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East Fulton Early Learning and Childcare Class

Improvement Plan

2026/27

Planning framework

As part of Children's Services, East Fulton Early Learning and Childcare Class 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

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.

Our Aims - SHINE

S-Safe, supported, included and respected

Building a nurturing environment where everyone belongs.

H-Health, happy resilient learners

Promoting wellbeing and positive relationships. Building confidence, perseverance and growth mindset.

I-Innovative digital learning

Enhancing learning with modern technology whilst keeping ourselves safe online.

N-Nature-based creativity and outdoor learning

Encouraging responsibility, resilience and curiosity.

E-Equipped with skills for the future

Developing, creativity and independence. Showing empathy and respect for others and our world.

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 Early Learning and Childcare Class such as

- Planned calendar of in-service activities
- Staff Collegiate Time
- Self-Evaluation activities
- Professional dialogue
- Questionnaires/Surveys using Microsoft & Google Forms – Staff, children and parents
- Seesaw
- Pupil progress meetings/tracking
- Team Around the Child Meetings
- Committee meetings
- Children's Focus Groups/Floor books
- Staff Focus Group
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We have also consulted with our partners across and out with the Council to assist us in the delivery of our priorities:

- Cluster/Panel Meetings
- Early Years Heads Meetings
- Quality Assurance Visits from HQ
- Link Educational Psychologist

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

- QI visits from Local authority
- Cluster Meetings
- Staff evaluation and discussions/professional dialogue
- Children's feedback on learning experiences
- Staff/children's/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 play, learning and teaching experiences and outcomes within short and long-term planning
- Tracking 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 SSSC requirements
- Ongoing professional dialogue.
- Peer assessment

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 – Raise attainment through improvements in learning, teaching, play and assessment**NIF Priorities**

Highlight as appropriate

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

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

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
The 25-26 progression tool data show a significant variance in achievement exists across the three core areas of the Early Level curriculum. While tracking data indicates robust progress in Literacy and Health and Wellbeing (HWP), Numeracy presents an area for intervention. Specifically, 44% or more of the preschool cohort is currently off-track across all identified Numeracy milestones. To effectively close the attainment gap in numeracy, practitioners must provide children with substantial, practical, and playful mathematics experiences, recognizing that some children arrive with less prior number experience. The Education Endowment Foundation's Improving Mathematics in Early Years and Key Stage 1. Monitoring and evaluation analysis has highlighted a lack of numeracy resources within all zones of the playroom for continuous provision.	By January 2027 all Early Learning and Childcare Class (ELCC) staff will report an increase in confidence in planning numeracy experiences using Playful Stages of Early Arithmetical Learning (SEAL). By June 2027 numeracy will be embedded across all zones in the ELCC and all learners will have been exposed to games, stories and rhymes that promote early number sense on a daily basis.	Pre and post staff questionnaires based around confidence with SEAL planners. ➤ Pre and Post Training Surveys ➤ Professional Dialogue Playroom and outdoor monitoring will highlight an increase in numeracy resources available to all children. Floorbooks and Learning journals will highlight an increase in numeracy learning within all zones.	Professional Learning: 2-hour In-Service Playful SEAL session delivered by Maths Development Officer (August 2026) Leadership: Senior Numeracy Champion to lead change with Development Officer support every 4–6 weeks. (Sep-June) Use a playful SEAL approach to identify and support targeted learners through subtitising, number sequences and counting will be documented through practitioner enquiry by Senior ELCO Environment: -Following termly audit embed numeracy-rich provocations (calculators, timers, measuring equipment, phone books, rulers etc. as required) (August, January and April) Promote the use of card/dice/domino/physical counting games in continuous provision and through invitations to play across zones in ELCC Partnership work with school P1. (Jan-June)

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Tracking data highlights a variance in practitioner confidence and understanding of early numeracy milestones. To raise attainment for all children, there is a clear requirement to build Early Learning and Childcare Officer's (ELCO) capacity, ensuring consistent tracking, identification, and scaffolding of early mathematical concepts across the setting.	By June 2027, there will be an increase in numeracy measures on the Early Years Progression Toolkit. 15% increase from early stages to making progress and 15% increase making progress to demonstrates consistently in I am number confident, forward and backwards, to 5 15% increase from early stages to making progress and 15% increase in making progress to demonstrates consistently in I can touch count and count objects accurately and consistently in a range of contexts to 10 and can recognise that the last number I say is the amount I have counted. 15% increase for children moving from early stages to making progress and 15% increase in making progress to demonstrates consistently in I can identify and use numbers to 10 during play. 20% increase from early stages to making progress and 15% increase from making progress to demonstrates consistently in I can recognise and copy	Feedback from parents/carers via events, family learning opportunities and surveys will demonstrate an increase in numeracy knowledge and confidence when using strategies to support children learning at home. More focused playful SEAL stays and learn sessions will develop families understanding of numeracy strategies and how to use these at home. Numeracy Champion/ Leadership Team - Environmental Audits will ensure that continuous provision is rotated to ensure a range of numeracy tools are available throughout the year. RAG rating with staff to identify areas of strength and areas for further development allowing the leadership team to target staff who require support and focus on their development, knowledge and skills. Early Years Progression Toolkit analysis will demonstrate that all children are accessing numeracy resources and that their skills are developing through interventions and learning experiences being offered. Moderation activities -with school Primary 1 staff will increase staff's	Graduate and Senior use modelling and coaching approach to demonstrate high quality numeracy experiences.
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	a range of simple visual and temporal patterns. 15% increase from early stages to making progress and 15% increase in making progress to demonstrates consistently in I can recognise how many without counting. By June 2027, we will see 64% of anti-pre-school children and 84% of preschool children achieving almost all numeracy and maths measures on the Early Years Progression Toolkit. By June 2027, practitioner judgement during tracking meetings will be more confident when assessing numeracy progress within the progression tool.	knowledge of the early level and the expectations of the primary 1. Termly tracking meetings with keyworkers will strengthen staff's knowledge of individual key children, highlighting gaps, challenges and strengths in numeracy learning.	
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Improvement Priority 2 – Improving wellbeing outcomes for all - celebrating & supporting our community

