

EAST FULTON EARLY LEARNING & CHILDCARE CLASS

STANDARDS & QUALITY REPORT

This report will inform you of the establishment's progress and achievements in the last session and let you know about our plans for 2026-2027.

I hope that you find it helpful and informative.

Catherine Haughan and Rabia Ahmed
Depute Head of Centre

Elaine Brown
Head Teacher



OUR ESTABLISHMENT

East Fulton ELCC's staffing consists of a Head Teacher, two Depute Head of Centre and one Senior Early Learning and Childcare Officer. There are 3 early learning and childcare playrooms. The team consists of 10 Early Learning and Childcare staff 3 Early years support workers and a 0.4 Early Years Graduate.

Our 3-5 Nursery playrooms (Butterflies) based within the school building can accommodate up to 56 children. We offer a range of nursery placements within this playroom, including term time and extended day to support children and families who attend.

Our 2-3 playroom (caterpillars) based within the annex building can accommodate up to 10 children.

All eligible children are offered 1140 hours through a range of different attendance patterns. The establishment provides these hours over a 48-week period.



EAST FULTON ELCC



VISION, VALUES & AIMS



Our Vision

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 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.

At East Fulton ELCC we SHINE : Our Aims

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.



SUCCESSSES AND ACHIEVEMENTS

- We have a well-established Talk for Writing programme.
- 100% Dolly Parton Imagination Library registration.
- Focused and targeted stay and learn sessions for parents.
- Our service values have been embedded using a variety of child friendly ways and through collaboration with the school.
- All staff are confident using Non Violent Resistance (NVR) strategies to support children's wellbeing.
- Robust tracking system in place which collates data to inform decisions relating to children's attainment and next steps.
- We are beginning to close the poverty related attainment gap in literacy and health and wellbeing.
- Increase in literacy focused workshops between nursery and school children.
- Nutrition improved in line with setting the table.
- Continuous provision is regularly reviewed using zone audits to enhance learning audits.
- Great use of the outdoor areas around the whole school environment.
- Well-developed community links with Tesco and Moss Edge care home.
- CPD is more focused around champion roles and zone placement to build capacity.
- Robust planning, tracking and wellbeing meeting.



HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR ESTABLISHMENT?

Priority 1- Enhance the wellbeing of all, to support positive outcomes

All staff have engaged in part 2 NVR training which has further enhanced staff capacity to manage challenging behaviours in a consistent effective way. As a result of using consistent universal and targeted action plans such as pilot statements throughout the establishment, we have seen positive impacts in staff practice and increased confidence in de-escalation strategies.

The implementation of our 'Golden Values' within the ELC setting has been highly effective in creating a learning environment where practitioners and children demonstrate kindness, honesty, inclusivity, and commitment, resulting in an emotionally safe and supportive atmosphere for learning.

Practitioner learning and development has had a positive impact on wellbeing practice, enabling staff to respond sensitively and effectively to children's needs. As a result, children demonstrate increased confidence, emotional security, and sustained engagement in their learning and progress.



HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR ESTABLISHMENT?

Priority 2-Raise attainment through improvements in learning, teaching, play and assessment:

Through the introduction of the Renfrewshire Way planning cycle, most practitioners have developed a stronger understanding of responsive and spontaneous planning. This has led to improved practice, with children benefiting from nurturing interactions, inclusive learning spaces, and rich experiences that support progress across all developmental areas.

The provision of opportunities for staff to lead champion roles through invitational learning has been highly effective in supporting the tracking of children's progression. This approach has enabled staff to consistently gather robust evidence of progress, resulting in well-informed, meaningful, and targeted next steps.

The implementation of robust quality assurance, supported by adapted monitoring tools, has been highly effective in ensuring that learning spaces and environments consistently remain of a high standard.

The development of resources for continuous provision has had a positive impact on learner engagement, as evidenced by increased attainment within progression tool data.

Highly effective targeted Stay and Learn experiences provide a strong cross-curricular approach, supporting children and families to engage in meaningful learning together while successfully addressing attainment gaps and promoting equity.

Following the implementation of moderated tracking tools, practitioners are now using data more effectively to inform practice. This has enhanced learning and teaching and enabled staff to identify next steps clearly, resulting in improved outcomes for children's learning and development.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR ESTABLISHMENT?

Priority 2-Raise attainment through improvements in learning, teaching, play and assessment:		
Following the implementation of moderated tracking tools, practitioners are now using data more effectively to inform practice. This has enhanced learning and teaching and enabled staff to identify next steps clearly, resulting in improved outcomes for children's learning and development.		
The percentage of children on track this session are as follows:		
Health and Wellbeing		
Stage	Measurements	Outcome (% making progress and above)
Anti pre-school	Sharing	79%
Anti pre-school	Communicating learning	58%
Pre-school	Sharing	91%
Pre-school	Communicating learning	91%

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR ESTABLISHMENT?

