



Renfrewshire Council Children's Services

Lochfield Early Learning and Childcare Centre

Improvement Plan 2023/24

Planning framework

As part of Children's Services, Lochfield ELCC has developed this establishment improvement plan which provides a framework for how we intend to achieve Children's Services' vision of *working together to get it right for children, families and communities – Protecting, learning, achieving and nurturing*.

National Priorities

We also have to take account of the Scottish Government's national improvement framework which provides a vision for education in Scotland, namely to:

- 1. place the human rights and needs of every child and young person at the centre of education;**
- 2. improve attainment, particularly in literacy and numeracy;**
- 3. close the attainment gap between the most and least disadvantaged pupils;**
- 4. improve children's health and wellbeing; and**
- 5. improve children and young people's employability skills so that they move into positive and sustained destinations.**

Renfrewshire's Education Priorities

Our priorities will also align with the Renfrewshire Council Plan and Education Improvement Priorities listed on pages 3 and 4.

The priorities and actions within this improvement plan address the needs of our centre and articulate with local and national priorities.

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>Protecting the most vulnerable members of our communities including children and young people who are at risk. Work will progress to ensure Renfrewshire keeps the Promise and delivers improved outcomes for individuals who are care experienced. Where possible children will be kept within their families and priority given to securing provision for kinship care.</p>	<p>Family supports and focussing on early intervention, by equipping parents and carers with the information, skills and support they need to ensure positive outcomes for children and young people in their care, whilst providing opportunities for parents and carers to shape the services that impact them.</p>	<p>Enhancing supports around mental health and wellbeing, including the school-based mental health and wellbeing programme and the Ren10 network of staff and volunteers who provide early help services to those in need.</p>	<p>Enhance learning and teaching, delivering a meaningful, relevant and progressive curriculum that supports a wide range of learner pathways by placing the rights and needs of every child and young person at the centre of education. Efforts will focus on raising attainment while ensuring equity for all. There will be a sustained focus on delivering a curriculum that equips all children and young people to achieve success in life.</p>	<p>Through a shared vision and understanding of inclusion, children and young people will experience inclusive learning experiences and supportive relationships which lead to positive life outcomes</p>
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Our Vision, Values and Aims

Our Vision

Is to provide a nurturing, safe and fun learning environment where children are supported to reach their full potential. We strive to inspire, challenge, and ensure the best outcomes for all children and families.

Our Values

Which underpin this are included, trust, equality, curiosity, and play.

Our Aims

To provide a welcoming, nurturing, and inclusive environment for all children and families within the community allowing all to feel comfortable, safe, and secure.

To enable children to become confident individuals and effective contributors by putting their well-being at the heart of everything we do. By building positive relationships and through observation we endeavour to ensure all children are happy, healthy and we will collaborate effectively with other agencies when required.

To build strong relationships with our families while connecting with those in our local and wider community.

To provide children with rich, purposeful learning experiences allowing them the freedom, time and space to explore their interests to enable the children to become successful life-long learners.

To have a high-quality, passionate, skilled workforce working together to provide an extensive curriculum delivered through a range of strategies to enhance children's knowledge and skills.

Who did we consult?

To identify our priorities for improvement, we sought the views of staff, families, children and partnership agencies. We used a variety of methods of getting the views of those who are involved in the life and work of Lochfield ELCC such as staff collegiate meetings, in-service days, discussions with families, key-worker meetings and PRD's with all staff.

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

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

How we will 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:

- monitoring and evaluating the whole service using our improvement calendar
- staff collegiate session using HGIOELC
- senior leadership meetings
- in-service days
- wellbeing meetings
- tracking and monitoring process / tracking data

Each year we also complete a standards and quality report and self-evaluation document which are monitored by Renfrewshire Council Children's Services' staff. We also had our Care Inspectorate inspection and achieved five very goods.

Improvement Priority 1 – To implement and embed universal approaches to support inclusion and wellbeing.

HGIOELC Qis 2.3 2.4 3.1	NIF Priorities <ul style="list-style-type: none"> • Placing the human rights and needs of every child and young person at the centre of education. • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children • Improvement in children's and young people's health and wellbeing • Improvement in employability skills and sustained, positive school leaver destinations for all young people. 	NIF Drivers <table border="0"> <tr> <td>1. Establishment Leadership</td> <td>4. Assessment of Children's Progress</td> </tr> <tr> <td>2. Teacher Professionalism</td> <td>5. Establishment Improvement</td> </tr> <tr> <td>3. Parental Engagement</td> <td>6. Performance Information</td> </tr> </table>	1. Establishment Leadership	4. Assessment of Children's Progress	2. Teacher Professionalism	5. Establishment Improvement	3. Parental Engagement	6. Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>Evidence gathered and application for our Jade award for our first principle has had a positive outcome. Some children are finding transition difficult and we as a whole team we are wanting to focus and embed this principle.</p> <p>New staged intervention and planning approaches to be embedded in our service. The staged intervention framework will be used to identify a target group.</p>	<p>By October 2023 the identified group of children will have less distressed times at large transition times.</p> <p>By March 2024 the identified group of children will have support strategies in place for them to cope with all transitions in their day</p> <p>By June 2024 the number of children achieving their milestones will increase and the gap between the most and least deprived will reduce to 20%</p>	<p>Educational Phycologist will give tool to support and measure impact of transition principle.</p> <p>Wellbeing meetings</p> <p>Progression toolkit and individual trackers</p> <p>Single and multi-agency plans will show that all children identified through the staged intervention process will make progress.</p>	<p>Working group will lead the identified nurture principle with the whole team.</p> <p>UNCRC will be implemented throughout the centre.</p> <p>Opportunities for professional development / dialogue linking to theory.</p> <p>Daily targeted interventions Environment and targeted resources</p>

