



Our Lady of Peace Early Learning and Childcare Class

Improvement Plan

2026/27



Planning framework

As part of Children's Services, Our Lady of Peace Early Learning Child Care 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.

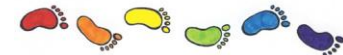


Children's Services Vision

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

Our School Values

“WALK”

- **Welcoming** - You are welcome at Our Lady of Peace and accepted for who you are. We recognise how diverse our school community is, and we celebrate that. At Our Lady of Peace, we offer support and learning at all levels that gets it right for our children and their families. We put our children at the centre of what we do and the decisions we make.
- **Achieving** - We are a team at Our Lady of Peace. We encourage everyone to ‘Aim High’ and to ‘do their best.’ Effort and hard work are part of who we are. We will offer each child the support they need, and we provide a range of stimulating teaching and learning experiences for all children and in partnership with parents, take into account their individual educational, pastoral and social needs.
- **Love & Kindness** - Kindness helps us create a school where we feel safe and valued. We think about the impact our words and behaviour have on each other. We respect and listen to each other. We recognise the diversity in our school, and we celebrate it. We will challenge all unkind behaviour and actions in an honest and supportive way.

Our Vision

We are a family at Our Lady of Peace.

Our vision is of a school where children are welcomed, where they feel safe, where they are connected and are supported to learn and to grow.

We are Always Learning, and Aiming High

Our Aims

Our Lady of Peace is a community of learning. We aim to:

- Promote effective partnerships with parents, children and the community
- Ensure a safe, relaxed and happy environment in which children can feel confident and secure, where children’s rights are respected
- Be an inclusive school and value the views and experiences of all our children
- Create a motivating environment where all learners are encouraged to achieve their full personal and academic potential and where success is celebrated

** This applies to the school only and not the ELCC Class*



Who did we consult?

To identify our priorities for improvement, we sought the views of the whole school 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 Our Lady of Peace Primary School and ELCC Class such as:

- Planned calendar of in-service activities
- Staff Collegiate Time
- Self-Evaluation activities
- Professional dialogue
- Parent Council Meetings
- Questionnaires/Surveys using Microsoft & Google Forms – Staff, children and parents
- Newsletters
- GIRFEC Meetings
- Pupil progress meetings/tracking
- Team Around the Child Meetings
- Committee meetings
- Staff Focus Group

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

- Cluster Meetings
- Head Teacher Meetings
- Visible Learning +
- PATHS Trainer
- Link Educational Psychologist
- Scottish Book Trust
- Renfrewshire's Literacy Development Officer

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.

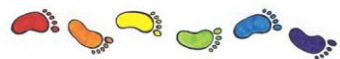


How will we know if we are achieving our aims?

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:

- HT Cluster Meetings
- Staff evaluation and discussions/professional dialogue
- Staff/pupil/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 learning and teaching experiences and outcomes within short and long-term planning
- Tracking and attainment meetings
- Minutes of staff collegiate meetings
- Transition assessments
- Staff display working knowledge of new policies and procedures
- Staff will maintain a comprehensive Professional Learning Record in line with SSSC Continuous Professional Learning (CPL) requirements, ensuring all development is mapped to the Standards for Childhood Practice and relevant professional codes
- Ongoing professional dialogue.

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 improve numeracy attainment by utilising practical, play-based learning to bridge individual gaps and increase staff confidence in delivering high-quality mathematical experiences.

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
To effectively close the attainment gap, practitioners must provide children with substantial, practical, and playful mathematics experiences, recognising that some children arrive with less prior number experience. The Education Endowment Foundation's Improving Mathematics in Early Years and Key Stage 1. Early Years Progression Toolkit indicates that 79% of our learners are on track for Numeracy. It also demonstrates a 3% Poverty Related Attainment Gap for children with Numeracy milestones.	By June 2027 all staff will indicate increased knowledge/ skills/ confidence in developing children's early number sense. By June 2027: Numeracy will be embedded across all zones in the ELCC, with all learners exposed to daily number-rich stories and rhymes, and at least three weekly play-based numeracy games that promote early number sense. By June 2027: Data from the Early Years Progression Toolkit will show a 10% increase in the number of learners achieving benchmarks across the following core numeracy areas: Subitising: Developing the ability to recognize quantities without the need to count. Shape & Space: Exploring, sorting, and describing the properties of 2D and 3D shapes.	- Pre and Post Training Surveys - Professional Dialogue - Numeracy Champion/ Leadership Team -Environmental Audits. - RAG rating with staff to identify areas of strength and areas for further development. - Continuous review of indoor/outdoor provision - Floorbooks and Learning profiles - Early Years Progression Toolkit - Moderation activities -Link with other establishments/School p1 staff	- Professional Learning: 2-hour In-Service session delivered by Maths D.O. - Leadership: Numeracy Champion to lead change with Development Officer support every 4–6 weeks. - Environment: -Following audit -embed numeracy-rich provocations (calculators, timers, measuring equipment, phone books, rulers etc. as required) - Promote the use of card/dice/domino/physical counting games in continuous provision and through invitations to play across zones in ELCC - Identify and support targeted learners through– subitising, shape & space, patterning and numerals.



