



East Fulton Primary & Early Learning and Childcare
Centre

Establishment Improvement Plan

Planning framework

As part of Children's Services, East Fulton Primary and Early Learning Childcare Centre has developed this establishment improvement plan in line with the national and local 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

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

At East Fulton, we are One Team

Children will be loved, and they will be welcomed. We support our children to have the best experience they can.

Our Values

Our values are how we behave at East Fulton

We are **Kind** - We care about other people. We think about the impact our words and actions have on others. We are patient and we help each other. We will listen to each other; we take turns, and we always act with respect and care.

We are **Honest** - we try and do the right thing. We tell the truth, and we will ask for help when we need it. If we can do better, we will try. We learn from our mistakes.

We are **Inclusive** - You are all welcome at East Fulton. We value the diversity and uniqueness of our pupils and community. We are a nurturing school, and we value caring relationships. Everyone is welcome here, no matter who they are or how they learn.

We are **Committed** - we are hard-working, we value effort and doing the best we can. We support each other, we know that some children learn differently from others, and we make sure everyone gets the help they need. We are always learning at East Fulton.

The aims of East Fulton Primary and ELCC are:

- To offer education of the highest quality and to provide each child with a broad balanced curriculum in conjunction with national and local guidelines.
- Within the above to enable all pupils to achieve their maximum potential.
- To provide teaching of quality using a variety of challenging approaches to motivate and build on previous experience.
- To provide support for pupils in all areas so that they show respect and care for themselves and others.
- To create, promote and sustain a sense of identity and pride in the school by encouraging partnership amongst staff, pupils, parents, Parent Council and all members of the community and to encourage high expectations of positive behaviour.
- To provide both caring, enthusiastic, well-trained staff and ample well-organised resources to foster a stimulating, happy and safe environment for learning to take place.
- To manage the school effectively through strategies and systems for planning, implementation, monitoring and evaluation of agreed policies

Who did we consult?

To identify our priorities for improvement, we sought the views of our community (staff, children, families and partners). We used a variety of methods of getting the views of those who are involved in the life and work of East Fulton Primary School and ELCC such as

- Planned calendar of in-service activities
- Staff Collegiate Time
- Self-Evaluation activities
- Professional dialogue
- Parent Council Meetings
- Questionnaires/Surveys using Microsoft & Google Forms – Staff, children and parents
- Newsletters
- PEF Consultation
- Pupil progress meetings/tracking
- Team Around the Child Meetings
- Committee meetings

- Pupil Focus Groups
- Staff Focus Group

We have also consulted with our partners across and out with the Council to assist us in the delivery of our priorities:

- Cluster Meetings
- Head Teacher Meetings
- Quality Assurance Visits from HQ
- Education Scotland
- Link Educational Psychologist

All information gathered is collated and used to assist us to identify next steps and areas for improvement.

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

- QI visits from HQ
 - HT Cluster Meetings
 - Staff evaluation and discussions/professional dialogue
 - Pupil evaluations on learning experiences
 - Staff/pupil/parents' views
 - Planned calendar of monitoring, evaluation, and feedback (including SLT Learning Visits)
 - Photographs/reports on activities
 - Continuous robust Quality Assurance programme
 - Evidence of quality learning and teaching experiences and outcomes within short and long-term planning
 - Tracking and attainment meetings
 - Minutes of staff collegiate meetings
 - Transition assessments
 - Staff display working knowledge of new policies and procedures
 - Staff will complete CLPL record in line with GTCS requirements
 - Ongoing professional dialogue.

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

Pupil Equity Funding

Our school receives Pupil Equity Funding (PEF) to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap. This funding enables us to plan additional interventions to those which were already planned. These interventions are highlighted throughout this improvement plan using the (PEF) abbreviation.

