



Play Believe Achieve



Our Lady of Loretto ELCC

Improvement Plan

2024 – 2027

**Session 2025 – 2026
(Year 2)**

Next Session (25/26)

WDC Outcomes NIF 2025 Alignment

WDC OUTCOMES	WELLBEING	CREATIVITY	ATTAINMENT	EMPLOYABILITY
NIF Long Term Priorities AND WDC DELIVERY PLAN 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	Improvement in skills and sustained, positive school leaver destinations for all young people	Closing the attainment gap between the most and least disadvantaged children and young people Improvement in attainment, particularly in literacy and numeracy	Improvement in skills and sustained, positive school leaver destinations for all young people
NIF SHORT TERM PRIORITIES the ABC's	BEHAVIOUR AND RELATIONSHIPS	CURRICULUM	ATTENDANCE	ACHIEVEMENT
NIF OUTCOMES (REPLACE DRIVERS)	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. Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.	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. 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	High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.	Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs.



3 year overview of principles and practice, interventions and initiatives we will deliver upon

	2024 – 2025	2025 - 2026	2026 - 2027
Engage	• Up, Up & Away Framework • Problem Based Learning • Numeracy – SEAL	• Literacy – reading • PATHS • 6 WDCs • UNCRC • The Promise	• ECO award •
Embed	• Healthy Schools Framework • Wider Achievements • Leadership	• Up, Up & Away Framework • Problem Based Learning • Numeracy – SEAL	• ECO award • Literacy – reading • UNCRC
Extend	• Lunch Provision • Outdoor Learning • High quality observations and planning	• Healthy Schools Framework • Wider Achievements • Leadership	• Up, Up & Away Framework • Problem Based Learning • Numeracy – SEAL
Evaluate	• Literacy - Word Aware	• Lunch Provision • Outdoor Learning • Parental Engagement	• Healthy Schools Framework

YELLOW DENOTES MAJOR FOCUS

GREEN DENOTES MINOR FOCUS/MAINTENANCE AGENDA

Priority 1: WELLBEING Ensure approaches to improving the wellbeing of children, families in our school community

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Outcomes	Actions	Resource
To ensure our Health and Wellbeing Curriculum empowers learners to develop resilience, emotional literacy skills and strategies to support emotional regulation through the continued implementation of Up, Up and Away Framework and the introduction of PATHS across the ELC.		
Learners: - All learners are active participants who are fully engaged, resilient, and highly motivated in their learning. - Learners will contribute ideas and views about their environment and resources. - Targeted learners will be supported with strategies to regulate emotions. - All learners are supported through universal and targeted interventions.	- Continue to engage in Up, Up & Away Framework. - Engage in learning experiences on PATHS Programme. - Engage in learning experiences that promote strategies for regulation emotions.	- Monthly PATHS evaluations - Risk & Resilience Tool (Up, Up & Away) - Literacy Rich Environment Scale (Up, Up & Away) - Wellbeing Tool (Up, Up & Away) - Participation in learning experiences related to Outdoor Learning. HW Progress Record June 2024.pdf (education.w-dunbarton.sch.uk)

Practitioners: • Have knowledge of The Promise and how to use this to support planning for targeted children/young people. • Skilled in utilising Up, Up & Away to promote robust inclusive practices. • Knowledgeable in PATHS programme. • Confident in the use and analysis of Health and Wellbeing baseline records. • Practitioners will be confident in planning engaging, well-paced and challenging/supportive learning experiences which will involve a variety of approaches resulting in their environment being a safe, exciting and engaging space for all learners. • Practitioners will be aware of the plans and strategies implemented for targeted learners.	• Engage in CLPL on The Promise. • Engage in CLPL Professional learning on Up, Up & Away framework (Year 2). • Engage with CLPL on PATHS programme. • Engage with further CLPL on HWB baseline records. • Implement Up, Up & Away Scales and Tools for environment for all learners. • Collaborative working with parents and partner services. • Plan and implement engaging and motivating learning environments and resources. • Refresh of expectations of roles supporting emotional regulation. • Engage in development and review of learner plans/shared strategies that will promote high levels of engagement.	• Up, Up & Away Framework CLPL (collegiate) all staff x 4 hours (approx.) • PATHS programme (collegiate) x 4 hours. • The Promise CLPL all staff (in- service and collegiate) x 2 hours (approx.) • Support planning time for learners • LA Support Useful websites • https://nait.scot/ • Applying nurture as a whole school approach - A framework to support self-evaluation Resources National Improvement Hub (education.gov.scot) • Up-up-and-away-September-2019.pdf (thirdspace.scot) • https://rise.articulate.com/share/Nl8Bqa34ZBigMxlx7nP2HR51aYHT- Y-#/lessons/Y2tVIGWCUfAmvKhfb4SC7vWbS6kTouE
Leaders: • Have knowledge of The Promise Award. • Skilled in developing approaches to inclusion that enables all learners to be fully engaged.	• Lead and implement The Promise Award. • Develop further inclusive practices via Up, Up & Away Framework. • Lead and implement PATHS Programme.	• Wellbeing Lead – Lauren Dorman, DHT & Mairi Thackrey, Lead Practitioner • Up, Up & Away Lead ELCOs– Kaitlyn Ward and Rachel Leese • Healthy Schools Lead ELCO – Karen Docherty

