

St Catherine’s ELCC

Improvement Plan

2025/26

Planning framework

As part of Children’s Services, St Catherine’s Early Learning and Childcare 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

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| We will encourage kind andconnected communities—where our citizens take pridein their **place**, attractingothers to move here andshare in the opportunitiesRenfrewshire has to offer. | We will support a strong andflexible local **economy**—withRenfrewshire able to adaptafter the pandemic, buildingup resilience to support goodgreen jobs and skills for alllocal people to enjoy thebenefits of both living andworking here. | We want Renfrewshire to bea **fair** place—where all ourpeople have the best chancesto live happy, healthy andfulfilled lives, to feel safe,supported and empoweredto unlock the strength of ourcollective potential. | We are working towardsa **greener** future—takingresponsibility for our impacton the planet and takingbrave, bold steps to protectthe natural environment thatsupports and benefits us all. | We want our employeesto feel proud to work forRenfrewshire Council becausewe are a **values** drivenorganisation, where we allunderstand and value ourcontributions, and we arepassionate about making adifference 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 |
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| **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 vision:** Attain Achieve Aspire!**Our values:**All children develop to be the best they can be, in both their learning and socially; the children being responsible, creative, tolerant and independent individuals who are aware of their role in the school and develop self-discipline through a focus on promoting positive behaviour.**Our vision and values will be achieved through:** * The development of an inclusive ethos that will enable each child to develop their talents
* Providing our pupils with the appropriate skills for the world of work and how to contribute to the wider community
* Fostering and providing opportunities that develop effective partnerships with parents and our wider ELCC community, partner agencies
* Acknowledging and celebrating wider achievements, children and staff, out with the ELCC
* Ensure the provision of equal opportunities for pupils and staff to learn together within the ELCC context.

**Our aims: In St Catherine’s ELCC we aim to**:* Create a welcoming, secure and inclusive atmosphere conducive to a positive attitude to learning.
* Raise attainment and develop lifelong skills by providing a stimulating and accessible curriculum for all children.
* Promote a sense of responsibility, tolerance, loyalty, self-worth, co-operation and care for our community environment.
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Who did we consult?

To identify our priorities for improvement, we sought the views of all stakeholders including children, parents/carers, staff and partners. We used a variety of methods of getting the views of those who are involved in the life and work of, St Catherine’s Early Learning and Childcare Class such as:

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| **Staff** * Staff meetings
* In-Service In-house training
* Curriculum Development Sessions
* Regular children’s progress/target setting meetings.
* Attainment and GIRFEC meetings
* Collegiate consultation exercise ‘Identifying Priorities for Improvement’
* Evaluation of the service using How Good is our Early Learning and Child Care and Building the Curriculum 1-5 series
* Regular review of ELCC Improvement Plan priorities
* Annual Professional Review and Development meetings
 | **Parents/Carers** * Annual Report feedback
* Parental Questionnaires/Surveys
* Parents’ Meetings
* Parent Council meetings and minutes
* Website
* Have your say box
* Parental evaluations of ELCC events
* Induction Days
* Family Learning Sessions – Bookbug, Children’s Cafe
* Open days
* Team Around the Child meetings
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| **Learners** * Enterprise (Café) Focus Group
* Throughout planning for curricular activities (KWHL, Mind Mapping, Floor books and other appropriate methods)
* Playroom rights-based learning activities
* Playroom planning using mind mapping and floor books
 | **Partners** * Informal feedback through discussions
* Educational Psychologist and Place2Be Project Manager
* Local and Central Admissions Panel Meetings
* Cluster meetings
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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:

* Monitoring calendar for ELCC which ensures a rigorous and systematic approach to monitoring
* Regular staff meetings
* Monitoring of planning and evaluations of learning
* Responsive target setting for each child
* Monitoring and tracking of children’s learning and attainment at termly attainment meetings
* Termly GIRFEC wellbeing meetings to monitor impact and/or identify early intervention and personalised support.
* Record of children’s learning conversations
* Collegiate and INSET self-evaluation activities using HGIOELCC and Education Scotland guidance/resources.
* Education Scotland and other in-house devised questionnaires to staff, parents, children and partners and analysis of results to inform improvements.
* Review of practices and impact of actions in relation to statutory duties of ASL, Parental Involvement and Engagement, Equalities Act, Care Inspectorate National Care Standards and SSSC.
* Monitoring and moderation of standards of children’s learning, profiles, displays and evaluations.
* Monitoring of learning and teaching in playroom observations, including SLT learning conversations
* Liaison with external partners who provide support for children and pupils (Speech and Language Therapy, PSADU) to ensure best provision for children.
* ELCC staff review of policies (ELCC) as required.

