

Canaan Lane Primary School and Early Learning & Childcare



Standards & Quality Report

Session 2025/26



We are delighted to present our Standards and Quality Report for Session 2025-26. This report forms an important part of our ongoing quality improvement framework. It provides an overview of our school's progress, celebrates key achievements and identifies our next steps for continued improvement.

Throughout the year, we continually evaluate our practice and the impact it has on our learners. Our aim is to understand what is working well across our school community and to identify areas where further improvement is needed. This reflective process supports informed decision-making and helps us to look inwards, outwards and forwards as we plan positive change.

Our learners are actively consulted and involved throughout the process. Staff, parents, carers and partners are invited to contribute through discussions and activities that help shape our improvement journey. At key points during the year, we use evidence and reflective questions to evaluate progress and identify opportunities for further development.

Together, we are committed to ensuring that Canaan Lane is the best possible place for children to grow, learn, develop and achieve.

Karen Richmond, Headteacher

Our Vision, Values and Aims

At Canaan Lane Primary School & ELC, our mission is to inspire and nurture lifelong learners who are equipped to embrace the opportunities and challenges of life beyond the classroom.

Our Vision

We want our school to be a happy, fair and safe place, where everyone feels that they belong and knows that they matter. A place where we can find our passions, grow together, and feel proud of who we are.

~ Ignite a passion for learning ~ Grow together with the community ~ Create the conditions to thrive ~

Our Values

- Compassion
- Curiosity
- Collaboration
- Community

Be all that you can be ~ Be Kind ~ Be Curious ~ Be Involved ~ Be You ~



Our Aims

To achieve this, we will:

- place pupil voice and participation at the heart of learning and school life
- develop a culture of learning that is joyful, meaningful, socially interactive, actively engaging and iterative
- empower our learners to lead their own learning; believe in their own ability; take risks; and challenge themselves to be better
- provide an inspiring and challenging curriculum, which reflects our community and meets the needs of every child
- build a collaborative and sustainable school community, fostering a sense of belonging to the school and the wider world
- instil a sense of pride in learners and provide opportunities for wider achievements within our community
- create an inclusive, caring and equitable environment in which learners feel happy, safe, valued and respected
- develop an emotionally intelligent community with self-awareness, self-motivation, respect and empathy at the core
- encourage each child to become a responsible and ethically informed citizen

Our School Context

Canaan Lane Primary School is a mainstream, non-denominational, co-educational school located in the southeast of Edinburgh. Opened in August 2022 in response to rising roles in the south of the city, the school provides a modern, inclusive environment for children from Primary 1 to Primary 7. The school has a growing roll and, in session 2025-26, accommodation was provided for Primary 1 to Primary 4 classes, with projected increases as the school moves towards full capacity. In May 2026, the total school roll was 193, with an additional 82 children in the Early Learning and Childcare facility. Almost all children live locally and within the catchment area. Most children will transition to Boroughmuir High School, with a small minority transitioning to James Gillespie's High School.

The school building has been purpose-built to support flexible learning, with modern open-plan classrooms, breakout areas and integrated digital technologies. Outdoor learning and play are key priorities, supported with accessible green spaces and secure outdoor learning areas. The addition of a senior annexe is supporting the continued expansion of the school as it grows.

Canaan Lane has developed a strong ethos of nurture, ambition and inclusion. The senior leadership team and staff work collaboratively to ensure all learners are supported to reach their full potential in a safe, welcoming and aspirational environment. Strong relationships, child-centred approaches and a commitment to equity underpin the school's vision for learning. The school's vision is closely aligned with the principles of Getting it Right for Every Child, Curriculum for Excellence and the National Improvement Framework priorities, including raising attainment and achievement, closing the attainment gap, promoting health and wellbeing, and ensuring high-quality, equitable learning experiences for all.

Canaan Lane is supported by a skilled, committed and expanding team of professionals across early years, primary teaching, pupil support, administration, facilities, catering and operations. The school is led by a Headteacher and Principal Teacher, who provide strategic and operational leadership with a focus on school improvement, curriculum leadership and inclusive practice. A team of class teachers, Pupil Support Assistants and a dedicated Support for Learning teacher support learners across the school. As the school grows towards full capacity, staffing structures will continue to evolve to meet the needs of learners and families.

The school also benefits from regular input from partner agencies, including the Inclusion Service, English as an Additional Language Service, Educational Psychology, Speech and Language Therapy, CAMHS and the school nursing team. These partnerships support a joined-up approach to children's learning, wellbeing and inclusion.

The school includes a well-established Early Learning and Childcare setting, supporting children from three years of age through a play-based, child-led approach aligned with the Early Level of Curriculum for Excellence. The ELC team creates a nurturing, engaging and inclusive environment which supports early literacy, numeracy, health and wellbeing, curiosity and independence. The team works closely with the wider school to support smooth transitions into Primary 1 and participates in whole-school planning and professional development.

Canaan Lane serves a catchment where many households are located within SIMD deciles 7 to 10, with very low levels of socio-economic disadvantage. The catchment includes neighbourhoods such as Morningside, the Grange and Marchmont, where levels of educational attainment, employment and income are generally high. Many children enter school with strong early language skills, high levels of parental engagement and broad access to cultural capital. As a result, there is currently a minimal attainment gap based on deprivation-related factors, and attainment is strong across the pupil cohort. However, the school recognises that attainment gaps and barriers to progress may not always be visible through SIMD data alone, and that individual children and families may experience a range of barriers to learning, including hidden disadvantage, housing pressures, wellbeing needs, additional support needs and language barriers. Staff remain vigilant in identifying individuals or groups who may require additional support due to English as an Additional Language, additional support needs, wellbeing, attendance, family circumstances or other barriers to learning. Although the school receives minimal Pupil Equity Funding, there is a continued commitment to equity through inclusive pedagogy, high-quality differentiation, early identification, targeted interventions and personalised support.

The school community is increasingly diverse, with a growing number of families from international backgrounds. A significant proportion of pupils speak English as an Additional Language, enriching the school community with a wide range of cultural perspectives. Staff work closely with the EAL service to provide language support and ensure children and families are supported to settle successfully into school life. The school is committed to celebrating diversity and promoting equity through inclusive curriculum design, culturally responsive teaching and targeted support for children who require it.

Canaan Lane benefits from strong partnerships with parents, carers and the wider community. The Parent Council is active and engaged, supporting fundraising, school improvement and volunteering. Notable initiatives include supporting the development of the school library, inclusive after-school enrichment clubs, fundraising events and supporting the Canaan Lane Cooks initiative. The school has also developed positive relationships with local early years providers and local high schools to support smooth transitions.

In January 2025, the school participated in an authority self-evaluation visit. The review team identified significant strengths across the school and ELC, including a clear, ambitious and values-driven vision; a positive culture of collaboration and shared ownership of change; nurturing relationships; purposeful planning; skilled interactions; and engaging, inclusive learning environments. Staff were recognised as using assessment information effectively to inform next steps, and almost all children demonstrated high levels of motivation and independence in their learning. Attainment across all year groups was recognised as high, with almost all learners achieving expected levels in literacy and numeracy. The visit also highlighted robust tracking and monitoring processes, effective professional dialogue and targeted interventions which support strong progress for learners, including those with additional support needs. The review team also recognised the school's positive culture of children's rights. Almost all children felt listened to and could clearly explain how their views lead to positive change.

The authority review team agreed with the school's Standards and Quality self-evaluation grades for both the school and ELC, validating QI 1.3, QI 2.3, QI 3.1 and QI 3.2 as grade 5 across both settings. Next steps from the visit included ensuring appropriate challenge for learners capable of exceeding expected levels and further developing staff confidence in evaluating the impact of professional learning on learners' progress and outcomes.

