



Todholm ELCC

Improvement Plan

2025/26

Planning framework

As part of Children's Services, Todholm ELCC 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 →

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 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 (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 Todholm ELCC.

ELCC Consultation	
Staff <ul style="list-style-type: none">• School Improvement Plan progress review throughout year with all staff• Staff questionnaires• HGIOS/Care Inspectorate Quality Framework self-evaluation activities• Staff meetings/collegiate sessions• Professional Review and Development meetings• Participation in working parties• 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• Focus Groups• Child Progress Update Meetings• Information sessions on various areas and evaluations
Pupils <ul style="list-style-type: none">• Pupil voice groups• Self-evaluation using How Good is OUR school• Group discussions• Floor books	Partners <ul style="list-style-type: none">• Admissions Panel meetings• ELCC shared projects• Annual cluster moderation event• Transition events as part of cluster• Meeting with other agencies• Engagement with organisations & businesses in local community• Good practice visits• Regular meetings with Service Delivery Officer

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 HGIOS 4/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 – To promote attainment in numeracy

NIF Priorities

Highlight as appropriate

NIF 7 Key Outcomes (see page 2 for full descriptors)

Highlight as appropriate

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

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>Our 24-25 Early Years Progression Tool data shows a gap in early numeracy confidence, particularly in 'I can demonstrate my knowledge and understanding of time through play and everyday situations', 'I can recognise how many without having to count' and 'I enjoy exploring 2D and 3D shape and I can sort and describe them' benchmarks.</p> <p>Observations and tracking indicate some children lack opportunities for meaningful numeracy through play.</p> <p>Staff surveys demonstrate reduced confidence in developing numeracy rich environments lacks consistency therefore there is a need for a more consistent approach.</p>	<p>By June 2026, 5% more children will achieve numeracy outcomes. This will be demonstrated through the Progression Tool data.</p> <p>By June 2026, staff confidence in identifying and extending numeracy learning through play will increase. This will be demonstrated through staff surveys.</p> <p>By June 2026, quality assurance visits will evidence meaningful numeracy opportunities and provocations are provided through play.</p>	<p>Tracking data and observations using Renfrewshire Numeracy Pathway.</p> <p>Evidence gathered through the completion of the Progression toolkit.</p> <p>Environment audit using the new Care Inspectorate Quality Framework (QI 1.3 & 2.2).</p> <p>Floor book / profile evidence of numeracy experiences.</p> <p>Staff self-assessment of confidence through surveys (pre/post training).</p> <p>Pupil voice and child led planning evidence.</p> <p>Records of learning visits and subsequent feedback will demonstrate increased staff confidence.</p>	<p>Provide high quality CLPL for staff focused on play and Number Talks.</p> <p>Principal Teacher will curate a collegiate plan based on staff need (based on survey taken 04.06.25).</p> <p>Carry out an environmental audit using the Care Inspectorate Quality Framework to identify and enhance indoor and outdoor numeracy environments.</p> <p>Use the Renfrewshire Numeracy Progression Pathway to inform planning and assessment.</p> <p>Ensure that Planning Meetings include time for professional dialogue around sharing, planning responsive numeracy opportunities.</p> <p>Collaborate with early level P1 teachers to ensure continuity and progression.</p> <p>Staff to participate in good practice visits.</p>

Improvement Priority 2 – To improve digital opportunities in the ELCC

NIF Priorities

Highlight as appropriate

NIF 7 Key Outcomes (see page 2 for full descriptors)

