



Edinburgh Early Years Standards & Quality Report 2024-25 Improvement Plan 2025-26



Name of Setting	Edinburgh Steiner School
Vision, Values and Aims	<p><u>Vision and values statement</u></p> <p>Edinburgh Steiner School aspires to develop responsible, creative and free-thinking young people, who will contribute to society and a sustainable environment with vision and purpose.</p> <p><u>School aims</u></p> <p>Inspired by the pedagogical insights of Rudolf Steiner, we commit daily to awakening the mind, will and spirit of each individual pupil. We provide a high quality pedagogical service and a welcoming, secure, happy and caring environment for all.</p>

Context

Edinburgh Steiner School is located in a quiet leafy residential area in the south west area of the city. The school attracts families from broadly multicultural and professional backgrounds, with a wide catchment area, both within and beyond the city.

The Kindergarten is part of an independent Steiner Waldorf school with a total of approx. 250 pupils between ages of 2 and 18. The whole school campus consists of a number of different buildings, housing various classrooms, workshops, and office spaces, as well as outdoor spaces for the children, including lawns, climbing areas, veg. garden, sports courts, etc. Our Early Years (for children aged 2-7) is split between 5 groups: two groups of Kindergarten aged 2-3; 2 groups of Kindergarten aged 3-school starting age; one group (Treetops) aged school starting age and over. Groups are housed in a recently renovated building, with its own, enclosed outside play area and in the adjacent main purpose-built Kindergarten building, which is in a separate fenced off area, accessed through a bolted gate. Both are within the enclosed school campus. Within the main Kindergarten, one room is wheelchair accessible and one room is upstairs. The Kindergarten buildings are surrounded by their own gardens/play areas, containing a large sand play area, trees, bushes, grass, climbing frame, fences, swings, rope swing, logs, etc. There are also areas for growing vegetables and flowers.

The setting is registered with the Care Inspectorate to accommodate 80 children, out of which 20 are currently aged 2 to under 3 years old. All groups meet daily from 8.45am. until 15.10pm, Steiner School term time only. Two of the Kindergarten rooms take a maximum of 14 children, and two take a maximum of 16 children. Every group has a dedicated teacher and assistant. All groups also occasionally use a self-contained garden/woodland area adjacent to the main school gate.

After School care, during term time, is available until 5.30pm for children over 3 years old. The named Manager of the Early Years is Alistair Pugh, who replaced Synnove Frankel in 2024. As all Steiner Waldorf Schools in the UK, we operate under the umbrella of our nationwide organisation, Waldorf UK (WUK). In February 24, we had a visit from an advisor, to look at the improvements we have made since their last WUK advisory visit in 2022.

ELC/Nursery Class (if applicable)				
What have we done? (What work/action has been undertaken within the priorities from your improvement plan 24-25? eg professional learning, consultation with all stakeholders, implementation of planning, use of resources etc)	How well are you doing? What's working well for your learners? (Consider the full QI, self-evaluative statements against each theme)	How do you know? What evidence do you have of positive impact on learners? (What evidence do you have? Quantitative or qualitative data to support.)	What are you going to do now? What are your improvement priorities in this area? (Identify a few next steps linked directly to progress and impact for this area/priority)	How would you evaluate this QI using the HGIOELC six-point scale? (Use the drop-down menu to select your evaluation)
QI 1.3 Leadership of change (Developing a shared vision, values and aims relevant to the school and its community; Strategic planning for continuous improvement; Implementing improvement and change) Consider: How good is our Leadership, Management and Staffing? QI 3.1 Quality assurance and improvements are well led				
<ul style="list-style-type: none"> Staff have been supported for further training and professional development 	Learners benefit from EY staff having opportunity for ongoing CPD training and experiences, to enhance professional knowledge and skill in daily practice. The opportunity to attend departmental and whole school supports staff engagement and involvement in developing a shared vision, values and aims relevant to the school community. Staff retention to allow children to benefit from consistency of keyworkers as secondary caregivers.	<ul style="list-style-type: none"> All staff have received Emergency paediatric first aid training (January 2025, valid to January 2028) Six members of staff have undertaking food hygiene training in 2024 and 2025 One assistant is studying for SVQ 3 childcare Three members of staff have completed GTCS professional update All members of staff attended in-service training days dedicated 	A wider range of staff will be encouraged to visit other settings. Following the resignation of two Kindergarten Teachers from July 2025, new appointments will be made which will give us an opportunity to offer career progression to other members of staff or appoint from outside the setting, which will bring new skills and a new perspective	Good