Improvement Priority 1 – Enhance the wellbeing of all to support positive outcomes

NIF 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

Improvement in achievement, particularly in literacy and numeracy

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

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>As an establishment we have been developing support of children's wellbeing through Renfrewshire's Nurturing Relationships Approach (RNRA) since 2022.</p> <p>Over the last three years there has been a significant increase in the number of parents seeking support with their child's behaviour at home. This is mirrored by the increased number of children who require support to understand and regulate their own school/nursery based behaviour.</p> <p>Although the number of Non Violent Resistance (NVR) parent referrals has increased over the last year the uptake remains low.</p> <p>The number of exchange counselling referrals we have made this year (24/25) has almost doubled since last year.</p> <p>Non-violent resistance (NVR) is an evidence based psychological approach for overcoming</p>	<p>The wellbeing of all staff is supported by the creation of individual wellbeing plans for 100% of staff members by January 2026.</p> <p>P2 and 3 learners who require additional support with regulation will receive planned time out of class with a focus on boosting self esteem and social confidence. They will learn to ask for help, give instructions and negotiate in a structured way.</p> <p>100% of teaching, ELCC and support staff will be aware of and use our whole establishment approaches to NVR/ Emotionworks by June 2026 to ensure consistent approaches to meeting the wellbeing needs of children.</p> <p>By June 2026 families will have been consulted on and have an awareness and understanding of our whole</p>	<p>Personal wellbeing plans in place for all staff members.</p> <p>Staff Survey on use and understanding of agreed set of approaches</p> <p>Pupil to pupil relationships will improve in the classroom. This will be measured by pupil surveys and circle of friend diagrams.</p> <p>Lego therapy evaluation sheets will show improvement in frequency scores over time.</p> <p>Pupil Focus Groups concentrating on children's experience of shared NVR approaches and Emotionworks cogs</p> <p>Parent Survey on awareness of Emotionworks. Application submitted for level 2 RNRA award in June 2026.</p>	<p>NVR Part 2 training to be delivered to all staff.</p> <p>Sessions focusing on staff wellbeing, including the creation of a personal wellbeing plan and strategies to support personal wellbeing will be delivered to all staff during session 2025/26.</p> <p>Collegiate sessions and in service day training will focus on consistent universal and targeted whole establishment approaches to support child wellbeing based on NVR and Emotionworks.</p> <p>The RNRA core group will</p> <ul style="list-style-type: none"> • use relational gestures with focus pupils who regularly show dysregulated behaviour. • Lead a focus on kindness across the establishment. Introduce kindness hearts in classes where relationships can be strained and there are frequent disagreements between pupils. • Introduce the 'rule of one' with three classes

<p>destructive, aggressive, controlling and risk taking behaviour. During session 2024/25 all staff received training sessions in part 1 of NVR.</p> <p>Feedback from sessions identified three key areas staff wanted to develop into an establishment based approach: staff wellbeing, consistent use of language and consistent use of strategies for regulation. These will be developed during session 25-26.</p>	<p>establishment NVR approaches. 70% and above of respondents to a child and parent survey will be able to identify Emotionworks cogs, consistent approaches and have an awareness of our relationships policy.</p>	<p>Achieve Emotion works silver award</p>	<p>Raise awareness of Emotionworks through open sessions and website videos.</p> <p>ASNA working with target children P2-4 on Lego Therapy intervention.</p>
<p>Emotionally Based School Avoidance (EBSA) The school has proactively engaged in the EBSA pilot initiative since 2024 to support pupils experiencing anxiety related non-attendance. Early impact is positive, with 6 out of 7 targeted pupils demonstrating improved attendance following tailored interventions. Whole overall attendance remains consistently strong, analysis indicates that persistent absenteeism is largely linked to school-based anxiety. The school's strategic approach aims to further strengthen early identification and support frameworks for targeted pupils, ensuring inclusive attendance and wellbeing outcomes.</p>	<p>By October 2025 all school staff will have a good understanding of Emotionally Based School Avoidance (EBSA) and their responsibilities with the approach.</p> <p>By January 2026 targeted children's attendance will have increased 5% from the same period 2024-2025.</p>	<p>Staff questionnaires will measure any increase in knowledge and awareness of responsibilities related to EBSA.</p> <p>All target children will have targets linked to attendance included in their plans which are measurable</p>	<p>Input from Educational Psychologist staff to increase school staff's understanding of the Emotionally Based School Avoidance project.</p> <p>Attendance data to be shared with school staff at tracking periods.</p> <p>All staff aware of scripts to be used with identified target group for EBSA project.</p> <p>CLPL input for staff around writing targets to support attendance.</p>
<p>Improvement Priority 2 – Raise attainment through improvements in learning, teaching, play and assessment</p>			
<p>NIF 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 Improvement in achievement, particularly in literacy and numeracy</p>		<p>NIF 7 Key Outcomes (see page 2 for full descriptors) 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</p>	

