



St John Bosco Early Learning and Childcare Class

Improvement Plan

2025/26

Planning framework

As part of Children's Services, St John Bosco 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

<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
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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 Vision

Our vision for our children at St John Bosco Early Learning Class is for everyone to be safe, happy and learning in an environment where each individual is respected; where families are valued as partners in their child's learning; where children are stimulated, engaged and challenged; where the Rights of the Child are evidenced in our daily interactions; where sustaining our world is a message that is promoted throughout our community and beyond.

Our Values



Our Aims

The aims of our service are:

- For each individual to feel respected.
- For all families to feel valued as partners in their child's learning.
 - For children to be stimulated, engaged and challenged.
- For the Rights of the Child to be evident in our daily interactions.
- For sustaining our world to be promoted throughout our community and beyond.

Who did we consult?

To identify our priorities for improvement, we sought the views of staff, children and parents/carers. We used a variety of methods of getting the views of those who are involved in the life and work of St John Bosco Early Learning & Childcare class, these can be found below.

Throughout session 2024-25 consultation with partners continued. Regular parent council meetings continued in our early learning and childcare class. Fundraising has supported learning and teaching throughout the school through the purchase of resources.

Consultation with Staff:

- Weekly staff collegiate meetings/curriculum development meetings
- Annual Professional Review and Development meetings for all staff in the ELC Class
- Evaluation of the service using How Good Is Our Early Learning and Childcare (HGIOELC), Building the Curriculum 1-5 Series,
- Staff consultation activities as part of In-Service and planned collegiate activity.
- Quarterly children's progress/target meetings.
- Collaborative meetings.
- Team Around the Child meetings
- Curriculum leadership roles and remits e.g. Dolly Parton, Imagination Library leader and Forest Schools Champions

Consultation with Children

- Child/Pupil questionnaires and evaluations.
- Individual child learning journey profile folders in ELC Class.
- Individual Care Plans with parent/carer input in the ELC Class.
- Learning area Floorbooks which all children can access in the ELC Class.

Consultation with Parents

- New Entrant Induction Days
- Stay and Play sessions for ELC Class parents.
- Team Around the Child (TAC) meetings
- Collaborative meetings.
- Parent Council
- Reporting to Parents, ELC Class – Two parents evening, Care Plans updated regularly, ELC Class – school transfer of information for all children progressing to primary school
- Questionnaires
- Newsletters

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

Consultation with Partners

- Local Area Admissions Panel meetings (ELC Class)
- Collaborative meetings
- Team Around the Child (TAC) meetings
- LISN group for ELC Class
- Bargarran Primary School – campus partner
- St Anne's Primary School, St Catherine's Primary School, St James' Primary School & Trinity High School – cluster partners

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 which ensures a rigorous approach to self-evaluation and quality assurance
- Regular staff meetings – planning meetings & room meetings
- Monitoring of planning and evaluations of learning
- Monitoring and tracking of children's learning and attainment at learning conversations
- Termly Wellbeing meetings to monitor impact and/or identify areas of support/challenge required
- Progression Toolkit Data
- In-Service Day
- Multi Agency working with our external partner agencies e.g. health and social work
- Family consultation e.g. survey questionnaires

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 – Raise attainment in literacy with a particular focus on the further development of Talk for Writing.