Highlight as appropriate

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 undertook work on this area last session, however pace was slower than anticipated. There is, therefore, a need to continue developing staff confidence, consistency and creativity in embedding digital technologies to enhance learning and teaching experiences across early level.</p> <p>Quality assurance has identified a need to introduce and embed online learning profiles across early level to support ongoing assessment, enhance parental engagement, and celebrate children's achievements.</p>	<p>By June 2026 early level learners will experience richer, more engaging and interactive learning experiences through consistent use of digital technologies.</p> <p>By June 2026 all practitioners will report increased confidence in using at least three digital tools regularly to support literacy, numeracy, or health and wellbeing.</p> <p>Increased pupil engagement and independence will be evident in learning observations and tracking by June 2026.</p> <p>By December 2025 a new online profile will be introduced for all ELCC children.</p> <p>By June 2026 all learners will have an active online profile which demonstrates their learning journey and has regular contributions from staff, pupils and families.</p> <p>Children will be able to access their profile from nursery and home to help</p>	<p>Staff confidence surveys and self assessments (before and after implementation)</p> <p>Learning observations and digital learning journals showcasing pupil engagement.</p> <p>Audit of digital tool usage across playroom.</p> <p>Gather pupil voice on impact of digital learning.</p> <p>Records of learning visits and subsequent feedback will demonstrate increased staff confidence.</p> <p>Monitoring frequency and quality of posts / updates in online profiles.</p> <p>Parental surveys on engagement and satisfaction.</p> <p>Practitioner reflections and planning evaluations.</p>	<p>Provide high quality CLPL delivered by Digital Champions.</p> <p>Peer modelling and team-teaching sessions to share good practice.</p> <p>Link with other ELCC's already recognised for innovative and digital practice.</p> <p>Young STEM leaders to lead digital learning for ELCC children.</p> <p>Key staff to visit other establishments already utilising online profiles.</p> <p>CLPL for staff on effective use of online profile profiles.</p> <p>Staff to co-create expectations for frequency of updating profiles and the essentials to be included. This should include links to learning outcomes.</p> <p>Provide information sessions and ongoing support for families accessing profiles.</p> <p>Build time into termly planning to ensure children are able to reflect and contribute to their profiles (e.g. selecting photos, voice notes).</p>

	<p>them share their learning with those they live with.</p> <p>By June 2026 almost all parents will report an increase in their understanding of their child's learning journey.</p>	<p>Sampling of pupil voice – children's ability to talk about their learning using their profile.</p>	
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Improvement Priority 3 – Reading Schools Award (Scottish Book Trust)

NIF Priorities

Highlight as appropriate

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)

Highlight as appropriate

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

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Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality

Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>To develop a strong reading culture in our ELCC, recognising that early literacy is the foundation for later attainment in literacy and across the curriculum.</p> <p>To foster a love of reading in children from the earliest stage, supporting vocabulary development, imagination, emotional literacy, and wellbeing.</p> <p>To strengthen home-school partnerships by involving families in shared reading experiences.</p> <p>To ensure equity by providing access to high-quality texts, diverse voices, and inclusive stories.</p>	<p>Children demonstrate increased enjoyment of and engagement with books and stories in a variety of contexts.</p> <p>Families are empowered to support early literacy and reading for pleasure at home.</p> <p>Practitioners embed reading-rich practices across the curriculum, indoors and outdoors.</p> <p>The ELCC achieves Reading Schools accreditation, providing national recognition of our commitment to reading culture.</p> <p>Long-term impact: improved vocabulary, listening, talking, and comprehension skills, contributing to closing the attainment gap.</p>	<p>Baseline and follow-up observations of children's engagement in reading activities.</p> <p>Practitioner self-evaluation against Reading Schools framework.</p> <p>Parental feedback (questionnaires, workshops, Stay & Play sessions).</p> <p>Increased borrowing and use of the lending library/Bookbug resources.</p> <p>Evidence from Learning Journals and floor books showing children's voice around reading.</p> <p>Accreditation level achieved (Core)</p>	<p>Register and engage with the Scottish Book Trust Reading Schools programme.</p> <p>Audit current reading culture and resources within ELCC.</p> <p>Create inviting reading spaces indoors and outdoors.</p> <p>Daily story/rhyme sessions with a focus on interaction, questioning, and vocabulary.</p> <p>Enhance family engagement through Bookbug sessions, reading bags, lending library, and shared home-ELCC challenges.</p> <p>Provide staff CLPL on reading for pleasure and dialogic book talk.</p> <p>Link with primary colleagues to ensure progression and consistency in reading culture.</p> <p>Celebrate reading through events such as Book Week Scotland, author/illustrator visits, and family reading cafes.</p>

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