

Paisley ELCC

Improvement Plan

2024/2025

Planning framework

As part of Children’s Services, Paisley 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

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| 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**

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| 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. |

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| **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** | | | |  |
| 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. | 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. | 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. | 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. | 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 |

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| **Our Vision, Values and Aims**  In consultation with our young people, families, partners and practitioners to develop an ethos which reflects our values in 24/25.  Nurture  Respect  Relationships  Learning |

Who did we consult?

To identify our priorities for improvement, we sought the views of children and families who use the service. We used a variety of methods of getting the views of those who are involved in the life and work of Paisley ELCC such as children’s views expressed through their words, actions and emotions. Parental questionnaires and surveys (verbal and written) and seesaw responses. We use QR codes and Google translate to increase accessibility to our communication methods for all families. We consulted staff within the service.

We have also consulted with our partners across and outwith the Council to assist us in the delivery of our priorities. We have consulted with Educational Psychology, Health Visiting Team, Social Work Department, Early Years Teacher and Home Link Officer.

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:

QI visits from HQ , Care Inspectorate Feedback, Staff evaluation and discussions/professional dialogue, Mealtime Practice Note, Staff/children/Families’ views, Quality Assurance monitoring calendar, Evidence of quality learning and teaching experiences and outcomes within short and long-term planning, Tracking and attainment meetings, Termly review of EYPT/Monthly progress trackers, Minutes of staff collegiate meetings, Ongoing professional dialogue, parental surveys and partnership feedback.

Each year we also complete a standards and quality report and self-evaluation document which are monitored by Renfrewshire Council Children’s Services’ staff.

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| **Improvement Priority 1 – Increasing Learner Engagement in Literacy and Numeracy** | | | | | |
| **HGIOS/HGIOELC QIs**  *What are the focus QIs for this priority?*  **1.2, 2.4, 3.1, 3.2** | **NIF Priorities**   * 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 Highlight as appropriate | | | **NIF Drivers**   1. Establishment Leadership 4. Assessment of Children’s Progress 2. Teacher Professionalism 5. Establishment Improvement 3. Parental Engagement 6. Performance Information | |
| **Rationale for change** | | **Outcome and Expected Impact** | **Measures** | | **Interventions** |
| *Where are the barriers identified through analysis of data and self-evaluation information? What is our self-evaluation information telling us? Where are the gaps?*  23-24 progression tool data highlights an attainment gap within literacy and numeracy. 12% are demonstrating consistently at recognising words that rhyme and 8% can identify and tap out syllables.  16% of pre-school children are demonstrating consistently with understanding the purpose of money and 20 % in recognising numerals.  SMT tracking monitoring - ‘Securing children’s progress has highlighted that practitioner confidence in assessment of children’s learning requires development in evidence gathering. | | *What change do we want to see for learners? By how much? Who are the target group? By when? (timescales can extend beyond 1 academic year if appropriate)*  Trackers will show that 30% of anti-pre children and 50% of preschool children will be at a minimum of making progress in LIT 0-01a, syllables and rhyme, by December 2024.  We will also see a 10% increase in making progress for preschool children in MNU 0-09, the purpose of money and MNU 0-02a, number recognition and counting, by December 2024.  By December 2024, an increase in all practitioner confidence in using assessment tools, will provide a breadth of evidence-based data on children’s progress. | *How will we know the change is an improvement?*  *What information/data will we gather to measure progress and impact?*  Data gathered from focused observations, will feed into progression trackers showing an increase in making progress in both literacy and numeracy outcomes by December 2024  Termly folio monitoring will show an increase in observational links between progression tracker and literacy/numeracy development focus.  Practitioner termly Self-evaluation and professional dialogue will demonstrate an increase in practitioner confidence using assessment tools for children. | | *What do we plan to do?*  *What evidence informed approaches might be effective? What have others done when facing similar issues in a similar context (collaboration)?*  Termly literacy and numeracy audit carried out by EY Graduate.  Staff and child consultation in planning for the learning environment with support for developments from EY Graduate, EY Teacher, and Senior Leadership Team.  Children identified with gaps in attainment through tracking audits will be supported through focused literacy and numeracy attainment groups.  Monthly planning and evaluation sessions led by SLT will support staff to increase confidence in using assessment tools.  Individual feedback from monitoring and professional dialogue will be tailored to varied skill set of practitioners.  Continue to increase opportunities for targeted CPD for all staff. |