As Canaan Lane continues to grow towards full capacity, the school's context provides both strengths and important areas for ongoing development. The school will continue to build on its established ethos, strong relationships and positive culture of learner participation, while further strengthening consistency in learning and teaching, progression across stages, tracking and monitoring, and the evaluation of improvement activity. These priorities alongside the next steps from the authority self-evaluation visit, will continue to shape the school's improvement journey.

Canaan Lane Primary School Standards and Quality Report 2025-26

What have we done?	How well are we doing? What is working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?	How would we evaluate this QI using the HGIOS?4 six-point scale?
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)				
• We have reviewed and refreshed our school vision, values and aims with learners, staff and families to ensure they reflect the needs of our growing school community. • We have used feedback from school events, and pupil and family questionnaires to inform improvement planning. • We have consulted learners, parents and carers on a range of issues and decisions to ensure stakeholder voice influences school priorities and direction. • We have continued to develop distributed leadership across the school, with staff taking forward key areas linked to improvement priorities. • We have supported staff professional learning through targeted CLPL, professional reading and a staff book club	Our refreshed vision, values and aims are well understood and increasingly embedded across the school. There is a strong, values-led culture of nurture, ambition and inclusion, evident in relationships, learning environments and approaches to supporting learners. Children, staff and families have contributed meaningfully to shaping the school's direction, resulting in a strong sense of belonging and shared ownership. Learners benefit from a positive, inclusive ethos where their views are valued, and their rights are actively promoted. Strategic planning for improvement is robust and increasingly evidence informed. Priorities are clearly linked to the school's context, self-evaluation evidence, stakeholder feedback and authority self-evaluation outcomes. Senior leaders use a range of evidence, including pupil and family feedback, learning walks, professional dialogue and attainment information, to identify strengths and next steps. This supports a clear and manageable	Evidence from staff, families, learners and authority SSE shows that leadership of change is having a positive impact across the school. Staff self-evaluation shows that 100% of staff agree the school vision, values and aims are clear and visible, and 100% agreed that staff work collaboratively to share practice and support improvement. All staff agree that professional learning leads to improvements in practice, demonstrating shared understanding, collaboration and commitment to improvement. Authority self-evaluation feedback provides external validation, identifying a clear, ambitious and values-driven vision which is understood and visible across the school. It also highlighted strong collaboration and shared ownership of change among staff, children, families and partners. It highlights that leadership of change is positively influencing the school culture and learners' experiences.	• Continue to develop Learning Walk practice involving small teams of staff, with a sharper focus on evaluating the impact of improvement work on learners' experiences, progress and outcomes. This will support more consistent approaches across classes and provide clearer evidence of what is improving for learners. • Introduce a teaching sprint model, building on professional reading and book club actions, to support focused improvements in learning, teaching and differentiation. Staff will work collaboratively to trial, evaluate and refine approaches, ensuring professional learning leads to measurable improvements in classroom practice and learner engagement. • Review the Pupil Parliament and ambassador group model to create a more meaningful and inclusive pupil leadership	Excellent

focused on improving learning, teaching and assessment. • We have undertaken three learning walks focused on improving consistency in learning and teaching, with focuses on enabling environments, direct instructions and differentiation. • We have used authority self-evaluation feedback to validate strengths and agree next steps for improvement across the school and ELC.	improvement agenda focused on improving outcomes for learners. Leadership of change is highly effective. Staff are empowered to lead aspects of improvement through distributed leadership roles, professional learning, working groups and school-wide priorities. Pupil leadership is a significant strength, with ambassador groups, Pupil Parliament and pupil-led improvement plans enabling children to contribute meaningfully to change. Professional learning, including targeted CLPL, professional reading and learning walks, is supporting greater consistency in learning, teaching and differentiation. As a result, learners are beginning to experience more consistent approaches, clearer expectations and increased opportunities to lead, contribute and achieve.	Family feedback supports this, with 99% of parents/carers agreeing that the school is well led and managed, and 95% agreeing that the school is continuously improving. Stakeholder feedback also shows that families feel involved and listened to, with 94% agreeing that the school listens to and acts on concerns, and 85% agreeing that the school takes their views into account. Pupil voice evidence shows that learners are actively involved in shaping improvement through Pupil Parliament, Cabinet Ministers, ambassador groups and pupil-led action plans. Learner feedback has directly informed next steps linked to school lunches, targets to improve work and opportunities to join clubs and groups. This shows that children's views are leading directly to improvement activity and helping learners develop confidence, responsibility and ownership of change. The impact on learners is reflected in a stronger values-led culture across the school, with 95% of parents/carers agreeing children are treated fairly and with respect, and 98% agreeing their child is encouraged to be confident, responsible and respectful.	structure from ELC to P5. This will ensure that all learners have age-appropriate opportunities to share their views, influence improvement priorities and see how their voice leads to positive change. • Develop clearer approaches for tracking the impact of pupil voice, staff leadership and professional learning on learner outcomes. This will help us evidence how leadership of change is improving consistency, participation, confidence, engagement and achievement across the school.	
--	--	---	---	--

QI 2.3 Learning, teaching and assessment

(Learning and engagement; Quality of teaching; Effective use of assessment; Planning, tracking and monitoring)

• We have improved our whole-school writing programme through Talk for Writing CLPL, collegiate planning, lead teacher modelling, peer support and coaching. • We undertook whole school and Learning Community writing moderation, leading to the development of shared writing assessment materials to support more consistent teacher judgements. • We have completed three rounds of learning walks focused on improving consistency in learning and teaching, with a particular attention on a model for explicit instruction and differentiation during whole class “Teach it” sessions. • We have used learning walk evidence, professional dialogue and monthly pedagogy book club sessions to support discussion, reflection and improvement in classroom practice. • We have developed a shared understanding of Enabling Environments from ELC to P4, through CAT sessions, focused learning walks and the creation	Almost all learners are motivated, engaged and enthusiastic in their learning. Across the school, learners benefit from a broad range of active, creative and meaningful learning experiences, including Quests, Play Projects/Curiosity Projects, outdoor learning and the Skills Workshop. These approaches are supporting curiosity, independence, collaboration and learner agency. Learners are increasingly able to make choices, follow interests, apply skills in real-life contexts and take pride in their achievements. The quality of teaching is strong and becoming more consistent across the school. Staff use a range of effective approaches, including explicit teaching, modelling, questioning, scaffolding and responsive support. Learning Walks show that staff are increasingly reflective and ambitious in their practice, with a shared focus on improving whole-class “Teach it” sessions and ensuring learners are appropriately supported and challenged. Professional learning, collegiate planning and peer support are strengthening shared expectations and greater consistency in learning and teaching. Assessment approaches are developing well, particularly through assessment focus weeks, writing moderation and professional	Evidence from family questionnaires, pupil survey responses, authority SSE, Learning Walks, staff self-evaluation and moderation activity shows that improvements in learning, teaching and assessment are having a positive impact on learners’ engagement, motivation and progress. Family questionnaire evidence shows that 96% of parents/carers feel their child is encouraged to do their best, 99% feel the school provides a broad range of learning experiences, and 97% believe their child enjoys learning. Pupil survey evidence also shows that almost all learners enjoy learning new things, feel supported and challenged, are encouraged to keep trying and can work independently when needed. This demonstrates that learners are developing positive attitudes to learning, resilience, independence and ownership of progress. Authority SSE feedback provides external validation, identifying that nurturing relationships, purposeful planning and skilled interactions create engaging and inclusive learning environments across the school. It also noted that staff use assessment information effectively to inform next steps, and that almost all children demonstrate high levels of motivation and independence in their learning.	• Extend the successful writing improvement model to reading through targeted CLPL, collegiate planning, modelling, moderation and shared assessment approaches. This will build staff confidence in assessing reading progress. We will develop a reading skills programme, core texts for each year group, clearer reading-at-home guidance and a Second Level library to strengthen progression, engagement and reading for enjoyment. • Strengthen learning and teaching by developing responsive and adaptive teaching in the moment, with a sharper emphasis on increasing challenge for all learners. Staff will continue to build approaches to scaffolding, “teaching to the top” and setting high expectations, so learners are stretched appropriately, think more deeply and take greater ownership of their learning. • Further develop the Skills Workshop by extending skills ladders, refining progression and developing the Second Level offer. This will enable learners to apply practical, creative and problem-solving	Very good
--	--	--	--	------------------