• Highlight and promote diversity in the children at all times. • Clearly communicated expectations for the incorporation of PATHS programme. • Develop learners who can confidently engage within a variety of learning experiences. • Skilled in implementing support strategies and interventions for targeted learners.	• Develop interventions to improve emotional regulation for targeted groups and individuals. • Carry out termly evaluations on physical and social environment. • Promote wellbeing across the setting with learners, staff and families.	• PATHS resources on shared drive • ASN Coordinators Forum • Useful websites: • https://sites.google.com/ourcloud.buzz/wdcserviceforchildrenyoungpeop/the-promise
Families/communities: • Are actively involved in setting targets for their child and are knowledgeable about Up, Up & Away strategies. • Developing skills and awareness of support and strategies for their child. • Increase knowledge of PATHS programme.	• Up, Up & away strategies/ tools shared between school and home, support TATC discussions, informs shared next steps • Engage in family learning on Up, Up & Away with a focus on environment • Collaborate with school and partners to promote PATHS programme.	• Family learning opportunities x 1 in 25/26 on social and physical environment • Engagement with Wellbeing / ND hub • Home Literacy Rich Environment Scale (Up, Up & Away Framework) • Incredible Years training for targeted parents/ carers • PATHS resources • TATC and planning/ review meetings
Performance Measures / Targets Monitoring visits/direct observation: • All learning/ peer observations and walkthroughs evidence the use of inclusive and nurturing supports and strategies with a shared language. Monitoring Data: • HWB progress record – almost all children will demonstrate a positive difference in their wellbeing. • Up, Up & Away Scales and Tools for support – ongoing evaluation demonstrates positive and informed change in both social and physical environments and learner participation for targeted learners. • PATHS implementation data – demonstrates an increase in levels of emotional regulation for learners.		

Seeking views:

- Focused dialogue with learners who are able to articulate their needs and wants in relation to the Wellbeing Indicators.
- Pre/post evaluations demonstrate an increase in learner voice and contribution to PATHS programme.
- Pre/post evaluations demonstrate practitioners increase in confidence in planning and implementing inclusive practices and engaging experiences.
- Pre/post evaluations demonstrate parent/carers who have improved understanding of inclusive practices and engaging experiences.

Self-evaluation:

- Up, Up & Away reflective questions.

Priority 2: CREATIVITY Implement approaches to creative teaching and learning, ensuring engagement in learning

CREATIVITY
Improvement in skills and sustained, positive school leaver destinations for all young people
CURRICULUM
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. 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

Outcomes	Actions	Resource
- Our continued use of Problem Based Learning planning will ensure learners will experience high quality learning experiences which foster independence, reflection, innovation and problem-solving skills. - Focus on developing and improving the 6 WDC's skills for all learners.		
Learners: - Experience high quality learning experiences which foster independence, reflection, innovation and problem-solving skills. - Take ownership of their learning creating and maintaining supportive and collaborative spaces.	Engage in problem-based learning experiences.	Problem based learning planning templates. Inspire - Single Steps Learning

- Identify their strengths and areas for improvement both in their problem-solving processes and their final products/solutions. - Make wider connections and transfer their learning across experiences. - Begin to develop an understanding of the 6 West Dunbartonshire Competencies (6 WDCs).		
Practitioners: - Skilled in designing problem-based engaging experiences, which require learners to directly apply or discover desired knowledge, skills and attitudes. - Work collaboratively to design and plan for high quality experiences which require learners to find and solve a problem. - Provide opportunities for learners to utilise higher order thinking skills, in an environment which encourages appropriate challenge and risk-taking. - Provide opportunities for learners to develop skills for learning, life and work (6 WDCs). - Encourage the use of a variety of tools and strategies which develop purposeful reflection upon experiences.	- Engage with Designing for Learning Resources. - Review and redevelop learning spaces to ensure they are set up to empower children's curiosity, creativity, collaboration, critical thinking, and communication. - Implement Problem Based Learning. - Engage in CLPL – Single Steps Learning & 6 WDCs. - Engage in collaborative planning across all areas.	- Lead – Mairi Thackrey, Lead Practitioner - EEL – Fiona Clunie - CLPL – Guidance for teachers EEF (educationendowmentfoundation.org.uk) - CLPL – Educ. Scot. Play Pedagogy Toolkit (Early Level) - CLPL – Single Steps Learning home MyPBLWorks The 6 WDCs (google.com) - Budget - £400 for resources
Leaders: Knowledgeable about the key features of high quality, empowering learning environments.	- Develop problem-based learning annual overview. - Review and refresh cyclical process of responsive and intentional planning - include	CLPL opportunities as outlined above