	Staff have been encouraged to take opportunities for CPD, visits to other settings and to complete Professional Update (for those with GTCS registration). All staff have engaged in CPD, including at in-service days	<p>to Early Years on 11th October 2024 and/or on February 7th 2025</p> <ul style="list-style-type: none"> • One member of staff attended the Waldorf UK Early Years conference at Michael Hall in April 2025 and visited the setting • A new Early Years Manager was appointed in August 2024 		
QI 2.3 Learning, teaching and assessment (Learning and engagement; Quality of teaching; Effective use of assessment; Planning, tracking and monitoring) Consider: How good is our care, play and learning? QIs: 1.3 Play and Learning and 2.2 High Quality Facilities				
<ul style="list-style-type: none"> • In January 2025, K1 Groups moved to two ground floor adjacent rooms within the main Kindergarten building, offering purpose designed spaces and facilities for K1/K2 aged children. Access to the outdoor garden spaces provides integrated outdoor play experiences and resources, with further 	<ul style="list-style-type: none"> • The new Treetops group (for children of school starting age and over) has been a success. By dividing the Kindergarten by age group from January 2024 (groups were formerly mixed ages, 3-6.5) we have been able to introduce more targeted experiences and outcomes for children in the 	<ul style="list-style-type: none"> • Positive email feedback from parents and families, confirmation of K1 children transition and continuation to K2 model in the new 2025-2026 academic year. An increase in applications and admissions in 2025-26 of 2- 3year old children with current cohorts of children progressing and continuing to K2 ELC. 	Provision to work of K1/K2 model, 2-4.5 year mixed aged group, to allow youngest children to have the opportunity to stay longer with group teacher assistants, EY staff with less transitions before progression to K3 Treetops SSSA 4.5years. The new mixed age groups to be introduced in August 2025. This approach will now be monitored, reviewed and evaluated to identify strengths and weaknesses to	Good

<p>opportunity of shared cross group staffing, knowledge and expertise. Staff, Early teachers and assistants have undertaken opportunities for CPD and professional learning which includes in person courses and webinar online training in: Froebel in Childhood Practice, Edinburgh University, Health, Wellbeing and Safeguarding; Talk Pants Early Education, NSPCC, Learning resources and approaches, Potty Training: <i>Children's Bowel & Bladder Charity, ERIC</i>, Asthma and Allergy Management, Edinburgh City Council, <i>Scotdec</i> Anti racist training: Learning resources and approaches. Assistants undertaking training for SVQ in childcare</p>	<p>outside space. Children seem to be more comfortable when in the outdoor space playing with their age group</p> <ul style="list-style-type: none"> • One of our teachers complete a Forest Kindergarten training in Edinburgh and has implemented learnings from that training in our setting 	<ul style="list-style-type: none"> • Parents have responded positively to the changes (evidence from emails and open meetings with groups of parents) • New activities, for example for Treetops include year-long projects; more use of tools; movement sessions to support balance and integration with specialist Val Taylor in summer 2025 • Eurythmy with specialist Marianna to support the foundations of speech and literacy and help with coordination • As pupils begin their transition to Class 1, they now have regular outings to Harrison Park or Craiglockhart Hill • Further evidence of the changes implemented is found in the College of Teachers meetings minutes (weekly) when the Early Years 	<p>indicate a direction for improvement. Parents will be surveying for their views after the groups have been in place for six months.</p> <p>The new age groups were introduced in January 2025. This approach will now be monitored, reviewed and evaluated to identify strengths and weaknesses to indicate a direction for improvement. Parents will be surveying for their views after the groups have been in place for six months.</p>	
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<ul style="list-style-type: none"> Our priority for improvement was to further develop our outdoor programme. In the past year we have built the first of our new climbing frames; adapted the outdoor spaces for the revised groups (Treetops) and reviewed and revised the curriculum 		breakout group met to develop this new approach		
QI 3.1 Ensuring wellbeing, equality and inclusion (Wellbeing; Fulfilment of statutory duties; Inclusion and equality) Consider: How good are we at ensuring the best possible outcomes for all our children? QIs: 1.1 Nurturing Care and Support and 4.3 Staff Deployment				
<ul style="list-style-type: none"> We have continued to monitor pupils' wellbeing and respond to challenges. We have observed that a growing number of children require support with toileting, and we have fully revised our Nappy Changing and Toileting policy and procedures and implemented changes We continue to be conscious of gate/site 	<ul style="list-style-type: none"> Staff and parents are happy with the new nappy changing policy but this remains an ongoing challenge. There is a question about how to communicate with parents about their responsibilities and how to support them to ensure their child is toilet trained before coming to kindergarten 	<ul style="list-style-type: none"> Emails from staff and parents; letters; discussions at Early Years staff meetings New policies and procedures are dated and stored in the Early Years Drive. The Nappy Changing policy is publicly displayed. 	<ul style="list-style-type: none"> Guidance for diversity and inclusion is constantly evolving, and so staff and Management must continue to monitor this and feedback to staff The new groups will be monitored to see if there are implications for diversity and inclusion of smaller age ranges (friendship groups; competitive behaviour; louder voices; over-physicality etc) 	Good

