



Saint Ronan's & Ladyton 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

	YEAR 1 24/ 25	YEAR 2 25/26	YEAR 3 26/27
ENGAGE	One-ery approaches Come Count With Me in WDC. Forest School Forest Kindergarten	Come Read With Me in WDC (Leaders) Self-Evaluation – new toolkit	
EMBED	Milestone Planning for SIP Working with partners Up,Up and Away	Count With Me in WDC. 6 WDCs	Come Read with me in WDC.
EVALUATE	Self-Evaluation	One-ery approaches Self-Evaluation (Year 1)	Self-Evaluation (Year 2)
EXTEND	Coaching Conversations – planned approaches		Come Count with me in WDC.

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

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Outcomes <i>Learners, Practitioners, Leaders, Parents/Families/Communities</i>	Actions	Resource
Learners: All children are active participants who are fully engaged, resilient and highly motivated in their learning. Children are listened to and involved in leading their own learning. All children will be given opportunities to learn about health and wellbeing to ensure they acquire skills and knowledge to live healthy, happy lives. Improved vocabulary around emotional wellbeing-resilience. Children and young people engaging with UNCRC curriculum in HWB programmes to increase knowledge of their rights (Article 42 - knowledge of rights) All children will have access to Forest School / Forest Kindergarten.	Embed Up, Up and Away (Year 3) Seek the views and voice of children and young people in setting ambitious and achievable targets ensuring they are involved in decisions that affect them. (as per UNCRC Article 12 / 13) Review HWB curriculum at Early Level. Implement revised HWB planners and Progression Pathways. Develop opportunities to develop literacy and numeracy skills through the HWB curriculum. Implement PATHS programme at Early Level.	Collegiate Sessions Support planning time HWB Lead:(L. Millar / UNCRC Lead - C. Millar and L Connolly Forest School Leader: N Kearney Forest Kindergarten Lead: L Millar

Practitioners: Have a knowledge of GIRFEC refresh and how to use this to support planning for children / young people. Skilled in using Up, Up and Away to promote robust inclusive practices. Have confidence in planning progressive high quality learning experiences for HWB. Informed staff who are inclusive and supportive, using nurturing approaches and inclusive environments to support children with emotional, learning or behavioural needs. Confident in the use of rights based approaches to teaching and learning.	Engage in CLPL professional learning on Up, Up and Away Framework (Year 3) Collaborative working with parents and partner services. Review HWB curriculum and associated resources. Implement revised HWB planners and progression pathways. Practitioners ensure that HWB is evident in floor books to reflect learning that has taken place. Implement PATHS programme at Early Level.	Up, Up and Away Champion. K Lafferty / A. Brown Collegiate Sessions Planning time for ELCOs Forest School Leader: N Kearney Forest Kindergarten Lead: L Millar PATHS Programme for ELCC
Leaders: Have a knowledge of GIRFEC refresh. Skilled in developing approaches to inclusion that enables all learners to be fully engaged. Ensure the best possible progression in health and wellbeing for every child and young person. Clear Planning, Tracking and Monitoring approaches for HWB being used to ensure all children are safe.	Engage in CLPL professional learning on Up, Up and Away Framework (Year 3) Collaborative working with parents and partner services. Review HWB curriculum and associated resources. Implement revised HWB planners and Progression Pathways. Practitioners ensure that HWB is evident in floor books to reflect learning that has taken place.	ASN Coordinators Forum. Collegiate sessions HWB Lead: L Millar Up, Up and Away Champion. K Lafferty / A. Brown UNCRC School Lead: F MacEachan UNCRC ELCC Lead: C. Millar / L Connolly

Families/communities: Are actively involved in setting targets for their child and are knowledgeable about up, Up and Away strategies. Increased knowledge on how to support health and wellbeing at home. Increase knowledge of Children's Rights in parents and strengthen rights based conversations at home.	Up, Up and Away Strategies shared between school and home, support TATC discussions, informs shared next steps Increased knowledge on how to support health and wellbeing at home. Informed and knowledgeable about the Rights Respecting School curriculum. Signposting to UNCRC website and social media. Family learning opportunities.	TATC and planning meetings. Family learning opportunities – link with ND team and Bonhill Hub. Parental Engagement sessions: Tea, Talk and Toast.
Performance Measures / Targets - How we will evidence the impact on outcomes (Leadership Level: Monitoring and Self-evaluation for improvement) - Reminder must have a baseline		
Monitoring visits/direct observation: All learning observations and evidence the use of inclusive strategies and language. Seeking views: HWB Survey Seeking views: Evaluation of the collegiate sessions to support the professional development of the Champions, staff and positive outcomes achieved for children HWB Survey Area of focused attention – November 2025 and March 2026 RRS Gold Award Monitoring Data Increased number of children making progress - measured against targets set for one year's progress for one year's input. Staged Intervention will record supports implemented to support the best outcomes for children evidenced by the Up, Up and Away completed by ELCOs and shared with parents. HGIOELCC / CI Self-evaluation:		