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
We recognise, as outlined in The Scottish Government Race Equality Framework for Scotland 2016-30 that, <i>"Scotland has a wonderfully diverse society and we are all, each and every one of us, equal citizens and stakeholders of Scotland. Our vision is that Scotland in 2030 is a Scotland where people are healthier, happier and treated with respect, and where opportunities, wealth and power are spread more equally."</i> To ensure every child consistently experiences an inclusive environment where their voice is heard, we need to more deeply embed the UNCRC (Rights of the Child) and diversity across our setting. Our most recent self-evaluation shows that these principles are visible but inconsistent. Strengthening this will ensure daily practice and play experiences actively promote equality, representation, and authentic child-led decision-making Recent tracking meetings and playroom visits indicate that while staff value inclusion, practitioner confidence in applying rights-	Enhanced understanding of race and racism amongst children and staff. Increased cultural awareness and sensitivity amongst staff. Greater integration of diverse voices and perspectives across the curriculum. More inclusive, representative, and culturally relevant learning resources. Increased confidence amongst staff in discussing issues of race and identity. Increased confidence amongst staff to effectively address issues of race and racism in the playroom. By June 2027, monitoring evidence will demonstrate increased opportunities for children to explore diversity, fairness, identity and belonging through play and learning experiences. Families will report feeling included, respected and represented within the	Pre and post professional development evaluations. Parent/carer feedback gathered following engagement with cultural diversity events. Parent/Carer focus group feedback. Playroom observations. Floor-books and learning journals will evidence children's voice and participation in decision making. Playroom monitoring and environment audits will highlight increased diversity and representation within resources, displays and experiences.	All staff to attend initial input and cluster training with West of Scotland Development Education Centre (WOSDEC) Initial training August 26/Cluster training October 26 Embed children's voice and choice within planning and daily routines in line with Article 12 of the UNCRC. Termly Cultural Diversity Days focusing on diversity and inclusion Develop and share a whole establishment Cultural Calendar to highlight and celebrate significant cultural and religious events throughout the year (August 2026) Strengthen partnerships with families to share children's home experiences. Diversify our nursery library by incorporating a broader range of books that reflect a variety of cultures, ethnicities, and lived experiences. Audit resources, displays and environments to ensure diversity across the setting.