<p>security, and we have replaced latches/locks to ensure this is maintained, together with the procedures for staff monitoring implemented last year</p> <ul style="list-style-type: none"> • The use of ear defenders for pupils with auditory sensitivity is now fully implemented • Edinburgh Steiner School remains committed to diversity and inclusion and staff are fully aware of their statutory duties 	<ul style="list-style-type: none"> • Staff have been redeployed to cover the new age groups. Staff have been allocated to groups according to their experience and skill set. 			
<p>QI 3.2 Securing children's progress (Progress in communication, early language, mathematics, health and wellbeing; Children's progress over time; Overall quality of children's achievement; Ensuring equity for all children)</p> <p>Consider: How good are we at ensuring the best possible outcomes for all our children?</p> <p>QIs: 1.1 Nurturing Care and Support and 4.3 Staff Deployment</p>				
<ul style="list-style-type: none"> • The changes to groups and new focus on activities targeting experiences and outcomes for a narrower age range within groups are supporting curriculum development. Ring 	<ul style="list-style-type: none"> • The new groups are working well, especially Treetops, for older children. This group allows for more challenging activities, off-campus outings and extended project work. 	<ul style="list-style-type: none"> • Email and in-person feedback from parents is positive about how the changes to groups have allowed new opportunities to develop the curriculum • Staff are aware of the challenges of change 	<p>Formal and quantifiable feedback is required from parents via a survey and focus groups.</p> <p>Class 1 Teachers from 2025/2026 will reports on any differences from previous Class 1 cohorts in terms of</p>	<p>Very good</p>

<p>time and story-telling supports literacy; baking, finger knitting, sessions with movement specialist and eurythmy supports the development of literacy and numeracy</p> <ul style="list-style-type: none"> Following completion of her year-long puppetry/storytelling course one of our teachers has regularly performed puppet shows as outreach at Morningside Library and has used that experience to bring puppet shows back into the classroom 	<ul style="list-style-type: none"> Age-appropriate storytelling is allowing teachers to extend their range of vocabulary for older children, which supports literacy. In all groups, children have extended time and opportunities for freely chosen play projects. This supports wellbeing and socialisation Open ended materials allow for the development of imagination and creativity. 	<p>but overwhelmingly positive and supportive of the new approach</p>	<p>readiness for sit-down formal learning, socialisation, concentration, confidence, habit forming etc</p> <p>The College of Teachers will review the new structure of the early years, and Treetops in particular, in 2025/2026</p>	
QI 2.1 Safeguarding and Child Protection (Arrangements for safeguarding, including child protection; Arrangements to ensure wellbeing; National guidance and legislation)				
<p>ESS has a Safeguarding and Child Protection team that spans the whole school from the Early Years (age 2) to Class 12 (age 18) in the Upper School. There is a dedicated Early Years member of staff who oversees the</p>	<p>The integration of Wellbeing, Child Protection and Support for Learning means that children's needs are known at an early stage and progression is tracked and responded to within the most appropriate framework.</p>	<p>Communication with parents and staff is smooth, consistent and sensitive and staff and parents have expressed appreciation for the sensitive manner that situations have been dealt with. Also, the effective follow through</p>	<p>Continue with the strategies in place. Continue to review and update CP policies. Evaluating wellbeing for children transitioning to P1.</p>	<p>Excellent</p>