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

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 <i>Learners, Practitioners, Leaders, Parents/Families/Communities</i>	Actions	Resource
Learners: All children will experience opportunities designed to cultivate creativity, effective communication, strong character, collaborative abilities, critical thinking, and citizenship. Children are involved in leading their own learning and can reflect on the skills they are developing. All children will experience interactions, learning experiences and spaces that are enabling, nurturing that puts them at the centre of their own learning. Highly engaged and motivated children, developing early literacy and numeracy skills within their play and learning. e.g. Communication, emergent writing, literacy skills developed through stories and rhyme with a focus on Reciprocal Teaching.	Practitioners to embed WDC One-ery Guidance. Embed WDC 6Cs Implement Year 3 Up Up and Away Practitioner to engage with Realising The Ambition. Practitioners will implement Froebel approaches.	Karen Lafferty PTEY / Fiona MacEachan P1/2 CT. Collegiate sessions Quality Framework WDC Professional Learning Froebel Lead school: C. Boyle Froebel Lead ELCC: G Frew

Practitioners: Knowledgeable practitioners, improving practice in literacy. Have knowledge and skills in: Understanding and using performance results Moderation The Learning process Questioning and discussion Seeking, receiving and acting on feedback Improved capacity for planning high quality experiences in literacy ensuring improved understanding of children's application of skills in new/unfamiliar contexts. Practitioners will be confident in planning experiences (indoors and outdoors) that fosters skills, supports cognitive development and is focused on enhancing learning. Practitioners are confident in planning learning that focuses on children's thinking (adult led), ignites children's thinking (adult initiated) and follows children's thinking (child led) Practitioners participate in high quality coaching conversations aimed at improving their practice.	Develop staff coaching to support and challenge practitioners. Engage in collaborative planning across Early Level within Campus. Develop the children's language and knowledge of skills being developed.	Inset day 3 Collegiate time Quality Framework WDC Professional Learning Coaching conversations x 3 annually
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Leaders: Can articulate what quality play pedagogy/One-ery approach looks like across Early level. Knowledgeable about the key features of high-quality learning environments. Confident in developing a curriculum with high quality play pedagogy which will overcome any poverty related attainment gap and promote aspirational outcomes for all children.	Review and refresh cyclical process of responsive and intentional planning - include observations, interpretation and documentation of learning. Engage in professional learning experiences to support practice.	Collegiate sessions
Families/communities: Are actively involved in using the language of learning and skills at home.	Language of learning and skills shared between nursery and home. Clearly defined and communicated measures of progress. Deliver workshops and resources on effective communication. Organise community events and projects that promote collaboration among families.	Transition Events (ELCC – P1) Family Learning Opportunities Stay and Play sessions Tea. Talk and Toast sessions

Performance Measures / Targets - How we will evidence the impact on outcomes - Reminder must have a baseline

Performance Measures / Targets - How we will evidence the impact on outcomes (Leadership Level: Monitoring and Self-evaluation for improvement) -

Attainment in literacy as measured through baseline data shows an improvement in particular aspects:

- Letter names
- Letter sounds
- Alphabet
- Rhyme detection/production

Seeking views:

Collegiate sessions afford staff time to share standards / expectations and aspirations for children.

Monitoring visits/direct observation:

Evaluate quality of delivery and impact of planning.

Evaluate quality of delivery of play - what will this tell you? Is this reflected in attainment as evidenced in baseline data?

