



Williamsburgh Early Learning & Childcare Class

ELCC Improvement Plan

2023/24

Planning framework

As part of Children's Services, **insert establishment name** 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 and Aim

To be a thriving, loving, learning community where we aim to achieve our very best.

Our Values

Achieving. Respectful. Kind



Please scan the QR code below and some children from our school will tell you more about our

School Values:



Who did we consult?

To identify our priorities for improvement, we sought the views of our parents, staff team and interests of the children. We used a variety of methods of getting the views of those who are involved in the life and work of Williamsburgh Early Learning & Childcare Class such as parent consultation, observations of children and staff consultations.

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 –

- Baseline measurements
- Analysis of data
- Professional dialogues
- Parent consultation
- Staff consultation
- Views of children
- Observations of learning
- Learning cycle documentation
- Self- evaluation exercises

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 raise attainment by promoting equality and diversity through our approaches			
HGIOS/HGIOELC QIs	NIF Priorities	NIF Drivers	
<p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>3.2 Securing children's progress</p> <p>2.5 Family learning</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 	<ol style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement 	<ol style="list-style-type: none"> Assessment of Children's Progress Establishment Improvement Performance Information
Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p><i>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?</i></p> <p>Attendance data from events, and Seesaw responses gathered throughout the session, have highlighted that our families who have English as an Additional Language are not engaging fully in their child's learning journey within the elcc. There is a need to equip these parents/carers with the information, skills and support they need to ensure positive outcomes for their children.</p>	<p><i>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)</i></p> <p>Within 4 weeks of child starting, parents will have clearer understanding of our pedagogy and how their child will learn.</p> <p>By June 24 families who have English as an additional language will have increased engagement within Seesaw, Dolly Parton, Peep and family learning opportunities.</p> <p>Additional support plans and interventions specific to bilingual children will reduce the number of children who are not yet on track by</p>	<p><i>How will we know the change is an improvement? What information/data will we gather to measure progress and impact?</i></p> <p>Increase of engagement figures from almost all EAL families (session 22-23 to 23-24).</p> <p>All parents will be signed up to all relevant initiatives within the elcc. Increase in confidence and engagement of almost all children who have English as an Additional Language.</p> <p>Observations/tracking highlight improvement in almost all children's talking and listening skills.</p>	<p><i>What do we plan to do? If PEF intervention, denote with (PEF). Ensure that the PEF intervention correlates with the contents of your PEF Spreadsheet Plan</i></p> <p>Targeted interventions to support the families to engage in their child's learning –</p> <ul style="list-style-type: none"> 'Induction Pack' presentation accessed by families, supported by staff. Liaise with families re individual support needs Sessions to explain our pedagogy Planned support sessions to involve parents in play – 4 planned 'stay & play' sessions Additional opportunities for parents to talk to staff – coffee, cake and key worker chat