of an Enabling Environments toolkit. • We have developed our third cycle of IDL Quests through collegiate planning with clear links made to experiences and outcomes and increasingly creative approaches to delivery. • We have reviewed and extended our Play Projects, leading to the development of Curiosity Projects in P3 and P4. Themes have been developed linked to RME, the Sustainable Development Goals and the UNCRC. • We have undertaken practitioner enquiry projects leading to improved digital pedagogy, helping staff explore how digital tools can enhance learning, creativity, engagement and learner independence. • We have transformed the First Level STEM room into a Skills Workshop, with skills ladders developed for woodworking, cooking, sewing, paper folding and science investigation.	dialogue. Staff are building greater confidence in using shared criteria and assessment materials to support consistency in teacher judgement. Learners are beginning to benefit from clearer expectations, more focused feedback and improved support to make progress. Planning, tracking and monitoring processes are increasingly robust and focused on improving outcomes for learners. Collegiate planning supports shared expectations across stages and ensures learning is linked to Experiences and Outcomes. tracking information, learning conversations, moderation and learning walk evidence are used to identify progress, strengths and next steps, helping staff to respond more effectively to learner needs. Learners are benefitting from staff professional enquiry into digital pedagogy. Digital tools are being used more purposefully to support creativity, communication, collaboration and the application of learning in meaningful contexts. This is helping learners build confidence and independence when using technology.	Learning walk evidence shows increasing consistency in key aspects of high-quality teaching, including learning intentions and success criteria, retrieval practice, modelling, questioning, partner talk and formative assessment. This is supporting learners understand their learning, explain their thinking, participate actively and access appropriate support and challenge. Staff self-evaluation, professional dialogue and moderation evidence show that professional learning is improving classroom practice. Talk for Writing CLPL, collegiate planning, peer support, book club discussions and Learning Walks are strengthening shared expectations and more consistent approaches across stages. Writing moderation, shared assessment materials, observations, jotter evidence and learning conversations are helping staff identify learner strengths and next steps more clearly, supporting clearer expectations, focused feedback and improved learner progress. Practitioner enquiry evidence and professional dialogue show that staff are developing increased confidence in using digital tools to enhance learning. Year group digital progressions and learning evidence show learners using technology to create, communicate, research and share learning across different contexts.	skills with increasing independence, confidence and challenge. • Further develop digital creativity across learning, building on practitioner enquiry and year group digital progressions. Continue to work towards gaining Digital Schools Award, linking with learning community colleagues to share and support practice.	
--	--	---	---	--

QI 3.1 Ensuring wellbeing, equality and inclusion

(Wellbeing; Fulfilment of statutory duties; Inclusion and equality)

• We have further developed outdoor learning by strengthening the workshop ethos outdoors, introducing new resources and creating outdoor challenges linked to Play Projects / Curiosity Projects. Collegiate planning, teacher/PSA peer shadowing and increased learner accountability have supported greater confidence, consistency and shared expectations across stages. • We have developed a partnership with the parent gardening group and linking elements of the growing calendar within a Quest have strengthened links between outdoor learning, food, sustainability and seasonal change. • We have strengthened consistency in morning wellbeing check-ins, regulation stations, calm spaces and shared language around trusted adults, supporting learners to recognise emotions, access support and be ready to learn. • We have introduced daily sensory circuits for targeted learners, with attendance and	Almost all learners experience a nurturing, inclusive and supportive ethos across the school. Strong relationships, consistent morning wellbeing check-ins, regulation stations, calm spaces and shared language around trusted adults help learners to feel safe, known and ready to learn. Targeted approaches, including sensory circuits, are supporting identified learners regulate, settle positively and access learning more successfully. There is a strong universal offer across the school, with increasing consistency in approaches that support emotional wellbeing, regulation, relationships and readiness to learn. This means support is not only targeted at individual learners, but embedded within everyday routines, environments and interactions. As a result, learners benefit from predictable, inclusive approaches which help to reduce barriers and promote positive participation. Wellbeing is promoted through a wide range of meaningful experiences which support confidence, independence and participation. Outdoor learning, Canaan Lane Cooks, sign-along, Junior Duke Award and practical skills-based opportunities are helping learners develop communication,	Evidence from family questionnaires, pupil survey responses, staff self-evaluation and authority SSE feedback shows that approaches to wellbeing, equality and inclusion are having a positive impact on learners' sense of safety, belonging, participation and readiness to learn. Family questionnaire evidence is very positive - 96% of parents/carers believe their child feels safe and cared for, 98% agreeing the school supports their child's health and wellbeing, and 95% agreeing children are treated fairly and with respect. 98% also feel their child is encouraged to be confident, responsible and respectful, and 95% feel the school values and celebrates diversity. Pupil survey evidence shows that almost all learners report that they feel safe at school, have adults they can talk to if they need help, are treated kindly by adults and receive help when they feel upset or worried, feel happy at school and are proud to be part of Canaan Lane. Staff self-evaluation evidence shows that staff understand their role in supporting children's wellbeing and rights, identifying and reducing barriers to learning, and involving learners in decisions about their learning and wellbeing. Attendance remains consistently high, with 0% of learners >90% attendance for	• Strengthen our universal offer for emotional regulation by introducing consistent language linked to the Zones of Regulation. All staff will use shared visuals, including zone symbols on lanyards, to support learners to identify emotions, communicate needs and access appropriate strategies more independently. • Develop and embed the language of the wellbeing indicators with learners, helping children to better understand and talk about their own wellbeing. This will support more focused conversations about emotional wellbeing, learner voice and next steps in support. • Further develop staff understanding of strategies to support bilingual learners, including language-focused approaches which benefit EAL learners and all learners. Staff will use assessment information more consistently to identify language needs, inform planning and reduce barriers to participation and progress. • Increase opportunities for wider achievement and access to enrichment activities within	Very good
---	---	---	---	------------------

