parents and Families	Parental dialogue and feedback	
By June 2026 all practitioners will renew shared understanding of high-quality continuous provision and variety of gross and fine motor play opportunities.	Children will develop their fine and gross motor skills	Practitioners to self-evaluate current gross and fine motor skills provision.  Establish a base line standard of Gross and fine motor skills provision across all areas of the nursery  Target children to take part in Jungle journey programme based on November Gross motor tracking data  Target children to take part in Doh Gym activities based on November fine motor tracking data	Staff Questionnaires  Tracking of Milestones	Nursery Leadership Team  All nursery practitioners	Monitoring of learning experiences by NT and SECPs  Monitoring of planning and evaluations (DHT)  Monitoring of floor books	
By June 2026 all staff will have a greater understanding of how gross motor skills can support self-regulation of our young people	Children will be better supported to co-regulate through most appropriate proprioception strategies, and other sensory strategies as appropriate.	All staff will engage in proprioception training to develop understanding of link between self-regulation and gross motor skills	Staff Confidence and Strategies Questionnaires  Monitoring of DASH Forms	Nursery Leadership Team  All Nursery Practitioners  Occupational Therapists	Observations of 1:1 adult-child interactions  Monitoring of CYP Profiles, to ensure a list of most-appropriate co-regulation strategies for the specific child are included	