



Todholm ELCC

School Improvement Plan

2023/24

Planning framework

As part of Children's Services, Todholm 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.

Pupil Equity Funding

Our school receives Pupil Equity Funding (PEF) to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap. This funding enables us to plan additional interventions to those which were already planned. These interventions are highlighted throughout this improvement plan using the (PEF) abbreviation.

The priorities and actions within this improvement plan address the needs of our school and articulate with local and national priorities.

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

<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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</p>
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Our Vision, Values and Aims

Our Vision

Todholm Early Learning and Childcare Class is a place to promote a love of learning through play within a safe, stimulating, enabling and nurturing environment where the indoors and outdoors become one. We believe in fostering positive, caring relationships with children, families, staff and members of the community.

Our Values

- ❖ Fun
- ❖ Friendship
- ❖ Kindness
- ❖ Nurture

Our Aims

At Todholm ELCC we aim to:

Create a welcoming, safe ethos where children are nurtured.

Listen to our children and ensure we get it right for every child.

Promote learning and ensure our children are leaders of their own learning.

“Nurture and Play, the Todholm way”.

Who did we consult?

To identify our priorities for improvement, we sought the views of staff and parents we used a variety of methods of getting the views of those who are involved in the life and work of Todholm ELCC such as staff meeting and GLOW forms.

All information gathered is collated and used to assist us to identify next steps and areas for improvement.

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 moderation of learning profiles, nursery areas and children's experiences, high quality discussion.

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 – Introduction of Talk for Writing			
HGIOS/HGIOELC Qis Q.I 2.3Q.I 2.4 Q.I. 3.2	NIF Priorities	NIF Drivers	
	<ul style="list-style-type: none"> 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 	1. School Leadership 2. Teacher Professionalism 3. Parental Engagement	4. Assessment of Children's Progress 5. School Improvement 6. Performance Information
Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>Following implementation of the Talk for Writing programme across the school we have seen increased engagement and attainment in almost all stages. The next step is to introduce Tfw into the early years class.</p> <p>Early Years Progression Tool Data and P1 SNSA data show that there is a need for increased focus in closing the poverty related attainment gap for attainment in writing.</p>	<p>By June 2024, all ELCC staff will have received Tfw training delivered by EY Graduate. Almost all staff will feel confident in the delivery of Tfw.</p> <p>Almost all pre-school children will be at an age appropriate stage of Writing by June 2024.</p>	<p>EY Progression Tool Data will demonstrate improved attainment in writing.</p> <p>Further attainment data will be gathered three times in the session at wellbeing and attainment meetings. This will include SIMD information.</p>	<p>Clear expectations for ELCC on the delivery of Talk for Writing.</p> <p>Some ELCC staff received a Tfw input from EY Teacher, Jennifer Morrison. The DHT and Graduate attended Tfw in the Early Years training in May 2023.</p> <p>CLPL will be delivered to staff through planned collegiate sessions.</p> <p>Learning Visits will focus on the delivery of Talk for Writing. Moderation of Writing across Early level with P1 staff.</p>

Improvement Priority 2 – Continue to develop intergenerational relationships.			
HGIOS/HGIOELC QIs QI. 2.7, 3.1	NIF Priorities	NIF Drivers	
	<ul style="list-style-type: none"> 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 	1. School Leadership 2. Teacher Professionalism 3. Parental Engagement	4. Assessment of Children's Progress 5. School Improvement 6. Performance Information
Rationale for change	Outcome and Expected Impact	Measures	Interventions
Over session 22-23 the ELCC worked closely with Hunterhill Care Home on a variety of intergenerational projects. Staff from both venues have reported significant benefits (such as learning new skills, encouraging patience and empathy) for the children and the patrons of the Care Home.	<p>By June 2024, Todholm ELCC will have created, delivered and assessed our intergenerational programme through quality and quantitatively data.</p> <p>This programme will be based on the principals of relationship-based practice where there is an emphasis on consistency and regular purposeful, mutually beneficial activities that support children to become responsible citizens. Children will learn a further respect for their local community and the variety of citizens that live within it.</p> <p>There will be a clear understanding in children, staff and parent/carers of the role intergenerational partnership has in building cohesive communities in Todholm.</p>	<p>EY Progression Tool Data will demonstrate improved attainment in health and well-being.</p> <p>Barnardo's PATHS baseline questionnaire survey will demonstrate improvement in children's emotional intelligence. Parents' will receive a GLOW form termly to ask the benefits of this project. The Care Home will also be asked for monthly feedback using Glow forms, the programme would be adapted as a result of the feedback.</p>	<p>Clear expectations for ELCC on the delivery of an intergenerational calendar of events.</p> <p>CLPL will be delivered to staff through planned collegiate sessions.</p> <p>Shared practice visits with a focus on intergenerational community connections.</p> <p>Intergenerational partnership will be included in intentional planning and professional dialogue discussion with all ELCC staff on a regular basis.</p>

Commented [PM1]: Should there be a % for this?

Commented [PM2]: What will you do with this feedback? Will the programme be adapted based on comments?

Improvement Priority 3 – Moderation of planning and learning profiles.			
Rationale for change		Outcome and Expected Impact	
<p>HGIOS/HGIOELC Qis 1.4, 2.7, 3.1, 3.2</p> <p>NIF Priorities</p> <ul style="list-style-type: none"> 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 <p>NIF Drivers</p> <ol style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information 			
Rationale for change		Outcome and Expected Impact	
Quality assurance has shown that there is a need for a consistent approach to ensure high quality planning and recording of learning within the setting.	<p>All staff will follow a consistent planning approach that links to HGIOELC by June 2024.</p> <p>By June 2024, almost all staff will have a clear understanding of what high quality learning profiles will look like through clear guidance.</p>	<p>Quality assurance visits will capture high quality learning.</p> <p>Time allocated to ELCC staff monthly to moderate profiles across the setting — time allocated for 'something to try, something to share' ensure that all part time staff considerations are made</p> <p>Staff to ensure they follow the essential criteria for Learning Profiles Planning Monitoring – weekly: senior and Graduate monthly: DHT</p> <p>Programme agreed for children to share profiles with their parent / carer – poll parents as to whether this is at home or in the setting in order to ensure that parents' feel they are actively sharing in their child's learning journey.</p>	<p>Nursery peripatetic teacher to lead consolidation session for planning for all staff to ensure consistency. This will be revisited twice throughout the session.</p> <p>Quality assurance calendar for planning and learning profiles will be firmly embedded by December 2023. Reflective Learning Conversations and moderations sessions across the level will ensure progression.</p> <p>Regular review of planning to take place – senior (LL) on a weekly basis and DHT (CH) on a monthly basis – QA calendar to be created for August 2023.</p> <p>Good practice visits to take place – Senior and Graduate to lead this in September and October then all other staff by June 2024.</p>

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