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| **Improvement Priority 2 – Embedding our nursery values through a shared vision** | | | | | |
| **HGIOS/HGIOELC QIs**  **1.1, 3.1** | **NIF Priorities**   * 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**   1. Establishment Leadership 4. Assessment of Children’s Progress 2. Teacher Professionalism 5. Establishment Improvement 3. Parental Engagement 6. Performance Information | |
| **Rationale for change** | | **Outcome and Expected Impact** | **Measures** | | **Interventions** |
| As a nursery, our vision and aims are an area for improvement. 23-24 improvement plan consultation, with our young people, families, partners, and practitioners seen a development of our nursery values. However, monitoring, assessment and tracking information indicates that the current values of ‘Respect’ within the service is not consistently evident throughout practice.  QI visit highlights that staff interactions and engagement to support learning is varied throughout the centre. They also recognise that a shared vision for the centre should be established to ensure values are more embedded in practice.  23-24 early years progression tool data indicates that 24% of children demonstrate consistently in sharing with others and 32% co-operate and play with others.  Staff consultation based on their observations and planning, demonstrates a need for greater understanding for a shared vision/expectation for staff and children to respect each other and the learning environment. | | Progress trackers will show that 30% of anti-pre children and 35% of preschool children will be at a minimum of making progress in HWB023a, sharing with others and 45% in HWB044a, cooperate and play with others by December 24.  Experiences and interactions will demonstrate an increase in staff skillset and our nursery values embedded within daily routines.  By December 2024, staff will have an increased clarity of the roles and responsibilities of all within the service and a consistent and shared approach to learning and teaching.  By October 2024, all staff will have a clear understanding of the nursery values and how to embed this in practice, which will be reflected in children’s progress trackers. | Data gathered from focused observations, will feed into progression trackers showing an increase in making progress by December 2024  Robust monthly quality assurance of playrooms will demonstrate an increase in the nursery values being imbedded within staff team.  Staff views in planning – understanding of adult roles and responsibilities and continuity and consistency in children’s experiences.  SMT monitoring will show an increase in professional dialogue through self-evaluation, planning and collegiate meetings. | | SMT will carry out monthly audits, termly review of EYPT and monthly progress trackers for focused outcomes.  On-going planned monitoring with team and individual feedback as well as team feedback to support improvements.  Staff and child consultation in planning for the environment with the support of senior leadership team and early years graduate.  A focus on imbedding nursery values within nursery routines and shared expectations on respecting each other and our environment.  Staff will continue to have opportunity to self – evaluate, reflect and plan for change through monthly collegiate meetings. |

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| **Improvement Priority 3 – To Re-Engage parents and carers in the life of the setting** | | | | | |
| **HGIOS/HGIOELC QIs**  **1.2, 1.3, 2.5, 2.7** | **NIF Priorities**   * 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**   1. Establishment Leadership 4. Assessment of Children’s Progress 2. Teacher Professionalism 5. Establishment Improvement 3. Parental Engagement 6. Performance Information | |
| **Rationale for change** | | **Outcome and Expected Impact** | **Measures** | | **Interventions** |
| There has been a reduction of parental engagement within the service over the session period 23-24 with only 7% of our families engaging in consultation questionnaires and surveys compared to 22-23 which seen 16% engagement.  Parent feedback from QI visit Jan 24, states the need for development in parental engagement, ensuring that our families are active contributors in the life of the service as well in their child’s learning.  We see a higher engagement online through Seesaw, with data illustrating 13% of our families liking or commenting on posts and engaging in feedback of their child’s learning. | | By June 25 there will be daily opportunities for families to engage with the service, both online and in person.  Some families currently engage online; however, by Dec 24 we aim to improve this by 50% online and 15% in person by utilizing staff champion roles to deliver tailored learning experiences that meet the needs of our children and families.  By April 25, we will have an empowered parent committee to represent the views of families in decision making affecting the service. | PRDs will show a clarity of leadership roles at all levels to ensure champion roles are used effectively to promote parental engagement.  ELC Progression Tool and trackers will inform the planning of targeted, literacy, numeracy and health and wellbeing stay and play sessions - which will see an improvement in outcomes identified in our rationale for change.  Engagement in family learning opportunities through stay and play sessions.  Parental/carer feedback including termly Seesaw engagement data will show an increase in parental engagement.  Parent committee engagement and feedback to inform planning and next steps for improvement. | | We will continue to use technology to enable all families to participate in sharing their views and accessing learning.  Clearly defined roles and responsibilities of whole staff team when leading family engagement through champion roles.  Childrens progression trackers will inform planning to target tailored learning.  Re-establish parent committee with fundraising remit.  Re-establish family learning opportunities based on parental feedback – stay and play sessions.  Introduce pre and post family engagement questionnaires.  Calendar of specialist visitors to promote a secure link between home and nursery; RNRA, PATHS, SEESAW Home link etc.  Seek formal and informal feedback from all stakeholders once termly. |