Literacy

Stage	Measurements	Outcome (% making progress and above)
Anti pre-school	Rhyme	27%
Anti pre-school	Communicating learning	55%
Pre-school	Recalling	94%
Pre-school	Communicating learning	94%

Numeracy

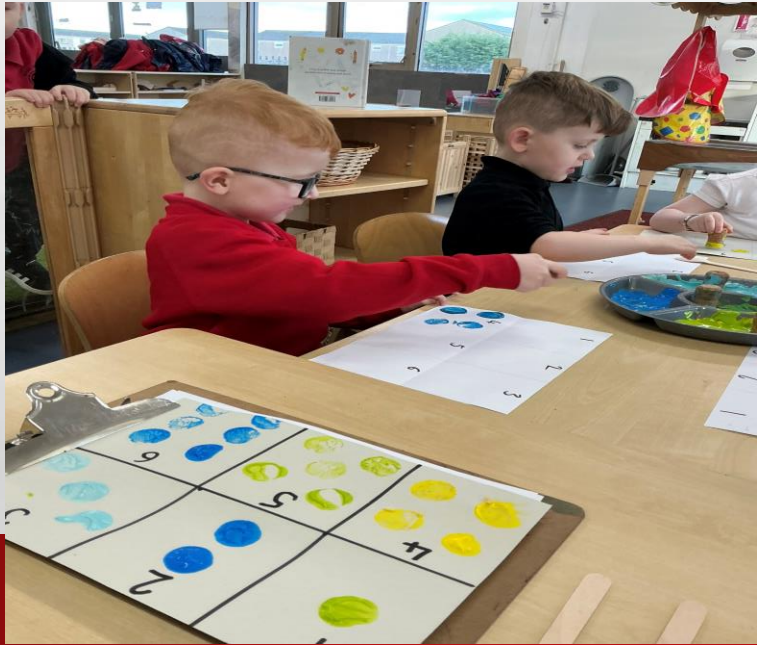
Stage	Measurements	Outcome (% making progress and above)
Anti pre-school	Number recognition	51%
Anti pre-school	Recognise how many without counting	44%
Pre-school	Number recognition	82%
Pre-school	Recognise how many without counting	91%

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR ESTABLISHMENT?

During this session, effective interventions and strengthened approaches to learning, teaching, play and assessment have contributed to a narrowing of the attainment gap for pre-school children. These improvements demonstrate positive progress in raising attainment and provide a strong basis for continued improvement in the next session for all children.







KEY STRENGTHS

Parental engagement has significantly improved, as evidenced by increased participation resulting from targeted 'stay and learn' sessions.

Practitioners demonstrate secure and effective practice in planning targeted support for individual children, using children's plans to meet their specific needs within the early years setting.

The development of the learning environment has had a positive and measurable impact on children's engagement, with learners showing increased interest, sustained involvement, and active participation.

The Talk for Writing initiative has had a significant and positive impact on early literacy outcomes, effectively supporting all children and contributing to the closing of the attainment gap.

Collaborative working between P6 and ELCC has had a positive impact on children's experiences, fostering strong relationships and continuity in learning through well-established literacy and buddy workshops.

The use of moderated tracking tools has had a significant impact on staff practice, deepening their understanding of individual children's strengths and needs, and enabling more targeted learning opportunities that effectively support progress and help to close learning gaps.

OUR NEXT STEPS - PRIORITIES FOR 2026-27

We have made good progress during session 2026-27 and we will use the improvement priorities listed below to build on this progress moving forward.

- Improve attainment and engagement with numeracy across all benchmarks
- Enhance learning & communication through digital technologies
- Embed diversity, UNCRC and health and wellbeing into the life and ethos of the nursery and the curriculum

Full details of the improvement priorities and actions are detailed on the establishment improvement plan which can be accessed via our nursery website or contacting the nursery office.

HAVE YOUR SAY!

Please take the opportunity to share your thoughts with us as we use feedback to help us make improvements to the school. You can do this by speaking to staff, participating in responding to questionnaires/surveys and by completing evaluations at nursery events.

East Fulton Early Learning and Childcare Class

Gilmartin Road, Linwood, PA3 3SG

0300 300 0152

[Website https://blogs.glowscotland.org.uk/re/eastfultonprimary/](https://blogs.glowscotland.org.uk/re/eastfultonprimary/)
