



Auchenlodment Primary School and ELCC

Improvement Plan

2025/26

Planning framework

As part of Children's Services, Auchenlodment Primary School and ELCC has developed this improvement plan to address the needs of our setting in line with the local and national priorities listed below.

National Improvement Framework Key Priorities

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

National Improvement Framework 7 Key Outcomes

- A globally respected, empowered, and responsive education and skills system with clear accountability at every level that supports children, young people and adult learners to thrive. The system enables the development of their knowledge, skills, values and attributes that give them the best opportunity to succeed and contribute to Scotland's society and economy.
- Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children's services and other partners, families, and communities, in line with the GIRFEC approach.
- Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all.
- High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap.
- Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs.
- Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.
- An education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally skilled workforce and tackling digital inequality.

Renfrewshire Council Plan Strategic Outcomes

← Cross cutting theme: Improving outcomes for children and families →

We will encourage kind and connected communities—where our citizens take pride in their **place**, attracting others to move here and share in the opportunities Renfrewshire has to offer.

We will support a strong and flexible local **economy**—with Renfrewshire able to adapt after the pandemic, building up resilience to support good green jobs and skills for all local people to enjoy the benefits of both living and working here.

We want Renfrewshire to be a **fair** place—where all our people have the best chances to live happy, healthy and fulfilled lives, to feel safe, supported and empowered to unlock the strength of our collective potential.

We are working towards a **greener** future—taking responsibility for our impact on the planet and taking brave, bold steps to protect the natural environment that supports and benefits us all.

We want our employees to feel proud to work for Renfrewshire Council because we are a **values** driven organisation, where we all understand and value our contributions, and we are passionate about making a difference for Renfrewshire.

Renfrewshire Council's Values

We are **fair**, we treat each other and everyone we deal with respectfully and work hard to build trust in Renfrewshire Council.

We are **helpful**, we care about getting things right and are always approachable.

We are great **collaborators**; we work as one team and with people who care about this place.

We value **learning** to help us innovate, improve and deliver better services.

Children's Services Vision

Working together to get it right for children, families and communities – protecting, learning, achieving and nurturing

Renfrewshire's Education Improvement Plan Priorities

<p>Reduce child poverty in Renfrewshire and improving outcomes for children and families currently living in poverty</p>	<p>Place children and young people's human rights at the heart of the planning and delivery of services that affect them</p>	<p>Protect the most vulnerable members of our communities, including children and young people who are at risk</p>	<p>Support and nurture our children, families and communities</p>	<p>Create the best possible learning estate to allow children and young people to thrive</p>	<p>Raise attainment and enhance learning and teaching in an inclusive environment</p>
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Our Vision, Values and Aims

VISION

At **Auchenlodment Primary School & Nursery Class**

our vision is to provide an education of the highest quality within an environment where every child feels safe, happy, nurtured and included. We work together to ensure all of our children are **ACTIVE, POSITIVE, SUCCESSFUL** and that all relationships are based on a mutual **RESPECT**.

- BE ACTIVE ... BE POSITIVE ... BE SUCCESSFUL •
- BE RESPECTFUL ... BE THE BEST •

BE YOU

Who did we consult?

To identify our priorities for improvement, we sought the views of Auchenlodment Primary and ELCC, we used a variety of methods of getting the views of those who are involved in the life and work of Auchenlodment Primary and ELCC such as

Consultation with Children	Consultation with Staff
<ul style="list-style-type: none"> • Pupil questionnaires – paper and Forms • Learner focus groups during SMT Learning and Attainment visits. • Learner graffiti walls and feedback walls • Pupil Learning Journals • Target setting and HGIML conversations • Learning evaluations – AIFL, HGIML, target setting • Pupil surveys using Forms shared on digital platforms • Pupil Council meetings • Pupil Citizenship groups • Partnership planning with pupils in curricular areas (KWHL, mind mapping, floor books and other appropriate methods) • Daily wellbeing check ins • Playroom discussion at small group times and during play • Playroom planning using mind mapping and floor books 	<ul style="list-style-type: none"> • Staff engagement and confidence questionnaires • Self-evaluation of service using How Good Is Our School (HGIOS) 4, How Good Is Our Early Learning and Child Care, Building the Curriculum 1-5 series, and Education Scotland briefing notes. • Collegiately identifying strategic actions for School Improvement Plan • Data analysis sessions • SMT Learning and Attainment visits • Tracking meetings • Termly GIRFEC meetings • Evaluation of learning and teaching • Team Around the Child meetings • Staff meetings • Curriculum Development and Working Party feedback • Annual Professional Review and Development meetings
Consultation with Parents	Consultation with Partners
<ul style="list-style-type: none"> • Renfrewshire parent survey • Parent surveys focused on wellbeing, learning and teaching and homework. • Parent Voice wall at Parents Evening. • Meet the Teacher afternoon and Parents' evening. • Regular engagement over SEESAW • How Good Is My Learning – pupil, parent and teacher meet to discuss how to best meet the targets and the support required at school and at home. • Open Afternoons, assemblies, and school events • JHS transition programme • St Benedict's transition programme • Team Around the Child meetings • Stay and Play sessions, Book bug sessions, ELCC Tea Talk and Toast sessions • Primary 1 transition programme 	<ul style="list-style-type: none"> • Questionnaires/surveys for community links • Active Schools data on engagement and participation • Active Schools self-evaluation • Family Wellbeing service feedback • P7 JHS transition programme pupil and parent feedback • ELCC and P1 transition programme parent feedback • Educational Psychology working agreement. • Cluster LISN meetings • Cluster Meetings