<p>Safeguarding and CP cases in this part of the school. This member of staff is CP level 4 trained as is the EY Manager. The CP team meet weekly to discuss all live cases and respond to CP concerns from staff members, pupils and parents as and when necessary.</p> <p>The EY CP lead liaises with parents, teachers, staff members and outside agencies including Health Visitors, Social Care Direct, Police, external CP advisors, solicitors/courts etc to support the health and wellbeing of children at risk of harm or experiencing harm. Support Plans are created where necessary, and details are logged in individual children's Child Protection files. This includes a chronology of events and</p>	<p>The in-house CP inductions for all staff have empowered new staff members to feel confident in their practice and for the school to feel reassured that staff know what to do in the event of a CP concern arising.</p>	<p>and actioning of support or referrals. Parents and staff know who to go to for support and the EY CP/Pupil Support lead is a known face to the children, staff and parents. New staff have expressed appreciation for the CP induction when joining the setting and found it helpful to know</p>		
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<p>communication alongside evidence such as Police reports or statements.</p> <p>The School uses the updated National Guidance and legislation from 2023. We have updated our Safeguarding policies accordingly. Extra focus continues to be given to safety of the gates and pick up/drop off procedures, and also to supporting typical play development and children's understanding of their bodies, and the need for privacy using the NSPCC 'PANTS' guidance and resources.</p> <p>All EY staff are CP level 2 trained, and the EY CP lead gave an introduction to the school's CP policies and procedures to all new members of staff. The EY CP lead also coaches other staff members to enable</p>				
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<p>them to bring sensitive information or questions to parents/carers.</p> <p>Wellbeing</p> <p>The EY CP lead is also the Pupil Support Teacher for the Early Years so there is a flow between meeting wellbeing needs and the threshold for escalation to the CP team. This works very well for the children as progress and events are identified, monitored and delivered within the appropriate framework. The Pupil Support teacher is able to meet with parents/carers and work with GIRFEC and CP frameworks depending on the need of the situation.</p> <p>Communication with teachers is supported by regular individual and department meetings and observation visits to all EY classrooms. The observation visits and</p>				
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<p>meetings with staff enable children's needs to be identified quickly and support to be implemented effectively. Additional Support Plans are written by EY teachers and/or the Pupil Support Teacher and are reviewed regularly. These plans are written in collaboration with the parents and include the child or parents voice as a central aspect of identifying needs. The ASP's focus on the child's strengths and challenges and use the SHANARRI indicators to identify the need and strategy for support. The school offers in-house 1-to-1 support to children including movement and eurythmy sessions, 1-to-1 craft and artistic activities to develop their core physical, emotional, cognitive and social skills.</p>				
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QI 2.2 Curriculum: Theme 3 Learning pathways				
<ul style="list-style-type: none"> The new structure of our Early Years is allowing us to explore new pathways for curriculum development and provides new opportunities for staffing A possible drawback of the new structure is that children will not remain with the same teacher for up to three years as previously. This was a positive for many, but not all children. We are looking at how to support children with the transition to new teachers, and this might enable some children to develop greater resilience for change We are continuing to draw on the rationale of the Steiner Waldorf curriculum: the planning of activities 	<ul style="list-style-type: none"> Teachers and parents report that most children are happy in their groups and that the range of activities now offered to Treetops children is popular. Children settled into this group quickly The new structure is allowing teachers the freedom to develop new activities, stories, ring times and crafts. This sense of purpose and creativity is delivering better experiences to learners The initial weeks of the new structure was not as disrupted as anticipated. Teachers do face challenges due to change, but this change is being managed, and the children are not greatly affected by it 	<ul style="list-style-type: none"> Feedback from parents and carers; and feedback from teachers. Close relationships in a small setting allow teachers and parents to meet face to face and regularly. Information is shared Parents Groups (PTS, Class Groups with parent convenors; WhatsApp Groups) are strong and communicate feedback to teachers and school management. Close observation children by teachers and assistants and regular sharing at weekly Early Years meeting which focusses on children, their needs and experiences Training of teachers and ongoing CPD is a strength. Records show that 3 teachers completed GTCS professional update in 	<p>Continue with regular, high quality CPD, in line with each staff member's development plan.</p> <p>Continue with dedicated Early Years in-service training days where possible</p> <p>Support assistants training. For example, one assistant is in the process of completing their SVQ 3 and being mentored by a colleague</p>	Very good