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
<p>In session 2024/25 there was a 10% increase in the number of pre-school children achieving literacy measures in the Early Years Progression Tool.</p> <p>From analysis of Progression Toolkit Data songs, rhymes and syllable awareness there is a gap in literacy attainment. June 2025 attainment data indicates 5% of children could consistently identify and tap out syllables in words. June 2025 attainment data also indicates 25% of children were consistently recognising games, poems and play that rhyme.</p> <p>In session 2024/25 staff engaged in a Talk for Writing training session facilitated by our Early Years Teacher. From monitoring of floor</p>	<p>By June 2026 maintain 60% and above of pre-school children achieving literacy measures in the Early Years Progression Tool.</p> <p>By June 2026 there will be increase in the number of pre-school children consistently demonstrating the following measures from the Progression Toolkit:</p> <p>An increase to 50% of children demonstrating consistently in session 25/26 in identifying and tapping out syllables.</p> <p>Increase to 75% in session 2025/2026 of children recognising</p>	<p>Whole Establishment Progression Toolkit Data & Individual Tracking Data</p> <p>Floor books, observations and scrapbooks will demonstrate that Talk for Writing is an embedded approach to literacy.</p> <p>SLT Monitoring – playroom experiences</p> <p>Pre/Post Staff Confidence in relation to adult led experiences</p> <p>Use of Leuven Scale Levels of Involvement to measure levels of engagement</p>	<p>In session 2025/2026 an identified member of staff will lead Talk for Writing to work collegiately with all staff. This will ensure all staff are confident in the approaches.</p> <p>By December 2025 Dolly Bration to raise awareness of Dolly Parton's Imagination Library lead by identified staff member.</p> <p>By June 2026, maintain our 100% uptake of children signed up for Dolly Parton's Imagination Library. This will ensure all children in the ELC Class have access to high quality texts at home.</p> <p>By June 2026, monthly Bookbug sessions will continue to be facilitated for all children and families lead by identified staff member.</p>

<p>books and playroom practice it is evident that most staff are using Talk for Writing strategies however there is further scope to develop staff confidence in using this approach.</p> <p>From self-evaluation and quality assurance activities, some staff are planning an appropriate balance of child and adult-led experiences that respond meaningfully to the changing needs and interests of all children; however, this is not always consistent.</p> <p>Through considering the Leuven Scale Levels of Involvement, some children have been observed to have low levels of engagement in playroom experiences.</p>	<p>words in songs, games, poems and play that rhyme.</p> <p>By June 2026, all staff will plan an appropriate balance of child and adult-led experiences.</p> <p>By June 2026, most children will be observed to have high or very high levels of involvement and engagement in playroom experiences.</p>	<p>Family stay and play evaluations</p> <p>Family Dolly-Braton evaluations</p>	<p>By August 2025, In-Service Day collegiate opportunity to explore learning, teaching and assessment with a focus on balance of adult and child led experiences. By August 2025, In-Service Day collegiate opportunity to create literacy continuous provision in all learning zones. The aim of this is to ensure learning environment and experiences are highly engaging for children.</p> <p>By August 2025, adapt planning sheet to reflect documenting adult/child led experiences.</p> <p>By December 2025, we will continue to run highly successful family learning opportunities including soup packs and stay and play sessions with a focus on literacy and numeracy.</p>
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Improvement Priority 2 – Raise attainment in numeracy with a particular focus on developing understanding of number to 10 and beyond.

<p>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</p>	<p>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</p>
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>In session 2024/25 there was a 16% increase in the number of pre-school children achieving numeracy measures in the Early Years Progression Tool.</p> <p>From analysis of Progression Toolkit Data, there is a gap in numeracy attainment in estimation, rounding, and number processes. June 2025 attainment data indicates that 33% of children demonstrated consistently "I touch and count objects accurately and consistently in a range of contexts to 10 and can recognise that the last number I say is the amount I have counted".</p> <p>June 2025 attainment data indicates that 32% of children demonstrated</p>	<p>By June 2026 maintain 60% and above of pre-school children achieving numeracy measures in the Early Years Progression Tool.</p> <p>By June 2026 there will be increase in the number of pre-school children demonstrating consistently the following measures from the Progression Toolkit:</p> <p>In session 25/26 50% of children will demonstrate consistently in "I can touch and count objects accurately and consistently in a range of contexts to 10 and can recognise that the last number I say is the amount I have counted".</p>	<p>Whole Establishment Progression Toolkit Data & Individual Tracking Data</p> <p>Floor books, observations and scrapbooks will demonstrate an increase in adult led numeracy experiences</p> <p>SLT Monitoring – playroom experiences</p> <p>Pre/Post Staff Confidence in relation to adult led experiences</p> <p>Use of Leuven Scale Levels of Involvement to measure levels of engagement</p> <p>Family stay and play evaluations</p>	<p>By August 2025, In-Service Day collegiate opportunity to explore learning, teaching and assessment with a focus on balance of adult and child led experiences.</p> <p>By August 2025, In-Service Day collegiate opportunity to create numeracy continuous provision in all learning zones.</p> <p>By August 2025, adapt planning sheet to reflect documenting adult/child led experiences.</p> <p>By December 2025, we will continue to run highly successful family learning opportunities including soup packs and stay and play sessions with a focus on literacy and numeracy.</p>

