



**Lochfield Early Learning and Childcare Centre**

# Improvement Plan

2024/25

# 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/nursery 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, keyworker meetings and PRDs 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.

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

<b>HGIOELC QIs</b> 2.3 2.4 3.1 C.I - 1.1, 1.3, 1.4	<b>NIF Priorities</b> <ul style="list-style-type: none"> <li>• Placing the human rights and needs of every child and young person at the centre of education.</li> <li>• Improvement in attainment, particularly in literacy and numeracy</li> <li>• Closing the attainment gap between the most and least disadvantaged children</li> <li>• Improvement in children's and young people's health and wellbeing</li> <li>• Improvement in employability skills and sustained, positive school leaver destinations for all young people.</li> </ul>	<b>NIF Drivers</b> <table border="0"> <tr> <td>1. <b>Establishment Leadership</b></td> <td>4. Assessment of Children's Progress</td> </tr> <tr> <td>2. <b>Teacher Professionalism</b></td> <td>5. Establishment Improvement</td> </tr> <tr> <td>3. <b>Parental Engagement</b></td> <td>6. Performance Information</td> </tr> </table>	1. <b>Establishment Leadership</b>	4. Assessment of Children's Progress	2. <b>Teacher Professionalism</b>	5. Establishment Improvement	3. <b>Parental Engagement</b>	6. Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>From the evidence gathered for our application for RNRA Ruby award it was evident that through the data several children needed time and space to regulate their emotions in order for them to be ready to learn. Sensory den created indoors to support children who need quiet time and time to regulate.</p> <p>Through monitoring it has been identified that the main garden at times can be too busy for some children, therefore we are keen to [look at space to create a sensory garden at the side of the nursery.</p> <p>Different methods of communication are in place for some of our children due to a high level of children attending speech and language. To further support these children, we need to link with Educational Psychologist embedding RICE – Renfrewshire Inclusive Communication Environment.</p>	<p>Identified group of children will have less distressed times, having a calm space for quiet time and time given to regulate emotions.</p> <p>The month after children start support strategies will be in place for identified individual children, through their well-being plan.</p> <p>By Jan 25 resources will be purchased and sensory garden created at the side. This will provide an area to support individual children.</p> <p>By April 25 the nursery environment will be fully inclusive and rich in communication for all children.</p>	<p>Educational Psychologist will give tool to support and measure impact.</p> <p>Wellbeing meetings, strategies and next steps discussed with parents.</p> <p>Monitoring will show progress with identified individual children.</p> <p>Single and multi-agency plans will show progress in children's learning.</p> <p>Observations of targeted individuals.</p> <p>RNRA - information gathered on targeted children and interventions.</p>	<p>Opportunities for professional development / dialogue linking to theory on sensory, attachment and Autism.</p> <p>Training for whole staff team using the flexible learning resource on Attention bucket.</p> <p>Research and visit establishments for sensory garden.</p> <p>Targeted interventions for children.</p> <p>Working group will lead along with Educational Psychologist.</p> <p>Training for whole staff team.</p>