impact tracked to support regulation, a positive start to the day and increased readiness for learning. • We have embedded universal sign-along, with a weekly focus launched at Gathering alongside the French phrase of the week, to promote inclusion, participation and a shared approach to communication. • We have strengthened tracking of attainment and progress for learners with protected characteristics, using this information to inform interventions, IEPs and regular reviews of support. • We have further developed Canaan Lane Cooks, improving consistency of systems, structures, menu variety and parental partnership support. This has provided inclusive opportunities for learners to develop healthy eating habits and practical life skills. • We introduced the Junior Duke Award to address an identified gap in wider achievement and increase access to personal challenge, independence and life-skills development. An audit of participation and early impact is underway.	collaboration, resilience and life skills. Learners are increasingly taking responsibility for themselves, others and their environment. Approaches to inclusion and equality are strong and increasingly embedded. Staff know learners well and use universal and targeted approaches to reduce barriers. Learners with additional support needs and protected characteristics are tracked closely, supporting early identification of barriers, appropriate interventions and regular review of progress. We are proactive in fulfilling statutory duties and promoting children's rights, wellbeing and inclusion. IEPs, regular reviews, targeted interventions and partnership working support learners who require additional help. As a result, learners benefit from a culture where diversity is valued, support is responsive and learners are encouraged to participate, contribute and achieve.	the majority of the session, indicating that learners feel safe, included and motivated to attend school regularly. Targeted interventions, including daily sensory circuits help ensure learners are ready to learn and able to participate fully in school life. Authority SSE feedback provides external validation, identifying a strong, nurturing culture and ethos where almost all children feel safe, respected and included. It highlighted highly positive relationships, calm and purposeful learning environments, consistent approaches to positive behaviour, and effective use of individualised planning, IEPs and support strategies. Tracking and review processes provide further evidence of impact. Attainment and progress for learners with protected characteristics are monitored, with interventions, IEPs and regular reviews used to identify barriers and plan next steps. Attendance tracking of sensory circuits shows targeted learners are supported to start the day positively, regulate and maximise learning time. Participation in the Junior Duke Award is being audited to evaluate whether it is improving access to wider achievement opportunities for identified learners.	the school day, with clearer tracking of participation across groups of learners. This will help us identify and address gaps, ensuring all learners have equitable opportunities to participate, develop confidence and experience success beyond the classroom.	
--	--	---	--	--

QI 3.2 Raising attainment and achievement

(Attainment in literacy and numeracy; Attainment over time; Overall quality of learners' achievement; Equity for all learners)

• We have strengthened the use of CEC literacy and numeracy progression pathways to ensure planning builds more consistently on prior learning and supports progression, challenge and depth. • We have continued to build a longitudinal attainment tracker with a profile for each learner, using this to identify trends, barriers and gaps early and inform targeted support. • We have developed staff confidence in the use of CEC the Pupil Tracking tool through collaborative data analysis and professional dialogue. Writing assessments have been developed and now link more clearly to progression pathways and tracker expectations to support consistency in judgements. • We have increased approaches to tracking equity-related data, helping us identify and respond more effectively to the progress and attainment of specific learner groups. • We have strengthened consistency of approaches to reporting on learner progress through Learning Journals, with	Attainment in literacy and numeracy is strong across the school. Almost all learners are achieving expected levels, with increasing confidence among staff in using CEC progression pathways, assessment evidence and professional judgement to plan next steps. Learners benefit from more consistent planning which builds on prior learning and supports appropriate progression, challenge and depth. Attainment over time is carefully tracked through developing a longitudinal attainment tracker for each stage. Staff are increasingly confident in using tracking information, collaborative data analysis and professional dialogue to identify trends, gaps and barriers to progress. This is supporting earlier identification of learners who require additional support or challenge and is helping staff plan more targeted interventions. Learners experience a broad range of opportunities to achieve beyond literacy and numeracy. Ambassador groups, art competitions, talent shows, sporting events and wider achievement opportunities are helping learners recognise, celebrate and share their progress. Learners are increasingly able to reflect on their achievements, talk about their	Evidence from attainment data, tracking meetings, staff self-evaluation, family feedback and pupil survey responses shows that approaches to raising attainment and achievement are having a positive impact on learners' progress, confidence and participation. Attainment data shows that almost all learners across P1–P4 are achieving expected levels in literacy and numeracy, with attainment sustained at 94–98% over time. Tracking information and professional judgement show that learners are making very good progress from prior levels, with many exceeding expected progress. Attendance is very high, with an average of 98%, supporting continuity in learning and strong learner outcomes. ACEL data provides strong evidence of impact. P1 ACCEL data shows 100% of learners achieving expected levels in literacy and numeracy. P4 ACCEL data shows 98% achieving expected levels, with more than two-thirds already working well into Second Level. This demonstrates strong attainment, progression and challenge. Staff self-evaluation evidence shows that approaches to tracking and assessment are improving outcomes for learners. Staff report increased confidence in using attainment data, identifying barriers early and using tracking meetings to plan support and challenge.	• Develop learners' understanding of their own progress through a stronger focus on effective feedback, target setting and 1:1 learning conversations. Feedback will be clear, helpful and actionable, supporting learners to know what they are doing well, what they need to improve and how to make progress. • Build staff confidence in identifying and evidencing learner progress in reading, using assessment information, professional judgement and moderation to identify whether learners are on track, require support or are ready for greater challenge. • Strengthen evaluation of interventions by recording impact more consistently during attainment meetings, including for learners exceeding expectations. This will support sharper planning for pace, challenge and extension, particularly for more able learners. • Continue to moderate standards and strengthen consistency of professional judgement in writing across the school and learning community.	Very good
--	--	--	--	------------------

increased opportunities for learners to contribute reflections and understanding of their own progress. • We have introduced a more strategic focus on meta-skills through termly focuses launched at whole-school Gatherings, supporting learners to recognise and transfer skills across contexts. • We have increased opportunities for wider achievement through new art competitions, an annual talent show and increased participation in community sporting events. • We have increased opportunities for learners to lead change through Cabinet Minister initiatives and ambassador group actions plans, including emerging links to food waste, active travel, recycling, growing and sustainability.	skills and understand how these can transfer across different contexts. Approaches to equity are developing well. The school is strengthening how attainment and participation are tracked for specific groups of learners, including those with protected characteristics and those who may experience barriers to learning or wider achievement. This is helping staff identify gaps more clearly and respond through targeted support, intervention and increased opportunities for participation. As a result, learners are benefiting from a more inclusive approach to progress, attainment and achievement. Learners are developing leadership, responsibility and skills for life through sustainability-focused wider achievement opportunities. These experiences help learners contribute to school improvement, apply learning in real-life contexts and understand their role as responsible citizens.	Collaborative data analysis, moderation and use of CEC progression pathways are supporting more consistent professional judgement and earlier intervention for learners who require support. Family questionnaire feedback is highly positive. 96% of parents/carers agree their child is encouraged to do their best, 94% receive helpful information about their child's learning, 99% feel the school provides a broad range of learning experiences, and 97% believe their child enjoys learning. This indicates that learners are motivated, supported and benefiting from a broad range of opportunities to progress and achieve. Pupil survey evidence shows that most learners try hard, feel proud when they do their best work and are developing independence in their learning. The pupil survey and wider achievement tracking are helping identify gaps in participation and achievement. For example, survey evidence showed that some learners wanted more opportunities to join clubs, leading to action planning to improve access.	This will include piloting new writing assessment criteria to support shared understanding of expectations, progress and achievement of a level. • Review the information shared with families through Learning Reviews, responding to parent/carer feedback requesting clearer information about learner progress. This will focus on reframing how existing information is shared, ensuring families have a clear understanding of strengths, next steps and how they can support learning, without increasing workload or duplicating current reporting opportunities.	
--	--	---	--	--

QI 2.1 Safeguarding and Child Protection

(Arrangements for safeguarding, including child protection; Arrangements to ensure wellbeing; National guidance and legislation)