All information gathered is collated and used to assist us to identify next steps and areas for improvement. The priorities and actions within our plan meet the needs of the establishment and articulate with the local and national priorities.

How will we know if we are achieving our aims?

We will measure and evaluate the progress we are making to achieve the key outcomes set out in this plan. We do this using quality assurance activities that include Quality Assurance

- Quality Assurance Calendar
- Monitoring Calendar for school and ELCC which ensures a rigorous monitoring approach
- Monitoring of planning and evaluations of learning
- Monitoring of learning and teaching through Learning and Attainment Visits
- Classroom and playroom observations and peer visits
- RNRA self-evaluation survey
- Regular meetings with Support Staff to track impact of interventions.
- Collegiate and inset self-evaluation activities using HGIOS 4, HGIOELCC and Education Scotland guidance/resources
- Education Scotland, Renfrewshire and in-house devised questionnaires to staff, parents, children and partners and analysis of results to inform improvements
- Regular review of Child's Plans in partnership with pupils and parents. Ensure clear target setting and regular review of interventions and impact.
- Review of practices and impact of actions relating to HMIE report, GIRFEC refresh, Equalities Act, Care Inspectorate National Care Standards and SSSC.
- Moderation of standards of pupil/children's work and profiles.

Pupil Progress

- Termly tracking meetings to monitor progress in listening and talking, reading, writing and numeracy
- Termly GIRFEC meetings to monitor progress and support required in health and wellbeing and pupil support.
- Monitoring wellbeing in Glasgow Health and Well-being Profile.
- Target setting and evaluations of targets in pupil-led Learner Journals
- ACEL teacher professional judgement using benchmark trackers
- Standardised assessment data including SNSA, GL assessment and end of pathway assessments
- SEAL pathway and Maths Recovery assessments and evaluations
- Literacy intervention data and feedback
- Pupil focus groups
- Liaison with external partners who provide support for children (Speech and Language Therapy, Educational Psychologist, Family Wellbeing service, Exchange Counselling, OT, CAMHS) to ensure best provision for children.

Each year we also complete a Standards and Quality report and self-evaluation document which are monitored by Renfrewshire Council Children's Services' staff.

Improvement Priority 1– Improving the Health and Wellbeing of pupils			
NIF Priorities Highlight as appropriate Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in achievement, particularly in literacy and numeracy		NIF 7 Key Outcomes (see page 2 for full descriptors) Highlight as appropriate Develop knowledge, skills, values and attributes to support children and young people to thrive Excellent partnerships in line with GIRFEC Inclusive and relevant curriculum and assessment High levels of achievement across the curriculum with action to close the poverty-related attainment gap Highly skilled practitioners and leaders driving excellent learning, teaching and assessment Improving relationships behaviour and attendance with increased engagement in learning Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality	
Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>Where are the barriers identified through analysis of data and self-evaluation information? What is our self-evaluation information telling us? Where are the gaps?</p> <p>In Glasgow Mental Health and Wellbeing survey the average score of Inclusion statements dropped from 8.58 to 8.22 from the beginning to end of session of 24-25.</p> <p>There is a high level of major and minor incidents occurring frequently throughout the day. With higher intensity linked to break times.</p> <p>Jan- May 44 Major Incidents Jan- May 26 Minor Incidents</p> <p>There is a high frequency of pupils leaving the classroom for periods of time during learning experiences. Through recording processes there were 19 occasions of pupils leaving class without consent over the course of a week.</p>	<p>What change do we want to see for learners? By how much? Who are the target group? By when? (timescales can extend beyond 1 academic year if appropriate)</p> <p>By December 2025 All children will be able to express that they feel included at Auchenlodment.</p> <p>By June 2026 there will be a reduction of major incidents from 15 to 2 per month.</p> <p>By June 2026 there will be a reduction of management involvement in minor incidents from 17 to 8 per month.</p> <p>By June 2026 there will be a reduction in violence and aggression forms completed by school and ELCC staff to less than 50.</p>	<p>How will we know the change is an improvement? What information/data will we gather to measure progress and impact?</p> <p>Glasgow Mental Health and Wellbeing survey Inclusion statements will see an overall average scoring rise to 9+.</p> <p>Monthly tracking and analysis of pastoral notes will highlight a reduction from 8 recorded incidents a month to 2 by June 2026.</p> <p>There will be termly inclusion pupil consultation which by December 2025 will show all pupils consulted feel included.</p> <p>Monthly tracking of SLT involvement in minor incidents will show a reduction of 8 incidents in a month involving SLT by June 2026.</p>	<p>What do we plan to do? What evidence informed approaches might be effective? What have others done when facing similar issues in a similar context (collaboration)?</p> <p>Continue to:</p> <ul style="list-style-type: none"> Follow the new positive behaviour policy (created April 2025) Follow the new positive play policy (created April 2025) Follow the dining hall expectations policy (created April 2025) Have management staff supervise and support at break and lunchtimes. Have playground respect certificates handed out weekly. (commenced 2025) Have a winning class reward for displaying dining hall expectations. (commenced April 2025) <p>Increase experiences of play at breaktimes by having more play resources available.</p>