**Moderation**

* In-house and cluster working across early years - Literacy

**Attendance**

* Attendance is monitored daily with unexplained absences followed up by phone calls, text messages, emails and letters

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 – Learning, engagement, and effective use of assessment by developing the Talk for Writing programme by introducing the use of Colour Semantics. To be embedded throughout ELCC. UNCRC – Article 29 – Education must develop every child’s abilities to the full.** |
| **NIF Priorities** Highlight as appropriatePlacing the human rights and needs of every child and young person at the centre of educationImprovement in children and young people’s health and wellbeingClosing the attainment gap between the most and least disadvantaged children and young peopleImprovement in skills and sustained, positive school-leaver destinations for all young peopleImprovement in achievement, particularly in literacy and numeracy  | **NIF 7 Key Outcomes** (see page 2 for full descriptors) Highlight as appropriateDevelop knowledge, skills, values and attributes to support children and young people to thriveExcellent partnerships in line with GIRFECInclusive and relevant curriculum and assessment High levels of achievement across the curriculum with action to close the poverty-related attainment gapHighly skilled practitioners and leaders driving excellent learning, teaching and assessmentImproving relationships behaviour and attendance with increased engagement in learningEngaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality Highlight as appropriate |
| **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?*Evidence collated from monitoring, evaluations from Equity and Excellence Lead (EEL) from targeted support, children’s targets and both early level and pre-early level progression tools has identified a need to focus on creating a challenging environment to enable the ELCC children to independently express themselves vocally and creatively through stories and rhymes. To achieve this all ELCC staff will participate in Early Years Talk for Writing training, with a focus on introducing Colourful Semantics. The Early Years Talk for Writing will be a leadership focus across the whole ELCC, with monitoring being used to decrease gaps and inform the next steps. There will be a focus on closing the 20% gender gap between boys and girls.  | *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)** All Children will benefit from taking part in the Talk for Writing Colourful Semantics approach to literacy rich experiences using stories, songs and rhymes.
* literacy attainment as recorded on the Progression Tool to progress from 93% to 95% for early level.
* By December 2024 all staff will be confident and skilled in delivering literacy experiences through participating in the Early Years Talk for Writing Colourful Semantics approach, with an improved level of engagement in boys narrowing the 20% gender gap.
* The ELCC children will develop confidence to share their own thoughts, ideas and use their imagination to re-tell and create their own stories, with knowledgeable practitioners supporting them through the use of the Colourful Semantics approach. Through which all the children will be able to colour code sentences based on corresponding ‘wh’ questions (who, what, where, when, etc.).
* By April 2026 the SLT will review the children’s literacy outcomes as detailed within the progression tool and demonstrate a clear progression in children’s levels of engagement.
* Children will confidently share stories; they will develop re-call skills and build on their imagination when using Colourful Semantics approach to tell and adapt their own stories.
 | *How will we know the change is an improvement?**What information/data will we gather to measure progress and impact?** Most children will show higher levels of literacy skills within the progression tool assessments. With a rise of 2%, from 93% to 95%, for children achieving early level by June 2026.
* The gender gap between boys and girls will be decreased at least by 10% using pre and post assessment scores.
* Pre and post staff evaluations will demonstrate improved levels of knowledge and confidence (10%) when using the Talk for Writing Colourful Semantics approach.
* Staff will monitor individual children’s reading progress using the reading spine. This incudes children’s participation and progression. Particular focus will be placed on tracking the engagement levels of boys, in response to previous data showing lower participation rates, to ensure targeted support is provided where needed.
* Evidence from staff observations and literacy targets, inform gaps and areas of development.
* The EEL will collate evidence, data, and provide feedback to staff from written observations which will support children’s participation and literacy skills.
* Recording of children’s voice throughout floorbooks will measure engagement and impact.
 | *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)?** Equity and Excellence Lead (EEL), and SLT, to engage in-house Talk for Writing CLPL on the implementation of Colourful Semantic and training that has a specific focus on transition from early years to primary.
* SLT will monitor and track literacy measures for individual children, with a particular focus on gender.
* All practitioners will participate in Talk for Writing CPL on how to effectively use Colourful Semantics between Aug & Oct ‘25 and Apr & May ‘26
* Staff will collegiately decide which stories, songs, rhymes and props will effectively engage children, with a focus on ensuring the levels of engagement for boys.
* SLT and EEL will focus on supporting and advising practitioners when using the Colourful Semantics, whilst actively engaging and encouraging children to participate in literacy rich experiences.
* All evidence will be shared collegiately to support the development of literacy experiences and the next steps in learning.
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| **Improvement Priority 2 – Improvement Priority 2 (ELCC) - Develop learning, teaching, and assessment to improve mathematical skills through developing playful ways to focus on the Stages of Early Arithmetical Learning, through outdoor learning. UNCRC – Article 29 – Education must develop every child’s abilities to the full.** |