• Confident in leading and articulating what high quality problem-based learning and observations look like across the setting. • Confident in providing high quality learning experiences ensuring excellence and equity for all.	observations, interpretation and documentation of learning.	
Families/communities: • Develop an understanding of problem-based learning experiences.	• Share high quality learning experiences with families through learner journals and SeeSaw app.	• Learner journals • SeeSaw app • Floorbooks
Performance Measures / Targets Monitoring visits/direct observation: • Learning observations evidence that practitioners effectively scaffold learning experiences through questioning, providing prompts, and extending problem solving skills within a nurturing and purposeful environment. Monitoring Data: • EY Baselines Seeking views: • Pre/post evaluations demonstrate practitioners increase in confidence in planning and implementing problem-based learning experiences. • Floor books and learner journals with learner voice evident throughout each area.		

Priority 3: ATTAINMENT Ensure approaches to raising attainment for all pupils including those at risk of missing out.

ATTAINMENT
Closing the attainment gap between the most and least disadvantaged children and young people Improvement in attainment, particularly in literacy and numeracy
ATTENDANCE
High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.

Outcomes	Actions	Resource
To increase attainment in literacy with a particular focus on reading including the implementation of effective interventions.		
Learners - Demonstrate that they enjoy sharing stories, reading, engaging with stories/books by themselves or with adults - Develop strong oral language skills as the foundation of learning to read and write. - Develop listening and talking skills. - Develop phonological awareness. - Make connections between sounds heard (reading) and print in the environment.	- Seeking out books/stories - Active Participation During Story Time (Adult-Led) - Independent/self-directed engagement (with print). - Active listening - Rhyme recognition and production - Alliteration recognition - Syllable segmentation: - Onset and rime - Environmental print recognition:	

	• Print awareness: • Letter recognition and sound association (Early Stages): • Connecting spoken words to written words	
Practitioners Promoting children's life-long love of reading • Develop a love of reading through consideration of the interactions, experiences and spaces on offer. • Developing listening and talking, to support early reading progress • Developing phonological awareness as a key component of early reading development • Provide opportunities to play with sounds and patterns of language • Support children to make connections between sounds they hear and print in their environment • Building concepts of print, how and why print is used, creating print rich environments, that help children make connections with print • Practitioners in ELC will develop knowledge and understanding of how to develop skills for reading through pedagogy on the five components of reading (phonemic awareness, phonics, fluency, comprehension, vocabulary)	• Trio approach: EY /Primary Staff at early level, engage in Education Scotland 'Learning to read programme'. • Leading change through enquiry • Sharing Learning Event • EY Lead ELCO/ or EEL engage in Programme/On-line, then ensure collaborative dialogue/sharing learning within trio • Wed 29th Oct - Intro & self-evaluation • Wed 19th Nov - Building a literacy rich environment • Wed 10th Dec - Developing skills for reading • Wed 14th Jan - Building independent and engaged readers • Wed 4th Feb - Planning your enquiry project • Wed 4th March - Enquiry Project Check in • Wed 29th April - Sharing the Learning Event	Trios and collaborative working across three groups 1 Dalmuir ELCC (Lead ELCO Dalmuir ELCC, P1 CT St Stephen's PS, P1 CT OHR) 2 OLOL PS & ELCC (EEL OLOL, P1 CT OLOL, P1 CT St Eunan's PS & ELCC) 3 St Mary's PS & ELCC (Lead ELCO St Mary's, P1 CT St Mary's, P1 CT St Joseph's PS) Shared LLC questionnaire, google form Inservice Day Wed 13th August, 1.00-3.00pm, A McFarlane ELC & P1 teaching staff, transition activities
Leaders • Establish a clear vision and high expectations aligned with national and local guidance.	• As above	

• Support high-quality professional learning. • Provide adequate resources and support the development of a conducive environment. • Foster a culture of literacy and language. • Monitor, evaluate, and provide feedback.		
Families/communities Approaches to connecting with families on literacy • Supporting families, key adults improving early literacy/ reading at home.	• Share practice on approaches to parental engagement and family learning in reading/literacy • Share professional learning around PEEP sessions, Stay and Play, curriculum focus weeks/sessions in reading	Shared resources/ Overviews on approaches to improve reading In-person events Pack Flyers
Performance Measures / Targets Overall, improved learning and teaching approaches to early literacy through observation of spaces for learning, experiences and interactions within the playroom. Love of reading: Observation Checklists: Regular observations (e.g., weekly) using checklists to track: - o Frequency of children choosing to engage with books independently. - o Level of engagement during shared reading (eye contact, participation, questions). - o Enthusiasm for reading-related activities (e.g., storytelling, drama). - o Use of the book corner/reading area. Photographic/Video evidence. Child Voice: Gather children's feedback through simple questionnaires, informal interviews Book Borrowing Records: Track how frequently children borrow books Children's literacy development: Literacy Baselines Practitioner Knowledge and Practice:		

Professional development records and practitioner self-reflection.

