



Todholm Early Learning & Childcare Class

Improvement Plan

2026/27

Planning framework

As part of Children's Services, Todholm Early Learning & 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 →

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
---	---	---	--	---	--

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 children, parents, staff and partners we used a variety of methods of getting the views of those who are involved in the life and work of Todholm Primary School.

School Consultation	
Staff • Improvement Plan progress review throughout year with all staff • Staff questionnaires • Early Years Framework self-evaluation activities • Collegiate sessions – staff meetings, curriculum development & in-service days • 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 • Questionnaires on improvement, parental engagement and other aspects of school • Parent Council • TAC meetings • Class Dojo • Parental meetings • Focus Groups • Home visits & Child Progress Update Meetings • Information sessions on various areas and evaluations
Pupils • Pupil voice groups • Learning conversations – termly • Self-evaluation using How Good is OUR school • Voting for issues • Health & Wellbeing survey • Annual improvement questionnaire	Partners • Cluster meetings/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
- Playroom visits carried out by SLT
- Termly Learning conversations where SLT visit classes with a focus on a particular area of self-evaluation
- GIRFEC reviews and attainment and achievement meetings
- Annual Cluster moderation
- Termly evaluate learning and teaching
- Monitoring of pupil learning activities and evidence
- Self-evaluation sessions using Early Years Framework
- Cascading sessions and staff led professional learning
- Analysis of attendance and timekeeping
- Bullying and racist incidents are recorded and monitored
- 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 improve communication, language and early literacy through play and reading for pleasure.
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
 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


United Nations Convention on the Rights of the Child

Rationale for change	Outcome and Expected Impact	Measures	Interventions
Progression Tool data, quality assurance evidence and professional dialogue indicate a need to further strengthen children's communication, language and early literacy experiences. While children engage positively with stories, rhymes and literacy experiences, there remains variability in vocabulary acquisition, storytelling, phonological awareness and early literacy attainment. Progress towards Reading Schools accreditation was slower than anticipated during session 2025-26. Self-evaluation activities identified a need for a more consistent approach to literacy-rich environments, high-quality interactions and family engagement in literacy.	By May 2027, almost all children will make expected progress in communication, language and early literacy as evidenced through the Renfrewshire Early Years Progression Tool. By May 2027, almost all children will demonstrate increased confidence in communication and language across a range of contexts. By May 2027, almost all children will engage regularly in storytelling, mark making and reading experiences. By May 2027, staff confidence in supporting phonological awareness and early literacy will increase.	- Renfrewshire Early Years Progression Tool data. - Reading Schools self-evaluation evidence. - Quality assurance visits and learning walks. - Staff confidence surveys. - Child voice evidence. - Family questionnaires. - Learning journals and floor books. - Monitoring of literacy-rich environments.	- Re-engage with Scottish Book Trust Reading Schools programme. - Audit and enhance literacy-rich indoor and outdoor environments. - Deliver CLPL focused on phonological awareness, dialogic reading and high-quality interactions. - Provide daily story, rhyme and singing experiences. - Develop family literacy opportunities including lending libraries and literacy events. - Strengthen moderation and progression links with Primary 1 and other ELCC establishments. - Explicitly identify and celebrate communication, creativity, curiosity and critical thinking through observations and learner profiles.

There is also an opportunity to further develop children's communication, curiosity, creativity and critical thinking meta-skills through meaningful literacy experiences and reading for pleasure.		By May 2027, almost all children will demonstrate increased vocabulary and confidence when sharing ideas and discussing learning.			
Improvement Priority 2 – To embed high-quality numeracy experiences through play.					
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		
 United Nations Convention on the Rights of the Child					
Rationale for change		Outcome and Expected Impact		Measures	Interventions
Progression Tool data demonstrates improving attainment in numeracy following investment in professional learning and resources during session 2025-26. Quality assurance activities indicate a need to further embed numeracy across continuous provision and ensure opportunities for mathematical thinking are consistently utilised through play. Staff self-evaluation identified a continued need to develop confidence in recognising and extending numeracy learning opportunities.		By May 2027, tracking data will demonstrate improved outcomes in numeracy across all learner groups. By May 2027, all children will demonstrate increased confidence in mathematical language and problem solving. By May 2027, numeracy opportunities will be evident across all areas of continuous provision.		- Renfrewshire Early Years Progression Tool data. - Environment audits. - Quality assurance visits. - Learning walks. - Staff confidence surveys. - Child voice evidence. - Planning documentation. - Learning journals and floor books.	- Continue implementation of the Renfrewshire Numeracy Pathway. - Undertake numeracy learning walks and moderation activities. - Participate in good practice visits. - Develop numeracy-rich provocations indoors and outdoors. - Embed Number Talks and mathematical language within daily practice. - Deliver ongoing CLPL informed by staff self-evaluation. - Explicitly identify and celebrate critical thinking, collaboration and adaptability through learning experiences.

There is an opportunity to further develop children's critical thinking, problem solving, collaboration and adaptability through meaningful numeracy experiences.	By May 2027, staff confidence in extending numeracy through play will increase. By May 2027, almost all children will demonstrate increased resilience when solving problems and exploring mathematical concepts.		
---	---	--	--

Improvement Priority 3 – To strengthen inclusion, transitions and responsive practice.**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
 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

**United Nations Convention on the Rights of the Child**

Rationale for change	Outcome and Expected Impact	Measures	Interventions
Self-evaluation evidence demonstrates that nurturing relationships are a key strength within Todholm ELCC. Feedback from children and families is consistently positive and children are well supported through established transition arrangements. Increasingly diverse learner needs, including a growing number of children requiring enhanced transitions and neurodiversity-informed approaches, highlight a need for greater consistency in visual supports, personalised planning and inclusive practice. There is an opportunity to further develop children's self-management, communication, resilience and adaptability through responsive and nurturing approaches	By May 2027, all children will experience personalised and effective transitions. By May 2027, almost all families will report feeling supported and involved in their child's learning journey. By May 2027, staff confidence in neurodiversity-informed practice and inclusion will increase. By May 2027, quality assurance activities will evidence consistent use of visual supports and inclusive strategies. By May 2027, almost all children will demonstrate increased confidence, resilience and self-regulation.	• Parent questionnaires. • Transition evaluations. • Staff confidence surveys. • Quality assurance visits. • Child voice evidence. • TAC evaluations. • GIRFEC documentation. • Monitoring of visual supports.	• Develop personalised transition passports. • Review and standardise visual supports across the setting. • Further embed RNRA principles. • Deliver CLPL relating to neurodiversity and inclusive practice. • Strengthen opportunities for pupil voice and participation. • Enhance partnership working with families and external agencies. • Develop consistent approaches to recognising and celebrating self-management, resilience and adaptability.

OFFICIAL