| **NIF Priorities** Highlight as appropriatePlacing the human rights and needs of every child and young person at the centre of educationImprovement in children and young people’s health and wellbeingClosing the attainment gap between the most and least disadvantaged children and young peopleImprovement in skills and sustained, positive school-leaver destinations for all young peopleImprovement in achievement, particularly in literacy and numeracy  | **NIF 7 Key Outcomes** (see page 2 for full descriptors) Highlight as appropriateDevelop knowledge, skills, values and attributes to support children and young people to thriveExcellent partnerships in line with GIRFECInclusive and relevant curriculum and assessment High levels of achievement across the curriculum with action to close the poverty-related attainment gapHighly skilled practitioners and leaders driving excellent learning, teaching and assessmentImproving relationships behaviour and attendance with increased engagement in learningEngaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality Highlight as appropriate |
| **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?*We are committed to improving mathematical skills for all children across the ELCC. Evidence from tracking, monitoring and progression tool data has identified a need for children to have further experiences in the following areas:* recognising and copying patterns,
* identifying numerals and
* identifying the properties of 3D objects and 2D shapes
 | *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)** By January 2025 all children will have enjoyed opportunities to participate in indoor and outdoor mathematical experiences where they will gain knowledge of numbers, quantities and counting. They will have had the opportunity to work with 3D objects and 2D shapes to show recognition of the associated properties.
* All children will benefit from participating in experiences, including baking, where they will be exploring the measuring of quantities and following visual, and spoken, sequencing instructions.
* The children will have enjoyed real life experiences out with the ELCC through learning maths outdoors.
 | *How will we know the change is an improvement?**What information/data will we gather to measure progress and impact?** Most children will demonstrate an improvement as recorded in the progression tool in their maths and numeracy. With a 6% increase for children achieving early level.
* Through pre and post practitioner confidence scaling there will be a 10% improvement in the ELCOs’ confidence levels with regard to planning, implementing and assessing outdoor maths learning.
* Practitioners will complete pre/post confidence scale in developing Stages of Early Arithmetic Learning (SEAL) through play.
* Children’s progress in mathematics and skills for life will be monitored using the Early Level Benchmarks, Child Inclusion Research into Curriculum Learning Education (CIRCLE) and Realising the Ambition. Evidence of this will be monitored by SLT and data collated to identify next steps.
* Excellence and Equity Lead (EEL) will collate data from the targeted support children to detail the progress made. This will inform keyworkers individual numeracy targets for targeted support.
* With the use of class dojo and parental questionnaires SLT will collate the parents/carers’ views pre and post development of our numeracy workshops.
 | *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)?** In collaboration with SLT and led by the EEL, the ELCC practitioners will observe, monitor, and review children’s progress in the areas of numeracy including recognising and copying patterns, identifying numerals and engaging with 3D objects and 2D shapes.
* Children will have the opportunity to engage in indoor and outdoor play that is focused on building their numeracy skills and developing their knowledge and understanding of 3D objects and 3D shapes through play experiences.
* Through participating in the Learning through Landscapes: Taking Maths Outdoor (Early Years) practitioners will gain an improved knowledge and understanding of how to effectively engage children in numeracy and math learning outdoors.
* Practitioners will access CLPL for SEAL through play to ensure they are embedding numeracy experiences throughout all areas of the ELCC.
* Adult/child discussion and consultation will inform the development of maths and numeracy, and their thoughts and ideas will be recorded in a floor book.
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| **Improvement Priority 3 (school & ELCC) – To support the Health & Wellbeing of our learners through promoting an inclusive environment through engaging with Renfrewshire’s Nurturing Relationship Approach (RNRA) to meet the needs of all learners, regardless of disabilities, (UNCRC Article 23) and ensuring a right to an education that ‘respects children’s dignity and their rights’ (UNCRC Article 28).**  |
| **NIF Priorities** Highlight as appropriatePlacing the human rights and needs of every child and young person at the centre of educationImprovement in children and young people’s health and wellbeingClosing the attainment gap between the most and least disadvantaged children and young peopleImprovement in skills and sustained, positive school-leaver destinations for all young peopleImprovement in achievement, particularly in literacy and numeracy  | **NIF 7 Key Outcomes** (see page 2 for full descriptors) Highlight as appropriateDevelop knowledge, skills, values and attributes to support children and young people to thriveExcellent partnerships in line with GIRFECInclusive and relevant curriculum and assessment High levels of achievement across the curriculum with action to close the poverty-related attainment gapHighly skilled practitioners and leaders driving excellent learning, teaching and assessmentImproving relationships behaviour and attendance with increased engagement in learningEngaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality Highlight as appropriate |
| **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?*Through child, parent and staff evaluations of the training, planning and implementation of Renfrewshire Nurturing Relationships Approach (RNRA) nurture principle ‘All Behaviour is Communication’ and the Pre-school Progression Tool it was highlighted that the areas for improvement included:* Children being able to express their needs, feelings and concerns to others, as 19% of children were identified as only ‘making progress’, with 81% ‘demonstrating consistently’ and
* Children showing confidence and being emotionally ready to learn in new situations, as 11% of children were identified as only ‘making progress’, with 89% ‘demonstrating consistently’.