Improvement Priority 2 – To engage parents in all aspects of children’s learning

HGIOELC Qis 2.2 2.5 2.7 3.2	NIF Priorities <ul style="list-style-type: none"> • Placing the human rights and needs of every child and young person at the centre of education • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children • Improvement in children's and young people’s health and wellbeing • Improvement in employability skills and sustained, positive school leaver destinations for all young people. 	NIF Drivers <table border="0"> <tr> <td>1. Establishment Leadership</td> <td>4. Assessment of Children’s Progress</td> </tr> <tr> <td>2. Teacher Professionalism</td> <td>5. Establishment Improvement</td> </tr> <tr> <td>3. Parental Engagement</td> <td>6. Performance Information</td> </tr> </table>	1. Establishment Leadership	4. Assessment of Children’s Progress	2. Teacher Professionalism	5. Establishment Improvement	3. Parental Engagement	6. Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>Through self-evaluation and consultation with parents some parents wanted more engagement in their child’s learning – using seesaw more for sharing learning and more involvement with profile books.</p> <p>Care inspectorate highlighted that we need to ensure all personal wellbeing plans are consistent and shared with parents.</p>	<p>All parents / carers will fully contribute to their child’s learning. By Dec 23 almost all parents will access seesaw and be involved in their child’s learning through their profile book.</p> <p>By April 23 over 85% of parents will have participated in events within the nursery and understand how nursery – home link impacts positively on their child’s learning.</p> <p>Every child will have a personal wellbeing plan within 28days of them starting nursery.</p>	<p>SLT will monitor the information and involvement through seesaw, ensuring all are signed up. Monitoring of content and what is sent to parents will be carried out by SLT.</p> <p>Opportunities throughout the academic year for parents to be involved in open days, information sessions will show parental engagement within the centre. All zones will provide home link, and this will be monitored by SLT to see the impact.</p> <p>The plan will hold individual information on each child using GIRFEC and SHANARRI. This will be shared with parents. SLT will monitor the impact of the plan and information shared with parents.</p>	<p>Ensure that all parents are signed up and have an opportunity to attend an informal information session on seesaw – SLT will monitor. Standard expectation agreed by all staff on the content that is sent out to parents through seesaw. All parents are given profile book home before meetings and any report will be emailed or sent via seesaw.</p> <p>Evaluations through all home link resources will show the engagement and impact. All zones to create bespoke bags linked to learning in the zone. Home link within hall area with bags and resources for children to select. Opportunities for parents to attend coffee and chat sessions, information sessions throughout the year.</p> <p>Consistent Information will be gathered through initial home visit and induction days with a robust plan which will show progression in a child’s wellbeing and learning.</p>

Improvement Priority 3 – To develop a high quality environment both indoors and outdoors promoting high-quality

HGIOELC Qis 1.1 1.4 2.2 2.3	NIF Priorities <ul style="list-style-type: none"> • Placing the human rights and needs of every child and young person at the centre of education. • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children • Improvement in children's and young people's health and wellbeing • Improvement in employability skills and sustained, positive school leaver destinations for all young people. 	NIF Drivers <table border="0"> <tr> <td>1. Establishment Leadership</td> <td>4. Assessment of Children's Progress</td> </tr> <tr> <td>2. Teacher Professionalism</td> <td>5. Establishment Improvement</td> </tr> <tr> <td>3. Parental Engagement</td> <td>6. Performance Information</td> </tr> </table>	1. Establishment Leadership	4. Assessment of Children's Progress	2. Teacher Professionalism	5. Establishment Improvement	3. Parental Engagement	6. Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
Due to changes within the staff team and reducing staff, zones will need to be reflected and adapted.	<p>By October 23 all zones will continue to provide opportunities for children to develop and learn. Froebelian principles will continue to influence our thinking and link directly to our philosophy.</p> <p>By October 23 all zones will offer curiosity, problem solving, creative thinking and learning documented through floorbooks will link to Curriculum for Excellence and benchmarks.</p>	<p>SLT will consult with all staff on the layout of the environment, ensuring we still are influenced by our philosophy and what we believe in.</p> <p>Mood boards of each zone will be created this will identify any gaps with resources.</p> <p>Continuous self-evaluation using HGIOELC will show the impact of the changed zones, in line with our self-evaluation calendar.</p> <p>SLT will monitor floorbooks, staff practice and environment in line with our self-evaluation calendar.</p>	<p>Outdoor zone will need to be considered splitting into two zones. Zone one would have two parts and zone two would be linked to social zone.</p> <p>Indoor zones will need to be reduced to three zones, instead of four zones this would support when any staff go on annual leave.</p> <p>Daily communication between SLT and staff will ensure evaluation and positive impact of zones.</p>