



Williamsburgh Early Learning & Childcare Class

# ELCC Improvement Plan

2024/25

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## Planning framework

As part of Children's Services, **Williamsburgh 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 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 support our families by providing family learning opportunities within our establishment and our local community.**

<p><b>HGIOS/HGIOELC QIs</b>          3.1 Ensuring wellbeing, equality and inclusion          3.2 Securing children's progress          2.5 Family learning          2.7 Partnerships</p>	<p><b>NIF Priorities</b></p> <ul style="list-style-type: none"> <li>• Placing the human rights and needs of every child and young person at the centre of education</li> <li>• Improvement in attainment, particularly in literacy and numeracy</li> <li>• Closing the attainment gap between the most and least disadvantaged children</li> <li>• Improvement in children's and young people's health and wellbeing</li> <li>• Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ul>	<p><b>NIF Drivers</b></p> <table border="0"> <tr> <td>1. School Leadership</td> <td>4. Assessment of Children's Progress</td> </tr> <tr> <td>2. Teacher Professionalism</td> <td>5. Establishment Improvement</td> </tr> <tr> <td>3. Parental Engagement</td> <td>6. Performance Information</td> </tr> </table>	1. School Leadership	4. Assessment of Children's Progress	2. Teacher Professionalism	5. Establishment Improvement	3. Parental Engagement	6. Performance Information
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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><b>As a result of self-evaluation and data, which shows an increase in number of families engaging and responding to seesaw posts and feedback received from parents/carers, we intend to build and extend upon our existing family engagement. We aim to develop an inclusive Family Learning programme that is tailored to the needs of the families within our community. We aim to reduce potential barriers, to improve children's learning and achievements.</b></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>Families will confidently share their preferences for our Family Learning.</p> <p>Almost all parents/carers will have a fuller understanding of their role within their child's education and have knowledge to support their child's educational journey. Strategies to overcome language barriers and non-engaging families will be tailored to individual needs.</p> <p>Parents will be willing to share their skills and knowledge within a wider family group, resulting in families who feel supported and more confident, to be involved in their child's learning as well as the learning community.</p> <p>To be completed by May 2025</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>Most families will participate in at least 4 family learning sessions across 24-25 session.</p> <p>There is an improvement in targeted children's progress across the session.</p> <p>Improvement in family levels of confidence, following participation.</p>	<p><i>What do we plan to do?</i></p> <p><i>If PEF intervention, denote with (PEF). Ensure that the PEF intervention correlates with the contents of your PEF Spreadsheet Plan</i></p> <p>Gather parents' views.</p> <p>Pre/post questionnaires.</p> <p>Registers of attendance.</p> <p>Support to access and respond to Seesaw.</p> <p>Support to engage with PEEP sessions and DPIL.</p> <p>Opportunities for parents to share their skills and culture.</p> <p>Opportunities for families to continue the children's interests/learning at home, supported by staff/resources.</p> <p>Links to organisations/agencies in community.</p>

**Improvement Priority 2 – To review our outdoor curriculum, in particular for those children who spend a high proportion of their nursery day outside. To ensure that all children access enhanced outdoor play experiences.**