The next steps to address the foregoing needs will be to:* Embed the ‘All Behaviour is Communication’ nurture principle to ensure that it has an effective impact; and
* Identify a 2nd nurture principle that we will plan and implement with agreed strategies. As well as including a focus on Outdoor Learning and Learning Outdoors.
 | *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)** Achieve successful Jade RNRA accreditation by March 2026, demonstrating the positive impact of these strategies across the school community.
* By September 2025, all staff will consistently implement the agreed strategies, developed through consultation, to effectively support children's development and learning within the ELCC.
* By October 2025, the 2nd nurture principle will be selected, and agreed actions will be co-developed with all stakeholders in order to support its effective implementation.
 | *How will we know the change is an improvement?**What information/data will we gather to measure progress and impact?* * By October 2025, ELCO key worker scoring of the question relating to expressing their needs, feelings and concerns will increase from 81% to 85%
* By October 2025, ELCO key worker scoring of the question relating to showing confidence and being emotionally ready to learn will increase from 89% to 92%
* Comparison of pre and post surveys will show an increase in knowledge and understanding of the Nurture principle from all staff.
* There will be at least 75% agreement between children, parents and staff on the 2nd nurture principle to be focused upon.
* Pre child survey ‘Applying Nurture as a Whole School Approach’ to identify a 2nd nurture principle.
* Pre parent survey ‘Applying Nurture as a Whole School Approach’ to identify a 2nd nurture principle.
* Pre staff survey ‘Applying Nurture as a Whole School Approach’ to identify Nurture principle.
* Pre staff survey using ‘Features of Key Practise’ to identify actions for the 2nd nurture principle.
 | *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)?** Assessment of the impact of nurture principle 1 and the strategies implemented, to ensure these initiatives have enhanced Health and Wellbeing Measures in relation to ‘All Behaviour is Communication’ strategies.
* By September 2025, through surveying children, parents and staff we will re-assess impact of, and update where necessary, fix-it-folder, widget visuals to support daily playroom timetables and routines, associated with the nurture principle ‘All Behaviour is Communication’. Suggestion will be implemented within RNRA action plan.
* By August 2025 all staff will have engaged with Learning in the Landscape Principles of Outdoor Learning training led by SLT, to be able to plan and implement outdoor learning that supports both our 1st and 2nd nurture principles.
* By September 2025 children, parents and staff will have identified the 2nd nurture principle to enhance our RNRA approach.
* In October 2025 the Link Educational Psychologist’s training will focus on the chosen 2nd nurture principle.
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