OFFICIAL SENSITIVE

<p>Management team is frequently called to deal with minor and major incidents at breaktime and within classroom time.</p> <p>There has been an increase in recording of Violence and Aggression in 24/25 going from:</p> <p>23/24- 56 forms completed 24/25- 72 forms completed.</p> <p>There is a high number of late coming across all stages in session 2024/25: 137 late comings September-December 1424 late coming January- March 1743 late coming April- June</p> <p>There has been a 9% decline in children demonstrating consistently in, I can persevere and complete tasks from 23-24 to 24-25.</p> <p>23/24 - 74% demonstrate consistently 24/25 – 65% demonstrate consistently</p>	<p>By December 2025 there will be a reduction in late coming dropping below 200 in a term.</p> <p>By December 2025 there will be an increase in children attending breakfast club, from an average of 6 pupils a week to 12 with focus on targeted children (late coming.)</p> <p>By December 2025 almost all children will remain in class and only leave the class with adult consent.</p> <p>By May 2026 there will be an increase of 6% in children demonstrating consistently the ability to persevere and complete tasks.</p>	<p>By June 2026 termly tracking of Violence and Aggression forms completed on Business World will be less than 50 by June 2026.</p> <p>By December 2025 fortnightly analysis and interventions will indicate a reduction of late coming to 200 per term</p> <p>By December 2025 weekly review of registration at breakfast club will have doubled from 6 to 12.</p> <p>SLT will review weekly recording of pupils leaving class without consent. By December 2025 recordings will show almost all children only leave class with consent.</p> <p>Weekly pupil consultation with targeted children discussing why they are leaving the class without consent will see almost all children consulted only leaving class with consent by December 2025.</p> <p>Termly tracking on the Early Years Progression Tool Tracker of children persevering and completing tasks.</p>	<p>Upskill and teach children the rules and how to play basketball and football through sports development coaches.</p> <p>Advertise and promote Playground Pals, with children taking on this role to support peers.</p> <p>Whole school consultation of vision and aims.</p> <p>Whole school display of vision, values and aims.</p> <p>Whole school wellbeing days once a month (create calendar of events via pupil consultation)</p> <p>Pupils' appreciation certificates distributed by any member of school staff</p> <p>Kindness/compliments post box</p> <p>Positive recognition wall and success wall display.</p> <p>Deliver in house CLPL and role model de-escalating approaches in classroom and playground.</p> <p>Provide all staff with a restorative script and guide to support de-escalation.</p> <p>With support of educational psychologist create overview summary of NVR level 1 and restorative approaches.</p> <p>Curriculum development meetings delivered by Educational psychologist support Environment nurture Nurture is key principle Empowering the staff</p> <p>Discuss, as a staff, procedures and expectations of dealing with varying incidents, highlighting the</p>
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Improvement Priority 2 – To improve Learning, Teaching and Assessment at all stages**NIF Priorities**

Highlight as appropriate

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

NIF 7 Key Outcomes (see page 2 for full descriptors)

Highlight as appropriate

Develop knowledge, skills, values and attributes to support children and young people to thrive
 Excellent partnerships in line with GIRFEC
 Inclusive and relevant curriculum and assessment
 High levels of achievement across the curriculum with action to close the poverty-related attainment gap
 Highly skilled practitioners and leaders driving excellent learning, teaching and assessment
 Improving relationships behaviour and attendance with increased engagement in learning
 Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality

Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p><i>Where are the barriers identified through analysis of data and self-evaluation information? What is our self-evaluation information telling us? Where are the gaps?</i></p> <p>Few staff identify including learners when setting success criteria, using learning intentions interactively or using self-assessment. Almost all staff highlighted Higher Order Thinking Skills are not fully embedded in their teaching approach. Almost all staff have identified using data to inform interventions. However, the data is not utilised to review and reflect teaching practice. Almost all staff identified Learning and teaching is not pupil led</p>	<p><i>What change do we want to see for learners? By how much? Who are the target group? By when? (timescales can extend beyond 1 academic year if appropriate)</i></p> <p>By December 2025 all children will demonstrate involvement in creating success criteria.</p> <p>By June 2026 almost all children will be benefitting from high quality feedback.</p> <p>By June 2026 almost all children will be benefitting from robust collegiate observation assessment in the ELCC to support their development.</p>	<p><i>How will we know the change is an improvement? What information/data will we gather to measure progress and impact?</i></p> <p>By November 2025 SLT observations will see all children involved in creating success criteria.</p> <p>Pupil focus groups will share their views of pupil involvement in setting success criteria's. (November 2025)</p> <p>By December 2025 staff peer observations will see all children involved in creating success criteria.</p> <p>Learning Walks by SLT will see and hear all classroom success criteria created with the inclusion of pupils. (December 2025)</p>	<p><i>What do we plan to do? What evidence informed approaches might be effective? What have others done when facing similar issues in a similar context (collaboration)?</i></p> <p>At August in-service share:</p> <ul style="list-style-type: none"> assessment calendar monitoring, tracking and assessment calendar quality and assurance calendar planning checklist share Assessment is for Learning tracking for forward planning and tracking share Higher Order Thinking Skills tracking form for forward planning and tracking. <p>Series of in house CLPL sessions based on The Renfrewshire Way. Staff will self-reflect and adapt, The Renfrewshire Way into their own practice.</p>

<p>The Young Leaders of Learning identified more advice-based feedback from staff was required in lessons.</p> <p>Through SLT observations and consultation almost all learning and teaching lacks consistency and depth across classrooms. More than half of the staff identified Assessment is for Learning strategies are inconsistently used across all classrooms. Through a high turnaround of staff over the course of the year, it has been identified that there is a lack of consistency in learning and teaching approach at all stages.</p> <p>Pupil Voice</p> <p>In a variety of pupil survey's there was a strong neutral stance across P4-P7 regarding views of school.</p> <p>Furthermore, in P3-7,</p> <ul style="list-style-type: none"> • 43% of learners stated their view was not considered in what they wanted to learn. • 33% did not always enjoy school. • 24% did not know if their teacher supported their learning. A further 11% disagreed that their teacher supported them. • 25% did not think their work was hard enough. <p>In GMHWP survey pupils average score for, Teachers tell me what I am good at as 8.83 in September 2025 and 8.17 in May 2025.</p> <p>In ELCC, almost all staff indicated requirement for further opportunities to undertake targeted observations of children</p>		<p>Learning walks by SLT will see and hear pupils receiving high quality feedback in their learning and progress. (February 2025)</p> <p>Pupil focus groups will share their views of high-quality feedback and its impact on their learning. (February 2026)</p> <p>All teacher's will share their views and impact of learning, teaching and assessment policy.</p> <p>Young Leaders of Learning will share views of learner's involvement in creating success criteria (Dec 2025) and receiving high quality feedback. (March 2026)</p> <p>In GMHWP survey pupils average score for, Teachers tell me what I am good at will have an average score 9+.</p> <p>By June 2026, monthly collegiate meetings will share observation assessment and possible lines of development of all learners in the ELCC.</p> <p>Fortnightly planned observations will take place of all learners, in the ELCC across all areas of the playroom, to support their development. (June 2026)</p>	<p>The Renfrewshire Way will be embedded into daily practice with access to the platform on all laptop desktops.</p> <p>In house CLPL on Blooms Taxonomy with a booklet created for staff to access providing an overview of Higher Order Thinking Skills questioning for all curricular areas</p> <p>AiFL strategies to be redistributed, reviewed and incorporated into Learning and Teaching policy and classroom practice. (Sharing good practice and collate)</p> <p>Clear criteria of pupil involvement and pupil voice within all areas of curriculum.</p> <p>Observation Assessment policy to be created, shared with staff and implemented by October 2025.</p> <p>Observation assessment form created for all staff to use with guidance to support.</p> <p>Timetabled observation rota for staff to have allocated observation time of children.</p> <p>Annual collegiate calendar including collegiate meetings for staff to discuss observations of children's development in the ELCC. (2 meetings per term.)</p>
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<p>in a wider range of experiences across the playroom.</p> <p>In ELCC, all staff indicated increased collegiate time is required to discuss observations of pupil progress and a need for consistency in the observation assessment approach.</p>			
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