and learning opportunities are based on in-depth knowledge of child development in our setting.		2024/2025. All teachers engaged in CPD and all teachers were certificated following additional training in Food Hygiene and First Aid.		
QI 2.7 Partnerships: Theme 3 Impact on learners (parental engagement only)				
<ul style="list-style-type: none"> We have regular parents evenings, and one-to-one meetings with parents/carers. In the autumn of 2024, there were several in-person and online open meetings to consult with parents about the changes to the structure in the Early Years. Communication is essential to derive high quality feedback, ensuring that parents and teachers are on the same page. Talks to parents about social media and screen use, aimed particularly at parents of younger children, were organised by the 	<ul style="list-style-type: none"> Consultation was essential prior to the changes to the structure of the Early Years. Many parents were skeptical and so it was important that they were heard and that Management had an opportunity to explain the changes, and the link to VAT, which had made the changes necessary at short notice. Parent involvement via the PTA or from individuals is beneficial both for parents and children. The children have enjoyed seeing their families contributing 	<ul style="list-style-type: none"> Parental feedback by email, in meetings and via teachers tells us that the changes we have made this year have been positively received. Observations tell us that children enjoy having their parents in school and being involved, or working with them during work days. The PTA produces minutes and reports on their work, which is available to all stakeholders. 	<p>Future events involving parents continue to be planned, both in school and as trips off campus</p> <p>A formal survey is needed to canvass parents' views on the new school structure and on parental involvement. The PTA are especially looking for parents to come forward with their own suggestions as to what they can offer the community.</p> <p>A dedicated Early Years representative (a teacher and at least one parent) should be appointed to the PTA committee and attend monthly meetings.</p>	Very good

<p>PTA in 2024. Parent education is important to achieve a consistent approach, and to empower parents to understand the influence of their decisions on their child's education and wellbeing.</p> <ul style="list-style-type: none"> • We have continued with parents' work days where parents volunteer to do work in the garden etc. parents are also welcome to contribute to project work with the children. • The PTA is a strong organ in the school with a clear constitution, aims and objectives 	<p>to the school, and the families have enjoyed being included in the daily life of the school.</p> <ul style="list-style-type: none"> • As stakeholders, it is important that parents take an active part in the running of the school, and that parents regard the school as their own community. 			
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Date of last Care Inspection: 08/09/2022	Evaluation- please indicate overall for each question
How good is our Care, Play and Learning?	5
How good is our Setting?	5
How good is our Leadership?	4
How good is our Staff Team?	5