• We have strengthened processes for recording and reviewing wellbeing concerns, chronologies and pastoral notes to ensure key information is clear, accurate and used effectively. • We have continued to ensure all staff undertake annual child protection training, supported by regular termly reminders and updates on procedures, responsibilities and reporting pathways. • We have maintained strong partnerships with parents, carers and external agencies to provide a holistic, responsive and coordinated approach to safeguarding, wellbeing and child protection. • We have used professional dialogue, staged intervention processes and multi-agency working to identify concerns early, plan appropriate support and review progress for learners and families.	Safeguarding and child protection arrangements are strong and well understood across the school. All staff are aware of their responsibilities and know how to identify, record and report concerns, supported by annual child protection training, termly reminders and ongoing professional dialogue. Processes for recording and reviewing wellbeing concerns, chronologies and pastoral notes are becoming more consistent and effective. This supports earlier identification of concerns, clearer understanding of learner and more timely support. There is a strong culture of care, vigilance and professional responsibility. Staff know learners and families well, helping children benefit from trusted relationships with adults, consistent wellbeing routines and a nurturing ethos where they feel safe and supported. Partnership working with parents, carers and external agencies is effective. Staged intervention, professional dialogue and multi-agency approaches support coordinated planning, intervention and review for learners and families.	Evidence from staff self-evaluation, authority SSE feedback, family questionnaires and pupil survey responses shows that safeguarding and wellbeing approaches are having a positive impact on learners' safety, care and support. Family feedback is very positive, with 96% agreeing their child feels safe and cared for at school and 98% agreeing the school supports their child's health and wellbeing. Pupil survey evidence shows that almost all learners feel safe, have adults they can talk to if they need help, are treated kindly by adults and receive support when upset or worried. Staff self-evaluation confirms that staff understand safeguarding responsibilities and know how to record, report and respond to concerns. Improved wellbeing records, chronologies and pastoral notes help build a clearer picture of learner needs. Authority SSE feedback provided strong external validation, with no identified areas for improvement at the time of the visit, supporting our evidence of a strong nurturing culture, positive relationships and effective safeguarding and wellbeing approaches.	• Ensure all staff become familiar with the new GIRFEC documents for practitioners and the physical intervention guidance video. This will support continued consistency in identifying wellbeing concerns, planning appropriate support and responding safely and proportionately to learners' needs. • Continue to deliver safeguarding and child protection training, termly updates and professional reminders to maintain staff confidence, vigilance and consistency of practice. This will help ensure concerns are recognised early, recorded clearly and acted on promptly. • Continue to review wellbeing records, chronologies and pastoral notes to ensure information is accurate, up to date and used effectively to support timely decision-making for learners and families	Very good
--	--	--	---	-----------

QI 2.2 Curriculum: Theme 3 Learning pathways

• We have developed literacy and numeracy planning units based on CEC progression pathways, supporting greater consistency in pace, breadth, coherence and progression. • We have strengthened writing progression through shared genre planning, agreed writer toolkits, clearer progression of skills and stronger links between writing, literacy across learning and interdisciplinary contexts. • We have strengthened numeracy pedagogy through two teachers completing the three-day CPA training, focused on the four operations, fractions, decimals and percentages. Key learning was shared with staff through CLPL sessions to support more consistent approaches to progression, modelling and learner understanding. • We have strengthened learning for sustainability through outdoor learning, Explore Quests, growing projects, food education, recycling and opportunities for learners to consider how they can contribute to a kinder, greener and fairer school community.	Learning pathways are becoming more coherent and progressive across the school. CEC literacy and numeracy progression pathways, alongside school planning units, are supporting staff to plan learning which builds more effectively on prior knowledge and skills. This supports greater consistency in pace, breadth, progression and challenge. Writing progression is a growing strength. Shared genre planning, writer toolkits and clearer progression of skills are supporting a more consistent approach across stages. Learners benefit from structured opportunities to develop, apply and transfer writing skills across literacy, interdisciplinary learning and wider curriculum contexts. Numeracy pathways are being strengthened through professional learning in CPA approaches. Staff are developing a shared understanding of how concrete, pictorial and abstract representations support conceptual understanding, particularly in the four operations, fractions, decimals and percentages. This is supporting more consistent modelling, progression and challenge across stages. Learners are developing a stronger understanding of sustainability	Evidence from staff self-evaluation, authority SSE feedback, family questionnaires and pupil survey responses shows that learning pathways are becoming more coherent and are supporting positive learner experiences across the curriculum. Staff self-evaluation shows increased confidence in using CEC progression pathways, school planning units and shared approaches to planning which builds on prior knowledge and skills. This supports greater consistency in progression, expectations and challenge. Family feedback is positive, with 99% of parents/carers agreeing that the school provides a broad range of learning experiences and 97% agreeing that their child enjoys learning. Pupil survey evidence also shows that most learners enjoy learning new things, learn things that interest them and are willing to try new activities. Authority SSE feedback provides external validation that purposeful planning and skilled interactions are supporting engaging and inclusive learning experiences. Writing moderation, shared genre planning, writer toolkits and developing STEM and PE pathways provide further evidence that learners are experiencing clearer progression, broader opportunities and stronger connections across the curriculum.	• Engage with draft CIC curriculum materials and emerging guidance to evaluate what this means for our curriculum pathways and future practice. • Strengthen progression in reading comprehension across stages, including vocabulary, questioning, inference, summarising and learner discussion, so learners develop a deeper understanding of texts. • Build time into the CAT programme for further numeracy-focused CLPL at the start of each teaching unit, sharing ideas, modelling approaches and effective practice which support learner development. • Review expressive arts progression, in particular music pathways to strengthen continuity, skill development and learner confidence. • Refine Cycle 1 Quests, strengthening creative approaches, interdisciplinary links and planned assessment opportunities to better evidence what learners know, understand and can do.	Very good
---	---	---	---	------------------

• We have developed a new P3/P4 science programme and increased the visibility of STEM through ambassador groups, STEM Nation Award links and parent talks about STEM in the world of work. • We have developed a more coherent PE programme, led by a lead teacher, making better use of local facilities, community links and coaches to broaden learners' experiences and support progression	through meaningful, real-life contexts. Outdoor learning, growing, food education, STEM and community projects are helping learners make connections between their learning, their choices and their impact on the school and wider world. Curriculum pathways in STEM and PE are developing well. The new P3/P4 science programme, STEM ambassador links, parent talks and the developing PE programme are broadening learners' experiences and helping them make connections between classroom learning, personal interests, skills and the wider world. Overall, learners are benefiting from increasingly connected pathways which support progression, application of skills and broader achievement.	CPA training and follow-up CLPL provide evidence of professional learning being used to strengthen numeracy pedagogy. Staff dialogue and planning show increasing confidence in using concrete, pictorial and abstract approaches to support learner understanding, progression and challenge within numeracy. Evidence from Quests, outdoor learning, Canaan Lane Cooks, gardening developments, STEM Scouts ambassador group and family/community involvement shows that learners are beginning to apply sustainability skills in practical and meaningful contexts.	• Review Play and Curiosity Project themes, using staff and learner feedback to identify what has worked well this year and strengthen progression, learner engagement and application of skills across learning. • Continue to develop PE progression through community partnerships, local facilities and coaching links, broadening participation and achievement. • Further develop learning for sustainability across Quests, outdoor learning, growing, recycling, active travel and energy use, ensuring learners can lead meaningful action and evaluate the impact of their choices.	
---	---	--	---	--

Q1 2.7 Partnerships: Theme 3 Impact on learners (parental engagement only)