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

ATTAINMENT

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 <i>Learners, Practitioners, Leaders, Parents/Families/Communities</i>	Actions	Resource
Learners: All children experience opportunities that allow them to become confident in literacy, building their skills in a variety of contexts. All children will have increased confidence in articulating their thinking through number talk processes.	Implement Come Read With Me in WDC Implement updated Campus Tracking Tool. Implement PEEP	Recommended resources for literacy approach Data Lead PT / PTEY time – Baseline Data PEEP Lead: N Kearney
Practitioners: Confident in planning engaging, well-paced suitably challenging learning experiences, which involve a variety of methodologies. Skilled in assessing gaps in literacy leading to more robust planning. Have knowledge of how to plan opportunities for children to build literacy and phonics. Will have improved data interpretation skills from support given as part of the Data Action Plans. Practitioners will use data available to support learning experiences and provocations ensuring support and challenge for all children, therefore meeting the needs of all. Practitioners will have increased capacity for engaging in high quality observations which will support the individual child's learning journey.	Use the baseline dataset to interpret data over time and determine attainment gaps for individual cohorts. Practitioners ensure that floor books are available to reflect learning that has taken place. Implement Playful Literacy Approaches.	Recommended resources from literacy approaches. Collegiate sessions ELCC Maths Champion PT EY Lead ELCO: A Brown 2-3 Tracking Toolkit Playful Literacy Lead: C Millar

Leaders: Skilled in developing a successful literacy curriculum at Early Level. Clearly communicated expectations for the learning and teaching of literacy that raises attainment and narrows the poverty related attainment gap. Improvement for specific individuals, groups and cohorts. Knowledgeable in the use of data to plan improvements at establishment level and can clearly articulate the impact of interventions.	Review literacy curriculum. Refresh literacy planning process. Embed literacy professional development in collegiate and quality assurance calendar. Review approaches to observations in order to support learning and achievement. Review approaches to self-evaluation – use of new CI/HMIE toolkit.	Learning visits/observations. Attendance at Literacy CLPL Literacy ELCC Lead
Families/communities: Partnership (families) increasing knowledge on how to support active literacy learning at home.	Deliver family learning sessions. Communicate revised strategy through website and share on social media platforms. Include links to family learning materials Campus@WDC.	1 x family learning/open afternoon focused on literacy.

Performance Measures / Targets - How we will evidence the impact on outcomes - Reminder must have a baseline

Monitoring visits/direct observation: All staff are delivering high quality literacy by December 2025.

Monitoring Data: Improve levels of attainment literacy in baseline, including progress in particular aspects:

- Letter names
- Letter sounds
- Alphabet
- Rhyme detection/production

Seeking views: Staff discussion at collegiate sessions on number processes shows increased confidence by all staff.

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

EMPLOYABILITY

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 <i>Learners, Practitioners, Leaders, Parents/Families/Communities</i>	Actions	Resource
Learners: Increased engagement in play / learning activities with opportunities for taking a lead role in their learning. E.g. Leadership roles in ELCC, accessing risks outdoors, building skills by taking ownership of their learning.	Children to participate in children's voice groups linked to self-evaluation and skills linked to 6 WDCs. Children will be more confident when discussing skills they have learned.	Alex Brown: Lead ELCO Karen Lafferty: PT EY
Practitioners: Have knowledge of how to plan opportunities for children to build confidence and develop strategies for listening and talking that build flexible and agile minds. Plan high quality experiences that will engage and motivate children and develops curiosity whilst challenging the child.	Effective planning which is planned and responsive and uses the environment both indoors and outdoors. Practitioners develop strategies for quality interactions, use of data and tracking of data at key points. Practitioners become more confident in using baseline data to inform next steps and to develop leadership opportunities for the children. Practitioners to scaffold language created around skills development. Embed 6 WDCs	Baseline Toolkit Campus Tracker 2-3 Tracker Planning

Leaders: Clearly communicated expectations for the learning and teaching in all aspects that raises attainment and narrows the poverty related attainment gap. Knowledgeable in the use of data to plan improvements at establishment level and can clearly articulate the impact of interventions.	Engage in regular professional dialogue with staff to ensure clear expectations for high quality learning and teaching.	Collegiate Coaching Conversations Staff observations Self-Evaluation Year 1
Families/communities: Engagement with Wellbeing / ND hub Engagement with external partners.	Parental engagement sessions. Opportunities for children to share and reflect on their learning journey / skills developed with parents and carers.	Family Learning Opportunities
Performance Measures / Targets - How we will evidence the impact on outcomes - Reminder must have a baseline -		
Monitoring visits/direct observation: Evaluate quality of embedding evidence-based approaches to inclusion. (Up, Up and Away)		