		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>Recent self evaluation by all staff graded 'good' in Q.I. 2.3. Staff identified that there is a need to develop greater consistency in delivering high quality learning, teaching, play and assessment across the establishment</p> <p>It is the aim of all staff to raise this grading to very good through consistent high quality approaches to learning, teaching, play and assessment in all classes, with the aim of maintaining average rates of very good attainment in listening and talking, reading and numeracy and maths.</p> <p>Quality assessments are not being consistently used to support judgements and decisions about next steps which is impacting attainment over time.</p> <p>Feedback from quality improvement visit this year identified that if using a 'stations' approach in classes staff need to ensure that there is sufficient scaffolding for children to experience success when working independently and that there are regular checks on the learning taking place.</p> <p>The 24-25 ELCC progression tool data identifies an attainment gap across key development</p>	<p>By June 2026 our aspirational reading attainment will be: P2 – 85% P3 - 88% P4 – 77% P5 – 82% P6 – 92% P7 – 73%</p> <p>By June 2026 our aspirational writing attainment will be: P2 – 93% P3 - 91% P4 – 80% P5 – 82% P6 – 88% P7 – 65%</p> <p>By June 2026 our aspirational numeracy attainment will be: P2 – 93% P3 - 100% P4 – 71% P5 – 91% P6 – 83% P7 – 77%</p> <p>This will be achieved through improved teacher efficacy in delivering consistent</p>	<p>Teacher pre and post session evaluations Pupil focus groups The Renfrewshire way staff evaluations</p> <p>Class observation data shows more consistent approaches to the use of the identified 5 strategies in all classes.</p> <p>Peer observation and professional dialogue of class teachers focussed on consistent approaches.</p> <p>GL reading test data twice per year. Reading Running Records at least termly IDL scores- reviewed every term Talk for Writing hot piece assessments 2 per term</p> <p>End of Unit Numeracy and Maths assessments</p>	<p>Raise awareness of The Renfrewshire Way with all staff.</p> <p>Staff to use The Renfrewshire Way to source professional learning on the 5 areas of teaching and learning</p> <ul style="list-style-type: none"> ➤ Learning intentions and success criteria ➤ Differentiation ➤ Effective questioning ➤ Effective feedback ➤ Retrieval practice <p>Staff to implement small tests of change or practitioner enquiry on one of the 5 areas of teaching and learning.</p> <p>Develop a consistent approach to assessment and moderation in literacy.</p> <p>Establish a dedicated group to shape and guide the vision for ELCC pedagogy.</p> <p>Conduct regular (monthly) sessions led by the Senior Leadership Team (SLT) to boost staff confidence in using assessment tools effectively.</p> <p>Provide individualised feedback through monitoring and professional dialogue adapted to the diverse skill levels of practitioners in ELCC</p>