• We have strengthened our single point of communication through the Canaan Lane News weekly newsletter. This includes a Headteacher update (with improvement plan updates), year group newsletters (with overviews of literacy, numeracy and Quest learning), Parent Council news and wider community links. • We have continued to grow our Stay, Play and Learn weekly model in November and March, providing opportunities for parents/carers to join class activities and look through jotter evidence with their child. These provide a focus for discussion at the parent/carer Learning Reviews which take place the following week. • We have established monthly parent/carer Cuppa Chats. These have a different curriculum theme and are led by different curriculum leads, supporting parental understanding of learning, teaching and school improvement priorities. • We held a curriculum evening in September, sharing an overview of the school improvement plan, offering class teacher-led curriculum	Parental engagement is strong and increasingly focused on improving learner experiences. Regular communication through Canaan Lane News and year group newsletters helps families understand school priorities, current learning and how children are progressing across literacy, numeracy and Quest learning. This supports stronger home-school links and helps families talk more confidently with children about their learning. Parents and carers have regular opportunities to engage directly with learning through Stay, Play and Learn weeks, Learning Reviews, curriculum evenings and Cuppa Chats. These approaches are helping families gain a clearer understanding of learning, teaching and curriculum development, while supporting more meaningful conversations about children's progress, strengths and next steps. Partnership with parents and carers is having a positive impact on the wider life of the school. Parent sub-groups and Parent Council partnership are contributing directly to improvement priorities, including library development, outdoor learning, Canaan Lane Cooks, after school clubs and wider achievement opportunities. This is enriching learners' experiences, increasing	Evidence from family questionnaires, attendance at engagement events, staff self-evaluation and authority SSE feedback shows that parental engagement is strengthening learners' experiences, sense of belonging and opportunities to achieve. Family engagement is high, with around 90% attendance at Stay, Play and Learn, 100% attendance at Learning Reviews, and around 85% attendance at the Curriculum Evening. This shows that families are actively engaging with opportunities to understand learning, discuss progress and work in partnership with the school to support learners. Family feedback shows strong confidence in communication and partnership approaches. 94% of parents/carers agree they receive helpful information about their child's learning, 90% feel comfortable approaching the school, 94% feel the school listens to and acts on concerns, and 85% feel their views are taken into account. This indicates that families feel informed, listened to and increasingly able to support their child's learning. Family questionnaire evidence also shows positive impact on learners' experiences, with 99% agreeing the school provides a broad range of learning experiences, 97% agreeing their child enjoys learning, and 96% agreeing their child is encouraged to do their best.	• Establish a working group with parents to look at ways we can improve our ways of reporting children's progress to parents. Review the information shared during Learning Reviews in response to family feedback requesting more time with teachers. Rather than increasing the number of meetings, we will consider how existing information can be shared more clearly, with a sharper focus on learner progress, strengths, next steps and how families can support learning. • Strengthen support for families with reading at home, linking directly to questionnaire feedback. We will provide clearer guidance, practical strategies and suggested resources so families feel more confident supporting reading beyond school. • Continue to listen carefully to parent and carer views as we shape our parental engagement offer next session. This will include planned opportunities for families to share feedback and have their views taken into account, ensuring communication, events and partnership opportunities remain	Very good
--	--	--	--	------------------

workshops and combine this with the Parent Council AGM to secure a high attendance. • We have developed parent/carer sub-groups linked directly to the school improvement plan, including the library group, Uniform Boutique team and gardening group which support practical involvement in school improvement. • We have strengthened Parent Council partnership and have secured commitments to support wider achievement club activities, funding for the Canaan Lane Cooks initiative, outdoor learning developments and library improvements.	opportunities beyond the classroom and strengthening the sense of shared ownership across the school community. Overall, learners benefit from a school culture where families are welcomed, informed and increasingly involved in supporting improvement. Parental engagement is helping to strengthen learning experiences, widen opportunities and build a more connected partnership between home, school and the wider community.	Wider achievement opportunities, including Parent Council-supported clubs, Canaan Lane Cooks, outdoor learning and library development, are enriching learners' experiences and helping children develop confidence, interests and a stronger sense of community. Staff self-evaluation and authority SSE feedback also recognise strong relationships with families, effective communication and a shared commitment to improvement.	purposeful, manageable and focused on improving outcomes for learners.	
--	--	---	---	--

Canaan Lane Primary Early Learning & Childcare

What have we done?	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?	How would we evaluate this using the six-point scale from the Quality Improvement Framework?
--------------------	---	---	--	--

Leadership of continuous improvement:

Pedagogical leadership; Leadership and professional learning; Planning and continuous improvement

• We have reviewed and refreshed our shared vision, values and aims with children, families and staff to ensure these reflect the needs of our growing ELC community and wider school context. • We have used feedback from children, families and practitioners to inform improvement priorities and support a shared direction for ELC improvement. • We have continued to develop distributed leadership across the ELC team, with practitioners taking forward key areas linked to outdoor learning, enabling environments, play pedagogy, curriculum development and family engagement. • We have supported practitioner professional learning through collegiate	Our vision, values and aims are clear and increasingly embedded within ELC practice. Staff feedback shows a strong shared understanding of the setting's direction, with practitioners agreeing that the vision and values guide practice and improvement. Children benefit from a calm, nurturing and inclusive environment where routines are clear, relationships are positive and their individual needs are well understood. Pedagogical leadership is developing well. Practitioners are increasingly reflective and confident in discussing high-quality play, enabling environments, responsive planning and child development. Planning, professional dialogue and learning walks are supporting greater consistency across the setting and helping staff plan richer experiences which reflect children's interests, needs and next steps. Leadership and professional learning are having a positive impact on practice. Staff work collaboratively to	Evidence from ELC staff self-evaluation, family questionnaires and authority SSE feedback shows that leadership of continuous improvement is having a positive impact on children's experiences, wellbeing and outcomes. Staff self-evaluation evidence is positive, with practitioners agreeing that self-evaluation and evidence are used to improve practice, staff work together to share practice and lead improvements, and professional learning leads to changes in practice. This demonstrates a strong culture of collaboration, reflection and shared responsibility for improvement. Family questionnaire evidence is very strong. 100% of parents/carers say their child is happy at Canaan Lane ELC, 100% say their child feels safe, cared for and respected, and 100% feel staff care about their child's wellbeing and development. 100% also feel welcome and comfortable talking to staff, and 94% say their views are listened to and valued. This shows strong relationships,	• Further develop practitioner confidence in using self-evaluation, professional dialogue and evidence of children's progress to identify next steps and evaluate the impact of changes on children's experiences, wellbeing and progress. • Continue to strengthen pedagogical leadership across the ELC team, with a focus on high-quality interactions, responsive planning and the role of the adult in extending children's learning through play. • Provide further opportunities for staff to visit other settings, share practice and bring back ideas to strengthen enabling environments, routines and learning experiences.	Very good
---	--	---	--	------------------

planning, professional reading, staff meetings, learning walks, peer shadowing and coaching linked to improvement priorities. • We have used self-evaluation evidence, including staff reflections, family feedback, observations of practice and authority SSE feedback, to identify strengths and next steps for improvement. • We have strengthened planning processes across the ELC, with staff working collaboratively to plan responsive experiences, review routines and adapt provision to meet children's needs.	share practice and lead improvements across the setting. Professional learning, book club discussions, staff meetings and peer learning are supporting changes in practice which improve outcomes for children. Practitioners are increasingly taking shared ownership of improvement, using professional dialogue, self-evaluation and planning conversations to adapt practice and improve children's experiences. Planning and continuous improvement are increasingly evidence-informed, helping ensure improvement changes are purposeful, manageable and focused on improving outcomes for children.	effective communication and meaningful partnership. Staff feedback shows that planning, routines and Learning Journal processes have improved. Staff report that self-evaluation and planning discussions have led to positive changes, including calmer routines, smoother systems and more responsive experiences for children. Authority SSE feedback provides external validation, identifying a clear, ambitious and values-driven vision across the school and ELC, with strong collaboration and shared ownership of change. The review team agreed with the ELC self-evaluation grades, confirming that improvement work is having a positive impact on children's experiences and outcomes.	• Continue to develop planning and reflection time within cluster groups, ensuring staff have regular opportunities to review children's needs, adapt provision and evaluate the impact of changes.	
--	--	---	---	--