Observations of practice.

Monitoring of planning.

Learning Environment:

Audit of reading resources.

Assessment of Print-Richness.

Leadership and Strategic Support:

Review of ELC Literacy Policy.

Allocation of resources: Track how effectively resources are allocated to support early literacy.

Monitoring of professional development.

Monitoring Data:

Data to support the measuring of progress:

- ELC Literacy baselines

LLC EY Literacy baseline summary

Priority 4: EMPLOYABILITY To develop children's/young people's skills, enabling achievement in learning, life and work

EMPLOYABILITY
Improvement in skills and sustained, positive school leaver destinations for all young people
ACHIEVEMENT
Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs. High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap

Outcomes	Actions	Resource
- Continue to develop leadership at all levels within the ELC. - We will focus on developing our knowledge and understanding of UNCRC for all stakeholders.		
Learners: - Learners experience opportunities that foster independence and leadership. - Learners will have increased confidence in articulating how they are developing their leadership skills through playing an active role in the life of the nursery and wider community. - Learners will be encouraged to share and discuss wider achievements.	- Engage with 'Leading in Loretto' groups. - Participation in UNCRC ambassador group - Engage with experiences that enable learners to lead their learning. - Engage with high quality learning experiences linked to UNCRC.	Participation in learning experiences related to UNCRC

• Learners have a key role in leading their own learning within a supportive nurturing environment. • Learners will experience a range of learning experiences linked to UNCRC.		
Practitioners: • Knowledgeable on all areas of leading change across the setting. • Skilled in leading an area of development which leads to positive outcomes for all learners. • To provide a wide range of opportunities and support to enable learners to take responsibility for their own learning. • Confident in working collaboratively to share expertise and learning. • Knowledgeable in UNCRC and its legal implications. • Confident in the use of rights-based approaches.	Create/ continue learner leadership groups: • 'Leading in Loretto' • Welcome Committee • Outdoor Learning • Digital Learning • Health & Wellbeing • UNCRC group • Lunch service Create/ continue staff leadership roles: • Forest Schools • PEEP • Health & Wellbeing • Up, Up & Away Champions • Literacy • UNCRC group • Parental Involvement • Engage with CLPL on UNCRC. • Plan and implement engaging and motivating learning experiences aimed at	• Leadership CLPL – 1 hour collegiate • Be the Best Conversations • UNCRC CLPL – 2 x 1 hour collegiate • SSSC guidance What counts as CPL? - SSSC CPL

	developing learners understanding of their rights.	
Leaders: • Demonstrate strong leadership to develop and sustain our vision and values. • Promote and support innovation, creativity and practitioner enquiry. • To increase opportunities for staff at all levels to lead and contribute more meaningfully to improvement and change. • Nurture empowered and self-improving staff and learners at all levels • To increase opportunities for all staff and learners to lead and contribute to UNCRC activities.	• Develop leadership at all levels • Distribute areas of development for all staff to lead on • Improve outcomes for learners	• Lead- Lauren Dorman, DHT • Mairi Thackrey, Lead Practitioner • Fiona Clunie- EEL
Families/communities: • Increase opportunities to become active participants in the life of the nursery • Increased opportunities to be involved and lead in their child's learning with a particular focus on UNCRC • Increased opportunities to be involved in informing improvements and change.	• Continue to develop the newly established Parent Council • Continue to build upon the Parental Engagement Programme	• Family learning event on UNCRC
Performance Measures / Targets Monitoring visits/direct observation: • Learner journals and floor books will be more representative of the individuality of each child. • Meetings/minutes/photographs etc. will show the development of the 'Leading in Loretto' Groups.		

- Photographs and learner dialogue on UNCRC

Monitoring Data:

- Data will demonstrate an increased number of learners taking on leadership roles.

Seeking views:

- Pre/post staff questionnaires will demonstrate improved understanding of leadership across the setting.
- Pre/post questionnaires will demonstrate an increase in the number of learners playing an active role in the life of the nursery and wider community.

Self-evaluation:

- All staff/ parents/ carers and learners to indicate strengths and areas for improvement in leadership.
- All staff/ parents/ carers and learners to indicate an increase in knowledge and understanding of UNCRC.