	• Patterning: Recognising, copying, and extending simple visual and temporal patterns. • Numerals: Identifying and utilising numerals up to 10 within play-based contexts. By June 2027, we will see at least a 6% increase in the average percentage of numeracy and maths measures achieved on the Early Years Progression Toolkit. By June 2027, practitioner judgement in the ELCC Class will improve and staff will be more confident when assessing numeracy and maths measures within the Early Level Progression Toolkit. Possible opportunity for family engagement/family learning - By June 2027 all parents/caregivers will have had the opportunity to attend family games session.	• Feedback from parents/carers via events, family learning opportunities and surveys	• Partnership work with school P1. • Moderation activities planned. • Numeracy Champion/Leadership Team plan/run family engagement session(s) to highlight the importance of early maths/ making maths engaging and having a growth mindset. Sharing ways this can be promoted at home.
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Improvement Priority 2 – To foster a nurturing, inclusive community by empowering families as active partners in their child’s emotional development, ensuring consistent co-regulation strategies are shared between home and setting.

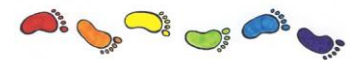
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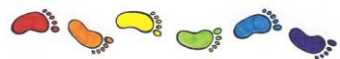
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
Early Years Progression Tool demonstrates a 13% Poverty Related Attainment Gap for children with Health and Wellbeing milestones. Early Years Progression Tool demonstrates a 12% gender gap for children with Health and Wellbeing milestones. Staff evaluation identified a need to bridge the gap between home and setting by better empowering families to support emotional regulation. We aim to develop a cohesive partnership between parents and practitioners, ensuring consistent emotional support for children and fostering a more connected community.	By October 2026: A parent/nurture focus group will be established to co-design the "Regulation Toolkit" and align home-link communication. By December 2026: All staff will have completed the Educational Psychologist led Non-Violent Resistance training refresh, establishing a shared, consistent language for supporting children’s emotional regulation. Starting in January 2027, a programme of quarterly 'Nurture & Regulation' Stay-and-Play sessions will be embedded into the ELCC calendar, with a target of 25% family participation per session. By June 2027, analysis of parental feedback surveys will demonstrate that 80% of participating families feel empowered to use consistent co-regulation strategies at home, effectively bridging the emotional	- We will track progress through a termly 'Nurture & Regulation' RAG Audit, which will provide baseline and longitudinal data on staff confidence and environmental effectiveness. Impact will be further measured by tracking participation rates in 'Nurture & Regulation' Stay-and-Play sessions and analysing parental feedback to determine the consistency of co-regulation strategies applied between home and the setting - GIRFEC Meetings and looking at targeted areas of the Early Years Progression Toolkit: - I can express my needs, feelings and concerns to others. - I can recognise the emotions of others and show empathy for them.	Education Psychologist - Led Non-Violent Resistance: Engage the Educational Psychologist to deliver a Non-Violent Resistance (NVR) training tailored to our current cohort, specifically focusing on de-escalation and emotional regulation in the playroom. Home-Link Regulation Packs: Create simple, visual Regulation Toolkits for families to take home, mirroring the visuals used in the playroom. These Home-Link Regulation Packs contain simple, visual toolkits designed to mirror the strategies we use in our playroom. By aligning our approach with the 6 Nurture Principles—prioritising development, safe bases, wellbeing, communication, understanding behaviour as language, and supporting transitions—we aim to ensure consistent emotional security for your child, whether they are at home or in our setting.