Children play and learn - Curriculum:

Curriculum rationale and design; Continuity and progression in the curriculum; Partnerships; Skills for life and learning

• We have developed a more responsive curriculum through improved intentional planning, using children's interests, observations and staff knowledge of individual needs to plan meaningful play and learning experiences. • We have strengthened intentional planning for literacy and numeracy group times	Children experience a broad, engaging and responsive curriculum which reflects their needs, interests and stage of development. Curriculum pathways are becoming more coherent across ELC, with intentional planning, responsive planning, observations and DLMOs helping practitioners build more clearly on children's prior learning, interests and skills.	Evidence from staff self-evaluation, authority SSE feedback, family questionnaires, learning walks and observations shows that the ELC curriculum pathways are becoming more coherent and are supporting positive children's experiences, wellbeing and progress. Family questionnaire evidence is very positive. 100% of parents/carers reported that their child enjoys the	• Extend children's literacy and reading skills through stories, vocabulary, comprehension, rhyme and early reading behaviours, with targeted opportunities for children with an additional year in ELC/requiring further challenge and practical family partnership activities to support literacy at home.	Very good
---	---	---	--	-----------

using CEC progression planners, supporting practitioners to identify the key skills and knowledge children need and plan more differentiated learning experiences. • We have strengthened enabling environments indoors and outdoors, providing children with wider opportunities for curiosity, creativity, movement, investigation, independence and child-led learning. • We have further developed outdoor learning, including links to growing, seasonal change, sustainability and the wider school garden developments. • We have improved routines and transitions across the ELC day, including lunchtime and group times, to support calmer, more purposeful learning experiences. • We have strengthened links between ELC and Primary 1 through shared approaches to enabling environments, play pedagogy, transitions and progression in learning.	Literacy and numeracy group times are becoming more focused and purposeful. Practitioners are developing greater confidence in using CEC planners to understand the skills and knowledge children require in early literacy and numeracy. This is supporting clearer differentiation and better-matched support and challenge for children at different stages of learning. Play and learning experiences are increasingly purposeful and well planned across the curriculum. Improved intentional planning, clearer daily structures and responsive approaches are helping children settle, make choices and engage more deeply in learning. Children benefit from environments which promote independence, creativity, communication and collaboration. The curriculum is enriched through outdoor learning, enabling environments and links with the wider school community. Children have regular opportunities to explore, investigate, ask questions, solve problems and make connections across learning. Transitions and continuity in learning are developing well. Observations, Learning Reviews and professional dialogue support staff and families to share information about children's progress, interests and next steps. This is helping children experience a more connected learning journey within ELC and into Primary 1	activities and experiences, and 100% feel a wide range of play and learning experiences are provided. This shows that children are enjoying a broad curriculum and that families are increasingly informed about learning. Staff feedback shows that intentional planning has improved. The use of CEC progression planners is helping practitioners develop a clearer understanding of progression in early literacy and numeracy. Planning discussions and group time evaluations show practitioners are beginning to use his knowledge to differentiate learning more effectively and plan next steps which better match children's needs. Authority SSE feedback provides external validation that the ELC curriculum is play-based, child-led and meaningful, building on children's interests, routines and lived experiences. It highlighted calm, welcoming and well-organised indoor and outdoor environments which support independence, curiosity and sustained engagement. This provides evidence that the curriculum offers broad, relevant experiences and supports children to make connections across learning.	• Embed local authority literacy and numeracy progression pathways within group times and play-based provision to strengthen practitioner understanding of progression, differentiation, support and challenge. • Strengthen continuity and progression across Early Level, including clearer links between intentional planning, responsive planning, Learning Journal observations, developmental milestones and children's next steps. • Continue to develop outdoor learning and our enabling environments as key parts of our curriculum, ensuring children have rich opportunities to investigate, create, problem-solve, take risks and apply skills across different contexts.	
---	--	--	--	--

Children play and learn - Learning and Teaching and Assessment:

Children's learning and engagement; Interactions to support learning; Planning and assessment; Tracking and monitoring

• We have strengthened intentional and responsive planning, through improved use of observations, cluster discussions and practitioner knowledge to plan experiences matched to children's needs, pace and challenge. • We have improved the quality of Gather Times, with a stronger focus on questioning, language development and numeracy/literacy development and opportunities to revisit and extend learning. • We have continued to develop high-quality interactions through professional learning, book club discussions, peer reflection and shared approaches to commentary, modelling and questioning. • We have used Developmental Milestones, Learning Journal observations and personal plans to monitor children's progress and identify next steps. • We have developed more consistent planning within cluster teams, supporting practitioners to discuss children's needs, share key	Children are highly engaged in play and learning across the ELC. Calm, welcoming and well-organised environments, clear routines and positive relationships help children feel secure, settled and ready to learn. Children are increasingly confident in making choices, following interests, participating in routines and sustaining engagement. Responsive adult interactions is a key strength. Practitioners build warm, respectful relationships and use questioning, modelling, commentary and encouragement to support children's thinking, language, independence and confidence. Practitioners are increasingly responsive in the moment, adapting experiences, extending thinking and providing support or challenge as learning unfolds. Assessment approaches are improving through the use of observations, DLMOS and professional dialogue. Practitioners are becoming more confident in using this information to identify next steps, adapt provision and plan appropriate support and challenge. Tracking and monitoring approaches are developing well. Practitioners use DLMOs, personal plans and professional dialogue to build a clearer picture of each child's	Evidence from authority SSE feedback, staff self-evaluation, learning walks, family questionnaires and Learning Journals observations shows that learning, teaching and assessment are having a positive impact on children's engagement, confidence and progress. Authority SSE feedback provides strong external validation. It identified that learning and teaching in the ELC is nurturing, responsive and intentional, with high-quality questioning supporting reasoning, problem-solving and language development. Children were observed to show high levels of engagement, sustained attention, confidence, motivation and emotional security. Staff self-evaluation shows that learning is well matched to children's needs, with appropriate pace and challenge. Practitioners report that a range of effective learning approaches engage children and support progress, and that questioning and interactions are extending children's thinking. Family questionnaire evidence is very positive. 100% of parents/carers say their child enjoys the activities and experiences, and 100% feel a wide range of play and learning experiences are provided. 94% say they are kept informed about their child's learning, and 88% feel staff share information about their child's progress.	• Strengthen intentional and responsive planning so children experience appropriate challenge, depth and progression, including children experiencing a third year in ELC. • Embed CEC literacy and numeracy progression planners within group times and play-based provision to support differentiation, progression, support and challenge. • Use professional learning, including Pondering Pedagogy, to strengthen high-quality interactions, adult roles and responsive support within play. • Build practitioner confidence in identifying children's progress and next steps using observations, developmental milestones, Learning Journals and professional dialogue. • Strengthen practitioner confidence in identifying children who are exceeding expectations and planning appropriately challenging opportunities to extend thinking, language, problem-solving and independence. • Improve the consistency of Learning Journal evidence so families have a clearer picture of	Very good
--	--	--	---	------------------

information and adapt provision. • We have strengthened enabling environments indoors and outdoors, ensuring spaces and resources support independence, curiosity, creativity, collaboration and sustained engagement. • We have used learning walks to evaluate the quality of group time interactions and differentiation, and to evaluate responsive planning and challenge within continuous provision.	progress. This is helping staff identify emerging needs, adapt provision and provide timely support or challenge for children. Learning walk evidence shows strong practice in staff interactions, relationships, high-quality resources and responsive approaches to learning. Children benefit from purposeful environments and provision which supports curiosity, engagement and increasingly independent learning.	Learning walk evidence shows strong practice in staff interactions, relationships, high quality resources and responsive approaches to learning. Children benefit from purposeful environments and provision which supports curiosity, engagement and increasingly independent learning.	children's strengths, progress and next steps.	
---	---	---	---	--