<p>areas in literacy, numeracy and health and wellbeing which are central to current educational priorities. Improving practitioner confidence in assessment practices and in particular gathering evidence of learning is key to raising attainment in the key development areas.</p>	<p>approaches to 5 areas of learning and teaching across all classes.</p> <p>By May 2026 class and playroom visits will reflect enhancement in quality going from good to very good.</p> <p>By June 2026 all school and nursery staff will be using The Renfrewshire Way to enhance teaching, learning, play and assessment.</p> <p>A clear and shared vision for ELCC pedagogy is established.</p> <p>Staff confidence in using assessment tools improves.</p> <p>Practitioners receive relevant and effective individual feedback.</p> <p>Increased staff engagement in tailored CPD opportunities.</p> <p>By June 2026, an increase in all practitioner confidence in using assessment tools, will provide a breadth of evidence-based data on children's progress.</p>	<p>End of Pathway numeracy and maths assessments</p> <p>Minutes and outputs from the pedagogical focus group</p> <p>Playroom visits show consistent approach to implementing planned experiences</p> <p>Staff surveys/self-evaluations pre and post SLT sessions show increased confidence levels</p> <p>Monitoring records show differentiated feedback; practitioner reflections confirm its usefulness.</p> <p>CDP evaluations indicate positive impact on practice.</p>	<p>Introduce the Renfrewshire Way and continue to expand and provide opportunities for targeted CPD for all staff.</p>
<p>Numeracy/Maths (school)</p> <p>Teacher professional judgement and Renfrewshire maths assessment shows that a more consistent approach to the teaching and assessment of numeracy and mathematics benefited many of our children last year. Feedback from staff shows that staff benefited from the coaching and modelling offered last year.</p>	<p>Baseline Progress Test in Maths will be undertaken in August 2025 and then again in May 2026 and will show targeted children have made expected or higher than expected progress.</p> <p>By October, child's plan targets will show pupils are achieving the targets set for them which evidence progress in bespoke interventions.</p>	<p>GL Progress test in maths twice a year</p> <p>Renfrewshire end of unit and end of pathway assessments</p> <p>Review of child plan targets</p> <p>Pre and post staff questionnaires based around confidence with Renfrewshire numeracy and mathematics checklist.</p>	<p>Class teacher to continue with <i>Grow your own Modelling and Coaching Officer (MCO)</i> offer.</p> <ul style="list-style-type: none"> • Receive regular training and support from Maths Development Officer • Team teach in Primary 1 and 2 each week • Use SEAL maths to work with identified children off track in Primary 1 and 2. • Deliver a termly CLPL session to teaching staff to refresh East Fulton's approach to

<p>Attainment data indicates a trend among learners in Primary 6 and 7 who are currently off track, with evidence showing that the poverty related attainment gap continues to widen as these learners progress through the school. This highlights the need for targeted, evidence informed interventions. Improvement efforts will focus early identification, enhanced support strategies and high-quality teaching practices to ensure equity in outcomes and close the gap for our learners.</p>	<p>By January 2026 Primary 1 and 2 staff will report an increase in confidence in teaching SEAL maths. This will be measured by the Renfrewshire numeracy and mathematics checklist</p> <p>Learning visits to classes with targeted pupils clearly demonstrate the strategies within child's plans are being utilised to achieve success.</p>	<p>SEAL planners and evaluations of learning</p> <p>Class learning visits will evidence quality use of SEAL maths in Primary 1 and 2</p>	<p>high quality learning, teaching and assessment in numeracy and Maths</p> <ul style="list-style-type: none"> • Provide numeracy drop in clinics to support teachers with planning in P6-7 with a particular focus on planning for children more than 1 pathway behind. (PEF)
<p>Numeracy/Maths (ELCC)</p> <p>In the early years developing number sense is a critical building block for future mathematical understanding. One key skill is the ability to recognise small quantities instantly known as subitising. This early number concept supports children in understanding numerical relationships and problem-solving strategies. The ELCC progression tool shows that 24% of anti-pre-school children are at the early stages with understanding how many without counting and 26% are at the early stages in touch and counting objects accurately. This suggests a gap in foundational mathematical development.</p>	<p>Children demonstrate increased confidence when engaging with subitising activities.</p> <p>Children begin to recognise and name quantities without counting eg dice patterns, finger patterns.</p> <p>Observations show a reduction in the use of rote counting for small quantities during play and structured tasks.</p> <p>By June 2026 34% of anti- pre-school children and 66% preschool children will be making progress in MNU 0-02a, number recognition and MNU 0-03a recognising how many without counting.</p> <p>By increasing parents' understanding of early learning and child development, the nursery will strengthen home-nursery partnerships, enabling parents to play a more active role in supporting their child's progress.</p>	<p>Observe free play and invitations to learn.</p> <p>Gather evidence of each child's learning journey through photos, quotes and video clips.</p> <p>Track baseline data for target children and compare with end of intervention outcomes.</p> <p>Staff reflection and team feedback – what changes did you notice in children's confidence, are children subitising more in free play.</p> <p>Feedback forms to families.</p>	<p>Termly numeracy zone audits carried out by Early Years Graduate and Senior ELCO alongside ELCO's to help support and maintain high quality learning environment for children.</p> <p>Children identified with gaps in attainment through tracking audits will be supported through focused 'Invitations to learn' using specific subitising strategies.</p> <p>Invite parents to stay and play sessions focusing on number sense.</p>