<p><b>HGIOS/HGIOELC QIs</b>                  2.2 Curriculum                  2.3 Learning, teaching and assessment                  3.1 Ensuring wellbeing, equality and inclusion                  3.2 Securing children's progress</p>	<p><b>NIF Priorities</b></p> <ul style="list-style-type: none"> <li>• Placing the human rights and needs of every child and young person at the centre of education.</li> <li>• Improvement in attainment, particularly in literacy and numeracy</li> <li>• Closing the attainment gap between the most and least disadvantaged children</li> <li>• Improvement in children's and young people's health and wellbeing</li> <li>• Improvement in employability skills and sustained, positive school leaver destinations for all young people.</li> </ul>	<p><b>NIF Drivers</b></p> <table> <tr> <td>1. School Leadership</td> <td>4. Assessment of Children's Progress</td> </tr> <tr> <td>2. Teacher Professionalism</td> <td>5. Establishment Improvement</td> </tr> <tr> <td>3. Parental Engagement</td> <td>6. Performance Information</td> </tr> </table>	1. School Leadership	4. Assessment of Children's Progress	2. Teacher Professionalism	5. Establishment Improvement	3. Parental Engagement	6. Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p><b>Following feedback from HMIE, we intend to ensure balance and breadth for all children who spend most of their day outside, by enhancing our outdoor play experiences.</b></p>	<p>We will identify areas for improvement. A redesign of the outdoor play space will facilitate the flow of the children's play. October 2024</p> <p>Children will have access to a breadth and depth of experiences. August 2024</p> <p>The environment will be further developed to ensure that it is literacy and numeracy rich. October 2024</p> <p>Play will be supported by resources that will enhance all curricular areas including promoting spaces for stem, imaginative, creative, technology, music, drama and physical. March 2025</p> <p>Children will have more areas outdoor that will support opportunities for self-regulation.</p>	<p>360 environmental audit will demonstrate areas of provision to be addressed and enhanced.</p> <p>Comparison of base line audit in June 24 to audits in Jan 25 and June 25, to demonstrate progression towards aesthetical pleasing and inclusive environment.</p> <p>Learning and teaching opportunities will increase within the outdoor areas, resulting in an increase of significant learning being recorded on Seesaw and floor books.</p> <p>Children will demonstrate a respect and value for outdoor environmental resources.</p> <p>Almost all children will use outdoor resources to aid self-regulation independently.</p>	<p>Funding will be sourced from 'Food for Thought' (Education Scotland), 'Woodland Trust', Wooden Spoon (children's rugby charity) and 'Learning Through Landscapes' to provide resources and redesign play space.</p> <p>Results of 360 environmental audit will be actioned if required.</p> <p>Childrens consultation and interests.</p> <p>Parental participation.</p> <p>Redesigning outdoor play space.</p> <p>Using findings of Practitioners' Enquiry on STEM and Froebel Garden Projects, to support the further development of outdoor areas and children's outdoor learning opportunities. Implementation of experiences to enhance cultural and community opportunities and learning.</p> <p>SLT to initiate a Practitioners' Enquiry on the benefits of using physical resources to aid self-regulation opportunities for children.</p>



	March 2025	Practitioners' enquiry findings relating the use of physical resources to support self-regulation.	
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**Improvement Priority 3 – To continue to develop our use of data to reduce inequalities.**

**HGIOS/HGIOELC QIs**  
 1.2 Leadership of learning  
 2.2 Curriculum  
 2.3 Learning, teaching and assessment  
 3.1 Ensuring wellbeing, equality and inclusion  
 3.2 Securing children's progress

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

Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p><b>HMIe stated, 'senior leaders should continue to develop further how they use data to continue to inform and evidence their work to close the attainment gap'.</b></p>	<p>Senior leaders will take ownership of data input and share with staff team on a termly basis. May 2025</p> <p>Data will be used to support planning and backdrop to support attainment. May 2025</p> <p>Data will identify children who require more specific early interventions for attainment. May 2025</p> <p>Attainment for children within the SIMD 1 and 2 will be increase from previous years. May 2025</p> <p>Data from parental involvement will demonstrate an increase of at least 10% by March 25.</p> <p>Staff will use significant data, retrieved from Health tracking and Progression Tool kit to support planning for individual children's learning and interest within areas. March 2025</p>	<p>Termly data statistics.</p> <p>Targeted interventions will have increased rate of progress in attainment.</p> <p>There will be a significant increase of parental involvement within he ELCC.</p> <p>Parental involvement within the ELCC, through responses and attendance to Seesaw, parental groups and Stay&amp; Play opportunities, will increase by 10% on previous year's attendance.</p> <p>Allocated SLT to analyse Data and monitoring interventions.</p> <p>Professional dialogue during tracking and monitoring conversations.</p>	<p>SLT to receive training on data analysis and excel program.</p> <p>Staff training and dialogue relating to establishment data.</p> <p>Early years Graduate to lead on data.</p> <p>Early Years teacher to support more targeted interventions influenced by data finding.</p> <p>Form partnerships with health to gain access to 24-36 month data.                      Staff will access and use 24-36 month data received from Health, more effectively for planned interventions.</p>

		<p>During tracking and monitoring conversations with staff, there will be an increased reference to 24-36 month data, when planning for children's next steps.</p> <p>Floor books, seesaw and planning will highlight the impact of interventions implement.</p>	
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