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based and inclusive approaches varies across the nursery. Because of this gap in confidence, opportunities to celebrate diversity, reflect children's lived experiences, and teach concepts like fairness and respect are inconsistent. This initiative aims to upskill staff so that rights and representation become a natural, deeply embedded part of daily interactions and the learning environment for every child. This improvement priority directly aligns with our duty to embed the UNCRC into daily early years practice, specifically focusing on: • Article 2 (No Discrimination): Ensuring all children, regardless of background, are equally represented and included in the playroom environment. • Article 8 & 30 (Identity and Culture): Actively celebrating and reflecting children's diverse, real-world lived experiences through our resources and interactions. • Article 29 (Aims of Education): Using daily play and staff interactions to teach children about fairness, respect for human rights, and appreciation for diversity from the earliest age.	nursery environment and wider nursery community.		Develop learning experiences which celebrate different cultures, families, languages and identities. Use stories, small world play and discussion to explore fairness, kindness, inclusion and respect. Update playroom displays to reflect diversity Continue to use SIMOA to explore the rights of the children and embed them in daily play experiences.
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Realising the Ambition: Being Me guidance emphasizes that “<i>relationships are key</i>” and that a child's wellbeing is entirely interconnected with their environment and interactions. Practitioners who form these primary attachments are uniquely positioned to assess, nurture, and document that wellbeing. GIRFEC places the child at the centre and demands that support is holistic, timely, and appropriate. For a service to be truly responsive, the practitioner on the floor must be empowered to recognise a wellbeing need, use the SHANARRI indicators (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included), and immediately translate that into a written plan of action. By distributing ownership of wellbeing plans to all practitioners, we shift from a culture of administrative compliance to one of deep pedagogical responsibility. This ensures that our GIRFEC assessments are driven by those who hold the closest relationships with our children, resulting in highly responsive, authentic, and timely support that directly underpins their capacity to learn, achieve, and thrive.	By June 2027, all practitioners will have completed Up, up and away training with the DHOC. By June 2027, monitoring evidence will demonstrate that all practitioners are using the Up, up and away document and Anne Fraud framework to plan strategies for individual children. Every key practitioner actively writes, updates, and speaks confidently about the wellbeing plans for their key group during monitoring sessions and Team around the Child (TAC) meetings. Plans explicitly document how the child feels, captured through practitioner observations of their play choices, emotional states, and quotes. Plans are updated dynamically as a child’s circumstances or emotional states change, rather than waiting for a rigid review date.	Wellbeing meetings Reviewing family views in wellbeing plans Pre and post survey on staff confidence Questionnaires family feedback TAC meetings and feedback	Educational Psychologist to deliver staged intervention professional learning to support staff understanding of wellbeing planning. (August) Anne Fraud paperwork introduced to staff at a planning meeting (September 26) Up, up and away professional learning to be delivered by Depute Head of Centre (DHOC) October in service Key workers meet with DHOC to begin completing wellbeing plans (Nov/Dec) Termly drop in sessions for support with wellbeing plans. DHOC to lead.
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Improvement Priority 3 – Digital Learning and Teaching			
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
Our self-evaluation data and playroom monitoring reveal a clear gap between our intent to use digital technology and its consistent application in daily practice. Currently, varying levels of practitioner confidence act as a barrier to learning, resulting in inconsistent access to digital aids across different age groups. To close the attainment gap in literacy and numeracy, we must upskill our team to move away from passive screen time toward high-quality, interactive digital tools. This aligns directly with Education Scotland's national practice guidance, <i>Realising the Ambition: Being Me</i>, which states: "Learning with and through digital technology opens so many possibilities for creativity... Embedding digital technology within play pedagogy provides opportunities for us to design unique learning spaces for the	Digital learning to play a role in supporting early communication, literacy and numeracy. Learning opportunities to include the use of iPads, smartboard, cameras, interactive books, BeeBots. Children will move away from passive screen-watching to using digital technology as a tool for inquiry, problem-solving, and independent learning (e.g., using digital cameras to document their own work, microscopes to inspect nature, or audio bars to record their own stories). Technology to be used as a tool for learning and play, rather than as a replacement for adult interaction. All practitioners to model best practice to engage in guided interactions based on	Playroom monitoring will highlight consistent and purposeful use of digital resources across the setting. Daily observations will evidence the use of technology and digital aids to support learning experiences. Learning journals and floor-books will evidence increased use of digital technology within learning experiences across the playrooms. Tracking and assessment will show an increase in the data relating to the use of technology and digital learning.	Staff professional learning Provide professional learning opportunities relating to digital learning in early years. Develop practitioner confidence in using technology to support play, communication ➤ use peer-to-peer mentoring where champions model digital tools during live playroom practice. ➤ dedicate time in staff meetings for practitioners to simply play with the technology themselves. ➤ Create simple, laminated visual cards placed near digital resources. These shouldn't be technical manuals, but quick prompts eg how to use the microscope (Dec 2026) Continuous provision

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children." By building staff confidence, we will ensure that safe, age-appropriate digital experiences are naturally embedded to foster child-led curiosity, independence, and equitable learning outcomes for all. As highlighted by Education Scotland in the national Digital Learning and Teaching Strategy, "Where our educators are supported through professional development, resources and leadership, digital technology can enrich learning and teaching, help to raise levels of attainment and close the attainment gap." By directly targeting staff confidence and expanding our use of meaningful digital aids, this initiative will ensure every child experiences an enriched, inclusive, and safe digital environment that actively promotes independent exploration and narrows equity gaps.	observations of children's play patterns and sensitively monitor their use of digital technology. By June 2027, 50% of practitioners will report high confidence on a digital competency framework and will be observed using digital approaches in their daily interactions. Demonstrate increased use of digital technology across playrooms to support learning experiences and engagement. Playroom monitoring will show a 50% increase in children independently choosing to use digital tools to extend their own play and curiosity across all areas of the curriculum.	Pre and post digital competency frameworks for staff Playroom visits Observations Floorbooks	Introduce digital audio recorders (like talk buttons) so children can record their own stories or vocabulary before writing/drawing. Place a digital tablet to let children take photos of their structures, promoting spatial awareness and mathematical talk (numeracy). Introduce digital microscopes or endoscope cameras attached to a screen so children can closely examine textures, patterns, and mini-beasts. Using light panels or tablet applications that respond dynamically to finger tracing, shape building, and pattern replication. Use apps where children can import photos of their own drawing or play and use voiceover. Using simple, button-operated floor robots (like Bee-Bots) embedded into floor maps, block play, or outdoor tracks
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