Children are supported to achieve - Wellbeing, Inclusion and Equality:

Positive relationships and wellbeing; Universal support; Identifying and assessing learning needs and targeted support; Inclusion and equality

• We have strengthened consistent approaches to wellbeing through trusted relationships, daily routines, emotional check-ins, regulation spaces and a shared focus on helping children feel safe, settled and ready to learn. • We have continued to develop inclusive environments and resources so all children can access play, learning and routines in ways that meet their individual needs.	Children experience a highly nurturing and inclusive environment where positive relationships are central to daily practice. Staff know children well and use this knowledge to support their wellbeing, confidence and sense of belonging. Children are helped to understand routines, manage emotions and develop positive relationships with adults and peers. Universal support is strong. Calm routines, trusted adults, accessible resources and supportive environments help children	Evidence from family questionnaires, staff self-evaluation, SSE feedback, Learning Journal observations and personal plans shows that wellbeing, inclusion and equality are having a positive impact on children's confidence, participation and progress. Family questionnaire evidence is very strong. 100% of parents/carers say their child is happy at Canaan Lane ELC, 100% say their child feels safe, cared for and respected, and 100% feel staff care about their child's wellbeing and development. 94% feel staff know and support their child's individual needs.	• Further embed the language of wellbeing indicators with children in developmentally appropriate ways, helping them talk about feelings, needs and what helps them feel safe, included and ready to learn. • Continue to strengthen targeted support by refining how observations, personal plans and family information are used to identify needs, plan support and evaluate impact.	Very good
---	--	--	--	------------------

• We have used observations, Developmental Milestones, personal plans and family information to identify children's needs early and plan appropriate support. • We have worked closely with families and partners to support children's wellbeing, inclusion and transitions, including regular communication, learning reviews and individual planning where required. • We have embedded GIRFEC, UNCRC and inclusive practice through staff discussion, professional learning and reflection, supporting staff to understand their role in promoting wellbeing, equality and children's rights. • We have celebrated diversity through stories, resources, cultural celebrations, family contributions and learning experiences which help children develop respect, kindness and an understanding of others.	participate meaningfully in play and learning. Staff adapt spaces, routines and experiences to reduce barriers and ensure children are included and able to engage. Children's individual needs are identified early through close observation, family partnership, personal plans and professional dialogue. Targeted support is planned and reviewed to help children make progress, participate fully and feel secure. Inclusion and equality are embedded across the setting. Children and families are treated with kindness, respect and fairness. Staff promote children's rights, celebrate diversity and support all children to feel valued, included and confident in contributing to the life of the ELC.	Family feedback also shows that 91% of parents/carers feel the ELC treats everyone fairly and with respect, 97% feel their child is encouraged to be kind, caring and respectful, and 97% feel staff promote inclusion and celebrate diversity. This shows that families recognise the positive impact of inclusive and respectful practice. Staff self-evaluation shows that practitioners agree they meet the needs of learners, including those requiring additional support. Staff also report that they work well with families and partners, support all children to ensure equality in wellbeing and inclusion, and understand their role in GIRFEC, UNCRC and wellbeing practice. SSE feedback provides external validation that children feel emotionally secure, valued and supported. It highlighted warm, respectful relationships, responsive support, strong routines and effective use of observations to identify needs and adapt provision. Children were observed to participate meaningfully, show confidence and benefit from timely support.	• Build staff confidence in using inclusive strategies and resources to support children with a range of additional needs, including communication, language, sensory and emotional regulation needs. • Continue to develop resources and experiences which reflect diverse families, cultures and languages, ensuring children see themselves represented and learn to value others. • Strengthen family and partner involvement in reviewing support, ensuring next steps are clear, shared and focused on improving children's wellbeing, participation and progress.	
--	--	--	--	--

Children are supported to achieve - Safeguarding and Child Protection:

Culture of safety and wellbeing; Legislation, policy and guidance in practice: Empowerment of staff and children

• We have strengthened our culture of safety and wellbeing through nurturing relationships, consistent routines, trusted adults and a shared understanding that safeguarding is everyone's responsibility. • We have ensured all ELC staff complete annual child protection training, with regular updates and reminders linked to safeguarding, wellbeing, GIRFEC, UNCRC and local procedures. • We have improved systems for recording and reviewing wellbeing information, using pastoral notes, chronologies, personal plans, supporting early identification. • We have worked closely with families and partners to share information, plan support and respond sensitively to children's wellbeing, safety and protection needs. • We have supported children to understand safety, rights, trusted adults and asking for help through everyday routines, play, stories and developmentally appropriate conversations.	Children experience a safe, nurturing and well-organised ELC environment where relationships are warm, respectful and responsive. Staff know children and families well and are alert to changes in wellbeing, behaviour, routines or presentation. This helps children feel secure, cared for and ready to participate in learning. Safeguarding procedures are understood and applied consistently. Staff are clear about their responsibilities in recognising, recording and reporting concerns, and leaders support a strong culture of vigilance, accountability and shared responsibility. This supports timely action when children or families need help. Recording and review processes, including wellbeing information, chronologies and personal plans, help staff build a holistic understanding of children's needs, strengths and potential risks. This supports early identification, clearer planning and more timely support. Children benefit from strong partnership working between staff, families and wider agencies. Information is shared	Evidence from family questionnaires, SSE feedback, safeguarding records, personal plans and chronologies information shows that safeguarding and child protection practice is supporting children to feel safe, cared for and protected. Family questionnaire evidence is very strong. 100% say their child feels safe, cared for and respected, and 100% feel staff care about their child's wellbeing and development. 94% feel staff know and support their child's individual needs, showing that families have confidence in the care and support provided. SSE feedback provides external validation that children feel emotionally secure, valued and supported. It highlighted warm, respectful relationships, responsive interactions, calm routines and effective use of information to identify needs and adapt provision. Staff self-evaluation shows that practitioners understand their role in GIRFEC, UNCRC and wellbeing practice. Staff agree that they meet the needs of learners, including those requiring additional support, and work with families and partners to support children's wellbeing and inclusion. ELC safeguarding evaluations show that child protection training, termly	• Continue to deliver safeguarding and child protection training, updates and reminders to maintain staff confidence, vigilance and consistency of practice. • Ensure staff become familiar with updated GIRFEC documents, local guidance and physical intervention guidance, reflecting on what this means for ELC practice. • Continue to strengthen recording and review of wellbeing information, chronologies and personal plans so that early concerns, actions and impact are clearly captured. • Further develop children's understanding of trusted adults, rights, safety and asking for help through developmentally appropriate routines, stories, play and conversations. • Continue to work closely with families and partners to identify concerns early, share information appropriately and provide timely support for children and families.	
---	---	--	--	--

	appropriately to support coordinated planning and review. Children are also supported to develop confidence, resilience and age-appropriate understanding of safety through trusted relationships, routines and play-based experiences.	reminders, recording systems, chronologies, pastoral notes and senior leader oversight support consistent practice. There were no identified areas for improvement at the time of the SSE, indicating that safeguarding arrangements are secure and well understood.		
--	---	--	--	--

Date of last Care Inspection: January 2025	Evaluation
Quality Indicator	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?	5
How good is our Staff Team?	5