



WORK TOGETHER
PLAY TOGETHER
SUCCEED TOGETHER

Wallacestone PS ELC Class

Standards and Quality Report

2024/2025



Care



Curiosity



WORK TOGETHER
PLAY TOGETHER
SUCCEED TOGETHER



Community



Challenge

ELC CONTEXT

Wallacestone PS and ELC Class has 412 children in the school and 80 within our ELC Class. We serve the villages of Brightons, Rumford, Reddingmuirhead and Wallacestone. Our school context informs our curriculum with a focus on care, community, curiosity and challenge.

We have close links with local organisations such as Meadowbank Library, Seagull Trust and Bailliefields Community Hub to offer children chances to learn about and within their local community. Outdoor learning and play is a key feature of our provision, with offsite visits to local sites such as Ercall Woods.

Our staff take on and lead learning within and beyond the school with our Early Years Officers working across our Braes Cluster to support curriculum development from 3-18 years.

Professional learning underpins all our improvement actions and our ELC Staff engage in collaborative learning, practitioner enquiry and further study.

We work closely with our parents/carers and they play an active role in the school. This is driven by our vision and motto of Work, Play, Succeed Together. We believe strongly in the principles of Realising the Ambition and we have staff who have undertaken study in Froebel.

Our ELC Class was inspected in October 2024 by Education Scotland and we were pleased to be recognised for strengths in leadership, health, wellbeing and inclusion and our partnership with families. We received 'good' ratings. This report sets out our key improvement actions last session and how we will take things forward in session 2025/26.

CHILDREN'S PROGRESS MEETINGS

Adapted tracking children's progress systems to support professional dialogue between keyworkers for a more holistic view of each individual child leading to better informed next steps.

LOOKING OUTWARDS

Working with our visiting teacher we looked at evaluative writing samples from other ELC's to support the development of our own evaluative writing. This led to practitioners increasing their confidence when completing a child's 'Where am I Now?'

REVISITING THE FRAMEWORK

As a team we explored the 'Behaviour Tables' to understand what each behaviour looks like in Wallacestone ELC and how this informed our tracking of children's progress.

The ELC team have prioritised a continued focus on planning processes to ensure the recording of observations in planning meetings capture the depth and breadth of learning taking place. This will support the ELC team in ensuring high quality environments and experiences are planned for effectively to appropriately challenge all children.

PRIORITY 1

PRACTITIONER CONFIDENCE

Almost all Early Years Officers display a very good understanding of the Assessment and Progression framework. This is evident through professional discussions of children's progress.

LEARNING JOURNALS

Learning Journal moderation evidences almost all Early Years Officers have a very good knowledge of depth of learning and skills being explored during play.

PLANNING PROCESSES

In the final term we began to focus on our planning processes. The PEYO and SEYO visited Woodburn ELC to observe their planning processes as well as the recording of planning. Following this visit we adapted our own planning records and are reviewing our process with the ELC team.

ADULT CHILD INTERACTIONS (ACI)

All Early Years Officers have taken part in ACI peer mentoring sessions throughout 24/25. These sessions have focussed on improving interactions with children ensuring we are scaffolding learning where appropriate. ACI monitoring has evidenced a continuous development of skills for each Early Years Officer relating to their own individual targets.

VISUAL ENVIRONMENT

Almost all Early Years Officers participated in Visual Environment training provided by Speech and Language Therapy. This supported the development of our visual environment with our Communication Champion taking the lead role to achieve our Bronze Award.

PRIORITY 2

PRACTITIONER CONFIDENCE

Almost all Early Years Officers display an increase in confidence when discussing universal and targeted approaches to support communication

TARGETTED COMMUNICATION APPROACHES

An Early Years Officer has taken a lead role in supporting targeted approaches to communication by working closely with a speech and language therapist. The Early Years Officer has observed targetted sessions taking place in order to continue these approaches within the ELC. This has ensured continuity for children receiving targeted support resulting in consistent progress.

CHILDREN'S PROGRESS

Our final children's progress meetings in June 2025 evidence that across all areas of Early Language Behaviours N5 children are showing at an average of above 3 in line with our assessment and progressions tracking.

COMMUNICATION: DEVELOPING PRACTITIONER KNOWLEDGE OF SPEECH AND LANGUAGE COMMUNICATION STRATEGIES AND THEIR IMPLEMENTATION

MOVING FORWARD

The ELC team will continue on their journey to achieve a silver award for our communication environment. In addition we will be working closely with Speech and Language therapy to continue our journey to Diamond Award which recognises our ongoing work on our Adult Child Interactions. We aim to achieve both of these by June 2026.