Consultation with staff indicates that while families value the support of the ELCC Class, there is a need to move from passive communication to active co-creation. National and local priorities emphasise that supporting children's rights and wellbeing is best achieved through excellent partnerships with families. We aim to strengthen the nurturing environment by involving parents as partners, directly supporting Renfrewshire's vision of kind, connected communities. Building upon the success of the primary school, which has achieved Gold status for the Nurturing Approaches (RNRA) accreditation, our objective is to fully embed these same high-quality principles within our ELCC environment to ensure a seamless, nurturing transition for all children.	support gap between the ELCC and the home environment.	- I can persevere and complete tasks. - I can co-operate and play with others. - I can share with others. Consistency Tracking: Parental survey feedback indicating increased awareness of the regulation strategies used in the ELCC. Participation Data: Attendance registers for joint Nurture & Regulation workshops, showing engagement from a diverse range of families. Qualitative Impact: Parental Voice feedback logs showing how families are applying regulation techniques (e.g., co-regulation strategies) at home.	Nurture Exchange Sessions: Host joint Stay-and-Play sessions, where staff model co-regulation techniques, allowing parents to practice these strategies with their children in a supported environment. These sessions are underpinned by the 6 Nurture Principles—prioritising development, safe bases, wellbeing, communication, understanding behaviour as language, and supporting transitions—ensuring that our collaborative approach provides a consistent, secure framework for children both within the ELCC and at home. Collaborative Narrative: Use the digital profile platform to share Good News anecdotes regarding a child's emotional growth, with specific prompts encouraging parents to share how they celebrate similar moments at home with particular focus on the Early Years Progression Toolkit targets.
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**Improvement Priority 3 – To continue to embed the new Quality Improvement Framework within our processes to ensure sustained, evidence-based self-evaluation and quality assurance. (Year 2)****NIF Priorities**

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Rationale for change	Outcome and Expected Impact	Measures	Interventions
While all staff have engaged with the initial stages of the Quality Improvement Framework, we are now transitioning from simple familiarisation to consistent, daily application. By moving toward a culture of visible impact, we are ensuring that our pedagogical decisions are driven by evidence of learning rather than assumption. This shift embeds a shared language of evaluation across the team, where professional practice is transparent, measurable, and directly focused on maximizing the progress and emotional security of every child. Current internal audits reveal variability in how different team members interpret and apply quality indicators to their pedagogical practice. We must ensure that every staff member possesses a shared, unified understanding of these national standards. To move toward a "Very Good" evaluation status, our self-evaluation must become more robust and evidence-based. This requires a direct, explicit link between our daily playroom observations and the national	By September 2026: All staff will participate in a comprehensive Quality Improvement Framework baseline audit. This audit will identify two key priority areas for development, providing a clear roadmap for the academic year and ensuring all staff have a shared baseline for improvement. By December 2026: Through intensive professional dialogue and moderation sessions, 100% of staff will demonstrate fluency in using Quality Improvement Framework terminology. This ensures that every practitioner can articulate <i>how</i> their practice aligns with national quality standards. By June 2027: The ELCC will demonstrate sustained evidence of "Very Good" outcomes across all selected Quality Improvement Framework indicators. This will be evidenced by a fully documented, cyclical process of Self-Evaluate, Plan,	• Triangulated Evidence: Monthly moderation of floorbooks and learning journals against Quality Improvement Framework indicators. • Staff Confidence: Termly Self-Evaluation Surveys showing an upward trend in staff's ability to link practice to specific quality indicators. • Direct Observation: Learning Walk summaries identifying clear links between Quality Improvement Framework self-evaluation and changes in playroom provision.	• Hold monthly walk-throughs where the team observes a specific area of the playroom (e.g., the literacy corner) and uses Quality Improvement Framework language to discuss what is working and why. This keeps evaluation grounded in daily practice and builds collective confidence in using Quality Improvement Framework terminology. • Collaborative Moderation: Establish monthly collegiate sessions dedicated to moderating evidence against Quality Improvement Framework standards. • Create a visual display where all staff contribute to a "Look-For"—a simple, practical example of what a quality indicator looks like in the learning environment (e.g., "Quality Indicator 2.3: We saw this today when we...").



Quality Improvement Framework indicators, ensuring that all pedagogical adjustments are rooted in data rather than anecdotal evidence.	Do, and Impact, reflecting a mature and rigorous approach to quality assurance.		
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