**Improvement Priority 2 – To develop a high-quality rich learning environment both indoors and outdoors.**

<b>HGIOELC QIs</b> 1.1 1.4 2.2 2.3 C.I – 1.3, 2.2,	<b>NIF Priorities</b> <ul style="list-style-type: none"> <li>• Placing the human rights and needs of every child and young person at the centre of education.</li> <li>• Improvement in attainment, particularly in literacy and numeracy</li> <li>• Closing the attainment gap between the most and least disadvantaged children</li> <li>• Improvement in children's and young people's health and wellbeing</li> <li>• Improvement in employability skills and sustained, positive school leaver destinations for all young people.</li> </ul>	<b>NIF Drivers</b> <table border="0"> <tr> <td>1. <b>Establishment Leadership</b></td> <td>4. <b>Assessment of Children's Progress</b></td> </tr> <tr> <td>2. <b>Teacher Professionalism</b></td> <td>5. Establishment Improvement</td> </tr> <tr> <td>3. Parental Engagement</td> <td>6. Performance Information</td> </tr> </table>	1. <b>Establishment Leadership</b>	4. <b>Assessment of Children's Progress</b>	2. <b>Teacher Professionalism</b>	5. Establishment Improvement	3. Parental Engagement	6. Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>Data from the progression tool shows an increase in Literacy, Numeracy and Health and Wellbeing attainment from 2023-2024, but there is a need to ensure all three core areas are embedded in all zones.</p> <p>Within Health and Wellbeing there has been a 22% overall improvement from 2023-2024, identified within the progression tool and 86% of our children are achieving. We need to target the 14% not achieving.</p> <p>Within Literacy there has been a 15% overall improvement from 2023-2024 and 86% of our children are achieving. We need to target the 14% not achieving.</p> <p>Within the overall improvement of our children, girls surpass boys in both Literacy and Numeracy. (Lit 3.66% and Num 1.33%) We need to further support boys within their literacy development.</p> <p>Within Numeracy there has been a 20% overall improvement from 2023-2024 and 77% of our children are achieving. We need to target the 23% not achieving.</p>	<p>By May 25, there will be a higher percentage of children achieving across, HWB, NUM and LIT.</p> <p>HWB aiming to increase from 86% to 92%.</p> <p>Within NUM aiming to increase from 77% to 85%.</p> <p>Within LIT aiming to increase from 86% to 92%.</p> <p>All children who have agreed specific targets within HWB, LIT and NUM will improve within all three core areas.</p> <p>Within all zones children will have an opportunity to experience literacy and numeracy during their play and learning.</p>	<p>Individual tracking for children will show progression in all three core areas – HWB, LIT and NUM.</p> <p>Progression tool data will show progression and any gaps, including targeted boys.</p> <p>SLT will monitor floorbooks, staff practice and environment in line with our self-evaluation calendar.</p>	<p>SLT will consult with all staff to ensure there is a balance and opportunity for children to develop in literacy, numeracy and health and wellbeing in all zones.</p> <p>Communication between SLT and staff will ensure evaluation and positive impact within zone.</p> <p>Early years graduate will gather all information for the progression tool and share with SLT.</p> <p>Early years graduate will ensure numeracy is evident throughout all zones – particularly within discovery zone.</p> <p>Target boys interests and ensure that opportunities for LIT and NUM are used.</p> <p>Homelink resources to enhance learning opportunities for children linking to all core areas. All zones will provide home link.</p>



### Improvement Priority 3 – To engage local community learning links.

<b>HGIOELC QIs</b> 2.5 3.2 C.I – 1.3, 1.5	<b>NIF Priorities</b> <ul style="list-style-type: none"> <li>• Placing the human rights and needs of every child and young person at the centre of education.</li> <li>• Improvement in attainment, particularly in literacy and numeracy</li> <li>• Closing the attainment gap between the most and least disadvantaged children</li> <li>• Improvement in children’s and young people’s health and wellbeing</li> <li>• Improvement in employability skills and sustained, positive school leaver destinations for all young people.</li> </ul>	<b>NIF Drivers</b> <table border="0"> <tr> <td>1. Establishment Leadership Progress</td> <td>4. Assessment of Children’s Progress</td> </tr> <tr> <td>2. <b>Teacher Professionalism</b></td> <td>5. <b>Establishment Improvement</b></td> </tr> <tr> <td>3. <b>Parental Engagement</b></td> <td>6. <b>Performance Information</b></td> </tr> </table>	1. Establishment Leadership Progress	4. Assessment of Children’s Progress	2. <b>Teacher Professionalism</b>	5. <b>Establishment Improvement</b>	3. <b>Parental Engagement</b>	6. <b>Performance Information</b>
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>Through our self-evaluation we have identified and built-up positive relationships with some of our local schools. Particularly with the local learning community.</p> <p>There is further scope to extend our links beyond learning establishments and use more within our local community, reaching out to support our children and families and learning within the nursery.</p>	<p>We will have built deeper relationships with all our local feeder schools and local early years establishments, continuing with the local learning community and the positive impact for children and families.</p> <p>We will have built up relationships and will be linking more with our local community which will have a positive impact in the nursery’s identity within the local community. It will enhance learning opportunities for our children and have a positive impact on their learning and development.</p>	<p>We will monitor the level of engagement within our local schools and early years establishments. Building up positive professional relationships with schools and centres.</p> <p>Establish and build up relationships with business within the local area and create links with them.</p> <p>Measure the number of new initiatives we have and the impact on our children’s learning, through our self-evaluation.</p>	<p>Local Learning Community to continue and work on an agreed topic for next session 24-25.</p> <p>Create an opportunity for practitioners for professional dialogue and discussion with local early learning and childcare centres.</p> <p>Establishing and getting to know other professional bodies linking into Health, Social Work, and other agencies within our area to support our families.</p> <p>Create a bespoke community links programme, using other agencies and businesses –</p> <ul style="list-style-type: none"> <li>• Cooking classes with local businesses – reach out to them within our area.</li> <li>• Health visitor for parent group.</li> <li>• Skoobmobile book sessions.</li> <li>• Book bug sessions reaching out to families with younger children.</li> </ul>