<p>consistently in “I can recognise how many without having to count”</p> <p>From self-evaluation and quality assurance activities, some staff are planning an appropriate balance of child and adult-led experiences that respond meaningfully to the changing needs and interests of all children; however, this is not always consistent.</p> <p>Through considering the Leuven Scale Levels of Involvement, some children have been observed to have low levels of engagement in playroom experiences.</p>	<p>In session 25/26 50% of children will be demonstrating consistently in “I can recognise how many without having to count”</p> <p>By June 2026, all staff will plan an appropriate balance of child and adult-led experiences.</p> <p>By June 2026, most children will be observed to have high or very high levels of involvement and engagement in playroom experiences.</p>		
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Improvement Priority 3 – Improve health and wellbeing for all children with a particular focus on 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 (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
<p>In session 2024/25 there was a 6% increase in the number of pre-school children achieving health and wellbeing measures in the Early Years Progression Tool.</p> <p>In session 2024/2025 the ELC Class participated in Renfrewshire's Nurturing Relationship Approach showcase. Whilst we have implemented elements of RNRA we now need to formulate a clear action plan with identified areas for development. This will be led by a staff member and both Depute Heads of ELC Class. The focus for this session will be the principle All Behaviour is Communication. This has been identified through our self evaluation activities including RNRA</p>	<p>By June 2026 maintain 65% and above of pre-school children achieving health and wellbeing measures in the Early Years Progression Tool.</p>	<p>RNRA Floorbook</p> <p>Pre/Post RNRA Leadership Questionnaire</p> <p>RNRA Core Group Minutes</p>	<p>By November 2025, identified staff member to attend RNRA Leadership Training.</p> <p>By January 2026, core group to formulate RNRA action plan.</p> <p>By June 2026, elements of RNRA action plan to be implemented.</p>

<p>readiness questionnaires to identify gaps in our practice.</p> <p>Across our ELC Class there is a significant proportion of children with identified additional support needs (ASN). For session 2025/26 we have projected that we will have 27% of children with ASN and as such these children will require support to access the curriculum.</p> <p>Support for children is offered both universally and as a targeted approach through Renfrewshire's Staged Intervention Framework.</p> <p>In addition to the strategies, we utilise as part of everyday good practice this year we aim to focus on reduce a target group of children's dysregulation and distress. This target group of children has been identified through wellbeing assessments and observations.</p> <p>Through self-evaluation activities staff have identified that children's dysregulation and distress is rooted in communication difficulties. Therefore the focus for this session is on supporting children's communication through the use of visuals. Some staff participated in Level 1 Makaton training in Session 2024/2025. Some staff are beginning to use Makaton signs with children.</p>	<p>By June 2026, there will be a reduction in target group of children's distress and dysregulation.</p> <p>Most staff will use core set of Makaton signs with children.</p> <p>The environment will contain key visuals to support children.</p> <p>All staff will have key set of visual supports which they will use both universally and with target group.</p>	<p>Progression Toolkit Data & Individual Tracking Data</p> <p>Pre/Post Makaton Training Questionnaires</p>	<p>By December 2025, audit of current visuals available in ELC Class will be undertaken to identify areas of strength and gaps.</p> <p>By December 2025, The remainder of ELC Class Staff will complete Level 1 Makaton training. Further consideration to be given to how Makaton is embedded across the ELC Class.</p>
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