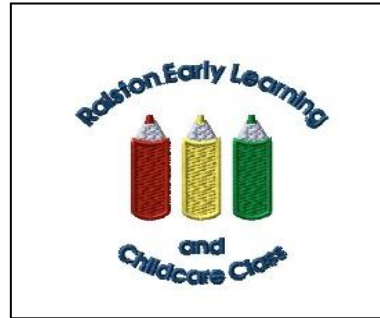




Ralston ELCC

Nursery Improvement Plan 2026/27

Planning framework

As part of Children's Services, Ralston ELCC has developed this school improvement plan in line with the national and local 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 Vision is **'To learn with a Happy Heart'**

Our Values:

- **Success**
- **Honesty**
- **Inclusion**
- **Respect**
- **Kindness**

Our Aims:

In Ralston Primary School and Early Learning and Childcare Class, we aim to promote high achievement and learning for life by encouraging pupils and staff;

- To provide a caring and nurturing environment where children feel safe and secure and are treated as individuals.
- To provide a high standard of education where each child is supported to have high levels of achievement and attainment
- To develop resilience, motivation, confidence and self-esteem
- To provide opportunities for every child to develop skills for lifelong learning
- To foster effective partnerships with pupils, parents and the wider community to ensure a sustainable future
- To promote active and healthy lifestyles

Who did we consult?

To identify our priorities for improvement, we sought the views of staff (staff meeting), parents (questionnaire), children (pupil voice) we used a variety of methods of getting the views of those who are involved in the life and work of Ralston ELCC.

ELCC Consultation	
Staff <ul style="list-style-type: none"> • School Improvement Plan progress review throughout year with all staff • Staff questionnaires • Care Inspectorate Quality Framework self-evaluation activities • Staff meetings/collegiate sessions • Professional Review and Development meetings • Leadership roles • Professional dialogues • TAC meetings/Transition meetings • Review and update of policies and practices • Individual feedback from learning conversations, attainment meetings and monitoring • Participation in termly reflective learning conversations 	Parents <ul style="list-style-type: none"> • Questionnaires on ELCC improvement, parental engagement and other aspects of school • Parent Council • TAC meetings • Class Dojo • Parental meetings • Curriculum events • Child Progress Update Meetings • Information sessions on various areas and evaluations
Pupils <ul style="list-style-type: none"> • Pupil voice groups • Self-evaluation using Care Inspectorate Quality Improvement Framework • Group discussions • Floor books 	Partners <ul style="list-style-type: none"> • Admissions Panel meetings • Annual cluster moderation event • Meeting with other agencies • Engagement with organisations & businesses in local community • Good practice visits

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:

- Annually updated Quality Assurance Calendar
- Learning walks and playroom visits carried out by SLT and peers
- GIRFEC reviews and attainment and achievement meetings
- Annual Cluster moderation
- Monitoring of pupil learning activities and evidence
- Self-evaluation sessions using Care Inspectorate Quality Framework
- Cascading sessions and staff led professional learning
- Annual parent/pupil/partner audits to gather the views of stakeholders

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 – Further develop approaches to ensure wellbeing, equality and inclusion.
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

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
<p>We continue to recognise the value that nurture, and nurture approaches play in supporting the health and wellbeing of children and continue to develop our nurturing approaches to ensure wellbeing for all.</p>	<p>Positive Relationships Policy reviewed to link with PATHS and RNRA</p>	<p>Outdoor and playroom observations will demonstrate increased resilience and confidence amongst pupils.</p> <p>Learning conversations with children will demonstrate children being able to understand emotions and identify strategies to support them.</p>	<p>Staff will receive multi-agency training on emotional regulation strategies.</p> <p>RNRA core group will focus on 'Nurture is important for the development of wellbeing'. We will achieve our next accreditation award by June 2027.</p>
<p>We recognise, as outlined in The Scottish Government Race Equality Framework for Scotland 2016-30 that, <i>"Scotland has a wonderfully diverse society and we are all, each and every one of us, equal citizens and stakeholders of Scotland. Our vision is that Scotland in 2030 is a Scotland where people are healthier, happier and treated with respect, and where opportunities, wealth and power are spread more equally."</i></p>	<p>By January 2027, all staff will report increased confidence in promoting anti racism education</p> <p>By January 2027, all staff will know our school profile and the different cultures and religions that should be recognised supporting reduction in racist education.</p>	<p>Learning conversations in September 2026 and September 2027 will demonstrate an increase in children's knowledge and understanding of anti-racism.</p> <p>Staff completion of EP Cultural Competence tool in May 2026 and September 2027 will demonstrate an increase in staff knowledge and understanding of anti-racism.</p>	<p>Staff audit using EP Cultural competence tool to ensure we have clear focus for priority and to allow us to measure success.</p> <p>RNRA CORE group create an Anti-Racism Policy linked to our Positive Relationships Policy by June 2027</p> <p>Creation of auto pilot statements for consistency across the ELCC.</p>

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<p>Our playroom resources with a focus on reading materials do not reflect our school profile.</p>	<p>In learning conversations all children will record they feel included and respected no matter their race or religion.</p> <p>By June 2027, all staff will be confident in using auto pilot statements that allow them to support inclusion across our ELCC.</p> <p>Playroom library audit will ensure there is a clear reflection of all our children.</p>	<p>Record of racial incidents to be monitored.</p> <p>Discussions with children will capture that all children feel safe and included</p> <p>Children will share through group time discussions they have an awareness of reading materials that reflect their own experiences.</p>	<p>Utilise Education Scotland Resources</p> <p>Playroom library audit to ensure there is a clear reflection of all our children</p>
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Improvement Priority 2 – To continue to raise attainment across the ELCC and School through high learning and teaching

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
Self-evaluation activities, learning journal audits and professional dialogue illustrate variability in the quality of observations and assessment records across the setting. While staff gather a range of evidence, this is not always used effectively to inform planning or demonstrate children's progress.	<p>By June 2027, almost all children will demonstrate improved progress in literacy, numeracy, health and wellbeing and across the curriculum, through learning experiences that are matched to their individual needs and interests.</p> <p>By June 2027, most children will be able to confidently discuss their learning, identify their strengths and recognise their next steps.</p>	<p>Review current assessment systems against national guidance and quality indicators.</p> <p>Develop a shared assessment framework including expectations for observations, learning stories and tracking.</p> <p>Provide professional learning on high-quality observations, assessment and professional judgement.</p> <p>Develop moderation activities where staff discuss evidence and agree standards.</p> <p>Increase opportunities for children to contribute to assessment through conversations, floor books and learning reflection Increase opportunities for children to contribute to assessment through conversations, floor books and learning reflection.</p>	<p>Staff to work together to create a shared expectation.</p> <p>A high-quality observation should include:</p> <ul style="list-style-type: none"> • What the child did or said. • What learning is taking place. • What this tells us about the child's development and progress. • Appropriate next steps. <p>Audit current practice.</p> <ul style="list-style-type: none"> • Are observations describing learning or merely activities? • Are next steps clear? • Are next steps followed up? • Is there evidence of progress over time? • Are all children represented fairly? <p>Develop staff professional judgement through professional dialogue and moderation June 2027</p>

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Annual parent questionnaires highlighted a desire for greater involvement in children's learning.	By June 2027, most parents and carers will report increased confidence in supporting their child's learning at home, with strengthened home-learning partnerships and improved continuity between nursery and home,	<ul style="list-style-type: none">• Continue to provide opportunities for family learning events.• Continue to develop digital learning journals with parental contributions	<ul style="list-style-type: none">• Increase number of curriculum events for parents.• Review current online profile and level of parental involvement.
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