<p>Literacy (school)</p> <p>Teacher judgement and GL assessments demonstrate that there is a need to raise attainment and achievement for all in literacy and close the poverty related attainment gap. Tracking and moderation meetings with teaching staff show a growing confidence in teacher professional judgement. However, for some children who are off track and are experiencing poverty related challenges there is a lack of robust assessment evidence to support teacher judgement and to identify appropriate interventions.</p>	<p>Tracking meetings in Sep, Feb and May will demonstrate overall progress and progress of target children.</p> <p>By October quality improvement visits to classes will demonstrate consistency of approach to implementation of Renfrewshire Primary Literacy Programme.</p> <p>By March pupil focus groups will demonstrate improved reader engagement across the school</p>	<p>GL NGRT A tests twice a year</p> <p>Running records, phonic and sound checks at least termly</p> <p>IDL review at least termly</p> <p>Review of child plan targets</p> <p>Pre and post staff questionnaires based around confidence with Renfrewshire literacy checklist.</p> <p>Class learning visits will evidence quality us of reading sessions and use of stations where appropriate</p>	<p>Principal Teacher will</p> <ul style="list-style-type: none"> • Deliver a termly CLPL session to teaching staff to refresh East Fulton's approach to high quality learning, teaching and assessment in literacy. • Provide literacy drop in clinics to support teachers with planning in P6-7 with a particular focus on planning for children more than 1 pathway behind. <p>Identified children in P4 will receive daily input from classroom assistant on 5 minute box. Daily records to be maintained.</p>
<p>Literacy (ELCC)</p> <p>Recognising rhyming words and recalling information in various contexts are critical aspects of early language and literacy development. These skills underpin phonological awareness, listening, comprehension and vocabulary growth which are the foundations for successful reading and communication. Our 24-25</p> <p>Data for literacy shows 25% of our anti pre-school children are at the early stages of recognising words that rhyme and 24% can respond and recall information appropriately in different context. Given that only a quarter of our children demonstrate these skills confidently, targeted intervention is needed to support progress and close potential gaps.</p>	<p>By June 2026 40% of anti-pre children and 75% of preschool children will be at a minimum of making progress in both rhyme LIT 0-01a, and recalling information. LIT 0-26a.</p> <p>By June 2026 we will be successfully building children's listening and comprehension skills through consistent play-based and language rich experiences.</p> <p>By June 2026 parents knowledge and confidence in supporting early literacy development at home through participation in curriculum information sessions will increase. As a result children benefit from consistent reinforcement of skills in both nursery and home settings, leading to improved progress in early literacy outcomes.</p>	<p>Formative observations recorded in learning journals and tracked using ELC progression tool.</p> <p>Baseline and follow up assessment of phonological awareness.</p> <p>Children's voice gathered through child friendly learner conversations.</p> <p>Family feedback forms</p>	<p>Monitor and reflect on progress through collaborative planning and moderation sessions both withing the ELC team and with P1 teachers.</p> <p>Professional learning sessions to support staff with early language development strategies.</p> <p>Termly literacy zone audits carried out by Early Years Graduate and Senior ELCO alongside ELCO's to help support and maintain high quality learning environment for children.</p> <p>Children identified with gaps in attainment through tracking audits will be supported through focused 'Invitations to learn' with a focus on rhyme rich activities.</p> <p>Invite parents to curriculum information sessions focusing on phonological awareness and rhyme recognition.</p>

