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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

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| 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**

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| 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. |

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| **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** | | | |  |
| 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. | 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. | 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. | 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. | 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 |

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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.

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| **Improvement Priority 1 – Introduction of Talk for Writing** | | | | | |
| **HGIOS/HGIOELC Qis**  **Q.I 2.3Q.I 2.4**  **Q.I. 3.2** | **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. School Leadership 4. Assessment of Children’s Progress 2. Teacher Professionalism 5. School Improvement 3. Parental Engagement 6. Performance Information | |
| **Rationale for change** | | **Outcome and Expected Impact** | **Measures** | | **Interventions** |
| 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.  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. | | 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.  Almost all pre-school children will be at an age appropriate stage of Writing by June 2024. | EY Progression Tool Data will demonstrate improved attainment in writing.  Further attainment data will be gathered three times in the session at wellbeing and attainment meetings. This will include SIMD information. | | Clear expectations for ELCC on the delivery of Talk for Writing.  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.  CLPL will be delivered to staff through planned collegiate sessions.  Learning Visits will focus on the delivery of Talk for Writing. Moderation of Writing across Early level with P1 staff. |

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| **Improvement Priority 2 – Continue to develop intergenerational relationships.** | | | | | |
| **HGIOS/HGIOELC QIs**  **QI. 2.7, 3.1** | **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. School Leadership 4. Assessment of Children’s Progress 2. Teacher Professionalism 5. School Improvement 3. Parental Engagement 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. | | By June 2024, Todholm ELCC will have created, delivered and assessed our intergenerational programme through quality and quantitively data.  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.  There will be a clear understanding in children, staff and parent/carers of the role intergenerational partnership has in building cohesive communities in Todholm. | EY Progression Tool Data will demonstrate improved attainment in health and well-being.  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. | | Clear expectations for ELCC on the delivery of an intergenerational calendar of events.  CLPL will be delivered to staff through planned collegiate sessions.  Shared practice visits with a focus on intergenerational community connections.  Intergenerational partnership will be included in intentional planning and professional dialogue discussion with all ELCC staff on a regular basis. |

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| **Improvement Priority 3 –** Moderation of planning and learning profiles. | | | | | |
| **HGIOS/HGIOELC Qis**  **1.4, 2.7, 3.1, 3.2** | **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. School Leadership 4. Assessment of Children’s Progress 2. Teacher Professionalism 5. School Improvement 3. Parental Engagement 6. Performance Information | |
| **Rationale for change** | | **Outcome and Expected Impact** | **Measures** | | **Interventions** |
| 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. | | All staff will follow a consistent planning approach that links to HGIOELC by June 2024.  By June 2024, almost all staff will have a clear understanding of what high quality learning profiles will look like through clear guidance. | Quality assurance visits will capture high quality learning.  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  Staff to ensure they follow the essential criteria for Learning Profiles  Planning Monitoring – weekly: senior and Graduate monthly: DHT  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. | | Nursery peripatetic teacher to lead consolidation session for planning for all staff to ensure consistency. This will be revisited twice throughout the session.  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.  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.  Good practice visits to take place – Senior and Graduate to lead this in September and October then all other staff by June 2024. |