<p>Professional dialogues have highlighted the need for the whole staff team to interrogate our tracking data more effectively and to use this to better inform our targeted interventions to reduce inequality.</p> <p>The new Staged Intervention Framework will demonstrate that our practice is robust and continues to have a very good impact on children's wellbeing and inclusion across our establishment.</p>	<p>15% for Talking and Listening by the end of their second year.</p> <p>All staff will demonstrate increased confidence when discussing data during professional dialogues by June 2024.</p> <p>Senior leadership will be confident in using new planning systems at single and multi-agency level; the new approaches will bring about positive outcomes for our children with ASN through effective action planning. Supports will be evident in the Staged Intervention process across session 2023-24.</p>	<p>All parents will attend information sharing meeting to be informed of their child's progress – across session 2023-24.</p> <p>Almost all children will reach targets set within their Action Plans.</p> <p>Monitoring of children's learning environments and experiences including learning conversations. TAC and child's plan minutes Monitoring of tracking</p>	<ul style="list-style-type: none"> • Support to access and respond to Seesaw • Support to engage with PEEP sessions and DPIL • Opportunities for parents to share their skills and culture • Opportunities for families to continue the children's interests/learning at home, supported by staff/resources <p>SMT to have regular discussions every term relating to data.</p> <p>Staff team to have termly professional dialogues, specifically considering tracking data, to build confidence.</p> <p>Staff team to carefully consider targeted interventions/supports relating to data/ observations – staff meetings and meetings with SMT.</p> <p>At least two staff meetings with involvement of PT, who has responsibility for data, to support the analysis of our data.</p> <p>Staff to continue to use all trackers as appropriate to the individual child's support needs to monitor progress – completed each term as a minimum.</p> <p>Opportunities for moderation within establishment and outwards within cluster – one session to be planned for 23-24.</p> <p>CPL GIRFEC refresh for all staff – August 23</p>
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<p>Within our diverse ELCC community, we want all our children to know about their rights, exercise their rights as well as recognise the rights of others. We aim to continue to build on our existing practice to fully embed UNCRC principles across our establishment.</p>	<p>Rights-based practice to be embedded within our learning cycle process by December 2024.</p> <p>Rights-based practice to be evident through observation of learning and interactions by December 2024.</p> <p>Most children to be able to talk about their rights with confidence by June 2024.</p> <p>Most families to be aware of our Right-based journey December 2023.</p> <p>Parents to be more confident in collaborating and supporting decision-making within the elcc by June 2024.</p> <p>Achieve Bronze award by December 2023 and complete Action Plan for Silver by March 2024.</p>	<p>Pre/post conversations with children, staff and families demonstrate an increased knowledge relating to the Right of the Child.</p> <p>Increased level of engagement in CPL relating to UNCRC by staff. Almost all planning, observations and interactions demonstrate clear links to UNCRC.</p>	<p>SLT to engage fully with new single and multi-agency planning approaches.</p> <p>Review our practice in relation to the RRSA across session 23-24 as a staff team.</p> <p>Inform the ELCC community about our Rights Respecting journey.</p> <p>Achieve Bronze Award by December 2023.</p> <p>Staff to undertake CPL relating to UNCRC.</p>
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Improvement Priority 2 – To build strong, lasting links within our local community

HGIOS/HGIOELC QIs

- 2.7 Partnerships
- 2.2 Learning, teaching and assessment
- 2.5 Family learning

NIF Priorities

- 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

NIF Drivers

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|----------------------------|--------------------------------------|
| 1. School Leadership | 4. Assessment of Children's Progress |
| 2. Teacher Professionalism | 5. Establishment Improvement |
| 3. Parental Engagement | 6. Performance Information |

Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>Through self-evaluation, we have identified the need to build more long lasting relationships within our local community. This includes building upon existing partnerships with parents.</p>	<p>At least one community link/partnership will be established for each zone during the 2023-24 session in order to enrich experiences of the children.</p> <p>Most children and families will be aware of the partnerships established and the impact this has had on the establishment and on children's learning by June 2024.</p> <p>Most partnership links to skills for life and learning will be evident within planning and observations – June 2024.</p>	<p>An increase in number of partnerships established across 2023-24.</p> <p>An increase in links to learning stemming from new partnerships across session 2023-24.</p> <p>An increase in number of family learning opportunities across session 2023-24.</p>	<p>Staff to have opportunities to establish links and build appropriate partnerships within the community through working and sharing ideas with Friends of Barshaw, Grants, Booker, Construction works and sharing practice within other establishments - time allocated specifically for this within session 2023-24.</p> <p>Partnership links to be shared with children and families – highlighted each term.</p> <p>Partners to be invited into the elcc, where this would enhance the learning opportunities offered to the children.</p> <p>Parents to be signposted to links which may offer opportunities/support – Seesaw and newsletters.</p> <p>Family learning opportunities, linked to partnerships, offered to families through Seesaw, newsletters and dialogue with staff. Examples include Sleep workshops, Literacy events and Stay & Play sessions.</p> <p>Feedback sought from partners as part of our self-evaluation process – May 2024.</p>