

## Lochfield Early Learning and Childcare Centre

# Improvement Plan 2025/26

# Planning framework

As part of Children's Services, Lochfield ELCC 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**

<b>Reduce child poverty in Renfrewshire and improving outcomes for children and families currently living in poverty</b>	<b>Place children and young people's human rights at the heart of the planning and delivery of services that affect them</b>	<b>Protect the most vulnerable members of our communities, including children and young people who are at risk</b>	<b>Support and nurture our children, families and communities</b>	<b>Create the best possible learning estate to allow children and young people to thrive</b>	<b>Raise attainment and enhance learning and teaching in an inclusive environment</b>
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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. The priorities and actions within our plan meet the needs of the establishment and articulate with the local and national priorities.

### **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 – RNRA Nurture principle – Our holistic approach to support children’s health and wellbeing.

### 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
Our RNRA core group continue to work with our educational psychologist to embed the nurture approach. Our success in gaining Jade and Ruby award and we have submitted our Amethyst award, shows how we understand children’s individual needs and how best we can support them. Discussion with our educational psychologist has encouraged us to continue onto our next step of our accreditation journey.	Children’s health and wellbeing will be improved, and better outcomes achieved for our children and families. The professionalism of practitioners will continue to improve as they understand all individual children and how they can support them to meet their learning and wellbeing needs.	As part of our weekly wellbeing - planning cycle, wellbeing family group meeting’s will feature weekly. This will ensure we have a greater understanding of all children’s holistic learning. Professional discussion and children’s learning being recorded, supported and monitored using the wellbeing indicators. This will be evident within each child’s Individual Personal, Wellbeing and Learning Plan.	We will continue to focus on our nurture principle. The RNRA working group will drive the focus of the principle and create the training opportunities for all practitioners to enhance their own knowledge. Gold accreditation is the next stage of our RNRA journey.
The individual needs and learning of our children is discussed regularly, with support identified. Observation of children who need support with emotional regulation, improves when we focus on mindfulness and wellbeing, which improves their holistic development and learning.	Children will have access to the side area of the nursery garden where there will be a focus on mindfulness and wellbeing for children who need support with emotional regulation. This will give children the opportunity to focus on wellbeing which will have a positive impact on their development and learning.	Practitioners will observe children who are using the space and fully support them through a variety of experiences. The observation and information will be shared at our wellbeing meetings, and we will see progress through the child’s learning journal, tracking and assessment story.	We will extend the nursery garden and use the side area to support mindfulness and wellbeing. This will extend the space to enable children to have opportunity and experiences to explore emotional wellbeing and challenge their minds and bodies.

## Improvement Priority 2 – To develop a high-quality rich learning environment impacting positively on children’s learning.

### 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

Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>The individual needs of our children are discussed regularly and robust tracking shows progress in their learning. Through professional discussion and using tools like the progression tool kit we have robust evidence that shows our progress and any gaps. We have identified through data that Literacy is lower than numeracy and health and wellbeing. Literacy data in December 24 was 72% and then improved by 6% in May 25 to 78%, however this is still lower. Through monitoring the zones this is an area where we need to see more opportunity for all children to experience literacy.</p> <p>Within literacy our data shows that girls surpass boys, although there has been improvement from Dec 24 to May 25 for boys by 11.9%. However, the difference between girls and boys is 7.79% in literacy. This is a focus we have identified as an area of development.</p>	<p>Children will have access to a learning environment where they are highly motivated by the range of rich, challenging play and learning opportunities. A balance of intentional and spontaneous planning ensuring a focus of literacy will reflect children’s ideas, aspirations, curiosities and meaningful next steps in learning. This will impact positively on their progress in learning.</p> <p>Boy’s literacy skills will have improved within literacy. Practitioners will be very creative with opportunities to allow boys in particular to experience literacy opportunities.</p>	<p>Practitioners will observe children during play. The observations will be shared at wellbeing and zone planning meetings. Monitoring by SLT and professional dialogue on children’s learning between practitioners and SLT. We will see the impact on children’s progress and learning through individual profiles, tracking, assessment story and progression tool.</p> <p>Our planning, holistic overview of children and all processes will see the impact on children’s progress and in particular boys through learning through individual profiles, tracking, assessment story and progression tool.</p>	<p>We will reflect on our learning environment to ensure children have opportunities and experiences to literacy across all zones. We will reflect and update our curricular overviews with a particular focus on literacy. We will create learning zone meetings which will be held by the early year’s graduate weekly, this will give a holistic overview of children’s learning.</p> <p>We will identify a small group of boys as a small-scale focus group which will be led by the early years graduate. Monitoring of opportunities and experiences for literacy within each learning zone. Professional dialogue and discussion at learning zone planning meetings.</p>



### Improvement Priority 3 – Partnership working and children’s connections to the world around them which impacts positively on each child.

#### NIF Priorities

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**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  
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
Within Lochfield family connections and engagement is very strong. We have excellent partnership working with our families which impacts on children’s skills for life and learning. We would like to build on this further to develop children’s positive attitude and determination in their chosen experience linking to their home life.	We will build up positive, partnership working with all our families at Lochfield. Getting to know all children and families individually and warmly welcome children and families to share achievements, hobbies and interests inside and outside of Lochfield ELCC.	Within our hall area, this will become our family walls. Practitioners will celebrate achievements within Lochfield for all our children and will link individually with families on interests at home. The collaborative work enables us to learn from families and respond to individual need. The family walls, profiles and tracking will show the impact on children’s achievements we celebrate.	We will create family achievement walls within the hall area. Each practitioner will have their own wall for them to create and celebrate individual needs. We will share through our home visits, newsletters and seesaw to encourage active participation from our families.
Children through working in the garden and allotment are more aware of sustainability within their environment. We will now take this further and look at going through the process of working towards the eco schools flag award.	We will work on our eco journey to achieve our green flag. Practitioners and children will lead the changes as part of the eco journey, this will impact positively on their knowledge.	We will have an eco-committee that supports our journey and learning for sustainability within our setting and the wider community. Our environment will promote eco-friendly, and children will be responsible citizens to their own environment. Through floor books, learning profiles and family walls, success will be evident.	We will work through the green flag award as part of the eco-school’s programme. An eco committee will be created to lead all the changes and support others in their knowledge and understanding.