Improvement Plan 2025-26

Improvement Priority 1:	Make changes to the composition and accommodation of Early Years groups and Classes (Seedlings and Kindergarten) to allow for clearer, quicker progression and more developmentally appropriate pedagogy up to and into Class 1			
Person(s) Responsible:	Alistair Pugh (Early Years Coordinator)			
Next Steps from S&Q report:	<ul style="list-style-type: none"> Adjustments to EY spaces as required (e.g. nappy changing areas to be added or moved) CPD for practitioners: EY teachers will benefit from seeing how similar models have worked in other schools Information sharing: parents will need to be kept informed during a time of transition 			
Links to Quality Indicators:	HGIOELC-2.2, 2.3, 3.1, 3.2, 3.3		CI Quality framework- 1.1, 1.3, 3.2,	
Key Issue/Challenge (Why?)	What will solve the issue/challenge (What?)	Implementation activities (How,when and who?)	Outcomes (What does success look like?)	Measurements (How will you know?)
The imposition of VAT on independent schools necessitated a change in our practice. To comply with guidance, mixed age groups in the early years are no longer recommended. This provides the school with an opportunity to separate older children of school starting age and develop a curriculum which meets their needs. These needs were identified in previous years improvement plans.	<ul style="list-style-type: none"> Changes in the age structure of EY groups will allow the School to manage the impact of VAT. Limiting the impact of additional costs and allowing for expansion of capacity in younger age groups might help the School limit future fee rises. 	<ul style="list-style-type: none"> Senior Management Team: communication, decision making and finance; liaison with Trustees. College of Teachers: Early Years Working Group to review in June 2025 and October 2026 Early Years Department: to 	<ul style="list-style-type: none"> Evidence of 'impact' will be established in three way: numbers of pupils remaining in the school beyond school starting age and transitioning into Class 1 (greater retention of pupils at school starting age, or higher numbers transitioning to Class 1 will indicate 	<p>Pupil retention (between Treetops and Class 1) is measured by the number of children transitioning to Class 1 rising from the current 9-10 to ideally 15-20 over three years.</p> <p>Feedback from parent surveys will indicate if Treetops and other groups are meeting children's needs</p>

	<ul style="list-style-type: none"> The forming of groups within the early years with a narrower age range will allow practitioners to target their practice (including stories, activities and play opportunities) in a more focussed way, which will meet the needs of a greater number of pupils. In the 'Kindergarten' phase, planning will be more responsive, taking account of the experiences and needs of individuals rather than ranging across the whole spectrum of Waldorf EY pedagogy. 	develop a curriculum for Treetops (school starting age children and older) which is appropriate for Steiner Waldorf and supports the transition to Class 1	greater confidence among parents and a desire by pupils to remain in the school); behaviour of older EY pupils will be monitored to reveal whether they are more engaged with daily rhythms and activities; data from parent surveys (annual).	
Evaluations/ Progress				
January 2026				
May 2026				

Improvement Priority 2:	Reformulate the job description for the Early Years Coordinator and appoint a new Coordinator			
Person(s) Responsible:	Senior Management Team (Nick Brett, Head of School; Alistair Pugh, Education Manager)			
Next Steps from S&Q report:	<ul style="list-style-type: none"> • SMT to reformulate the job description • SMT to decide how many hours this post should be contracted • SMT to decide whether to split the roles of Named Manager and Early Years Coordinator • SMT to explore the possibility of appointing internally 			
Links to Quality Indicators:	HGIOELC-1.2, 1.4, 1.5		CI Quality framework-2.1, 3.1, 3.3, 4.1, 4.2, 4.3	
Key Issue/Challenge (Why?)	What will solve the issue/challenge (What?)	Implementation activities (How,when and who?)	Outcomes (What does success look like?)	Measurements (How will you know?)
The EY Coordinator (and Named Manager) left her post in August 2024. A member of the Senior Management Team with relevant qualifications and experience was appointed as Named Manager as an interim arrangement. However, while the Named Manger currently undertakes some of the duties of the EY	The appointment of a new Coordinator who is solely employed in an EY role would allow that person to have good overview. They would be able to attend all meetings and spend more time with the practitioners and groups.	<p>Senior Management Team is reviewing the role and reached the following conclusions:</p> <ul style="list-style-type: none"> • The Coordinator role does not have to be full time • The named manager could be separate from the Coordinator • A detailed review of the job description 	<p>A new Coordinator would integrate the work of administration, monitoring the EY email, policy formation and review, staff development and other tasks back into the body of the Early Years.</p> <p>Staff in Early years would feel more supported if the Coordinator were more</p>	<p>Staff morale would improve. This would be reported to the College of Teachers and via the new Coordinator who would meet weekly with SMT.</p> <p>Parents would feedback positively via surveys and focus groups: the school is often criticised for its inconsistent communication; a new EY</p>

Coordinator, the full role is split between several people, with the Operations Manager attending Early Years weekly meetings, for example, because the Named Manager is also the whole school Education Manager and must Chair the weekly Upper School meeting at the same time.		<p>will follow in summer 2025</p> <ul style="list-style-type: none"> New staff, with relevant skills and experience, who are joining the school from August 2025 might be offered the role in the afternoons, in addition to a lighter practitioner role. This balance might suit someone with management experience and could attract an enhanced salary Decisions will depend on finances and meetings of the Trustees in June 2025, ahead of the new school session 	present, and focussed only on Early Years work.	Coordinator would be responsible for communication in the EY
Evaluations/ Progress				
January 2026				
May 2026				

Improvement Priority 3:	Continue to develop the use of outdoor spaces, particularly to support the recent changes made to the structure of the Early Years groups			
Person(s) Responsible:	Nick Brett (Head of School)			
Next Steps from S&Q report:	<ul style="list-style-type: none"> • In May 2025 staff are submitting requests for additional resources and equipment to support their new groups. This is especially true of Treetops (school starting age and older) whose curriculum is rapidly developing • Continue to collaborate with staff with Forest school training to deliver a quality outdoor education programme. Link this with the new Treetops 'projects'. • Evidencing observations, to measure impact on learners. • College of Teachers to review impact on New Class 1 (compared to previous years) 			
Links to Quality Indicators:	HGIOELC- 2.2, 3.2, 3.3		CI Quality framework- 1.3, 2.1, 3.2	
Key Issue/Challenge (Why?)	What will solve the issue/challenge (What?)	Implementation activities (How,when and who?)	Outcomes (What does success look like?)	Measurements (How will you know?)
Outdoor play has been too 'loose' and unstructured in the past, with insufficient challenge for older pupils	There are now more planned activities which creates a calmer, more purposeful environment for learning. The Treetops projects and outdoor work will provide meaningful activities for older children	Kindergarten teachers and assistants, with the help of school management.	Evidence of successful project work; engagement of learnings; increased number progressing into Class 1.	Feedback from children and families to evaluate and inform further work on this.
Evaluations/ Progress				
January 2026				
May 2026				

Three Year ELC Plan for Improvement			
Quality Indicator HGIOELC & Consider CI Key questions.	2024-2025	2025-2026	2026-2027
1.3	Having completed successful forest school projects, benefitting the children's learning in the outdoor classroom	Further develop our outdoor program, with particular emphasis on Treetops group.	Develop a shared vision, values and aims to support our Outdoor Education programme.
2.3	Continue working on, and improving our understanding of, the Waldorf UK planning and assessment tools. Making sure that all teachers use these consistently.	Evidence and evaluating how this is working, within the frameworks of HGIOELC, CI QI, and the Curriculum for Excellence.	Be involved with the updating and evaluation of the WUK framework, to make sure it reflects and corresponds with Scottish guidelines for ELC.
3.1	Continue monitoring how we are doing in terms of being a diverse and inclusive setting.	Raise awareness of inclusion and diversity amongst all staff. e. Our practitioners, children, parents/carers and partners know what is expected in these areas and are involved in fulfilling statutory duties to improve outcomes for children. We are knowledgeable about those statutory duties which impact on young children and their families.	We are a fully inclusive and diverse school, where everyone feels respected as an individual, regardless of protected characteristics. Every child gets the support they need to thrive and reach their full potential.
3.2	Support our staff in further training and development, to ensure they are highly qualified to lead learning.	Develop further understanding of developmental stages, within the WUK framework of developmental descriptors.	We make sure all children achieve the best possible outcomes. Any challenges or difficulties a child may have is picked up early, and the child is supported to reach all developmental milestones.

Additional QIs			
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