



Kilbarchan Community Nursery

# Improvement Plan

## 2025/26

## Planning framework

As part of Children's Services, Kilbarchan Community Nursery 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.

The priorities and actions within this improvement plan address the needs of our centre/nursery 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

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**

- Provide a flexible, high quality early learning and childcare service to meet the needs of children and their families.
- Create a secure, stimulating, happy and healthy environment, which encourages individuals to reach their full potential.
- Promote children's independence, social skills and learning for life through free play and directed activities.
- Provide a broad and balanced curriculum, which takes account of local and national guidelines and is responsive to children's needs, development, and interests.
- Develop positive partnerships with families and the surrounding community to support children's development and learning.
- Recognise the value of families' input and encourage them to share in their children's learning.
- Promote a welcoming and positive ethos of equality, fairness, and inclusion, which respects and values all children and adults.

**Who did we consult?**

To identify our priorities for improvement, we sought the views of children, parents, carers and staff. We used a variety of methods of getting the views of those who are involved in the life and work of Kilbarchan Community Nursery such as questionnaires, suggestion box, our Facebook group, informal verbal feedback and at meetings.

We have also consulted with our partners across and out with the Council to assist us in the delivery of our priorities and considered feedback from consultations with our partner support officer.

All information gathered is collated and used to assist us to identify next steps and areas for improvement.

**How we will 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: Regular discussion with staff, both informally and at planned meetings. Discussion and feedback from parents and staff, parents and trustee meetings held each term as well as through more formal evaluation procedures such as questionnaires. Our self-evaluation programme, where we monitor our service against the quality indicators set out in the documents 'How Good is our Early Learning and Childcare' and 'A Quality Framework for Daycare of Children, Childminding and School-aged Children' also ensures that we continuously monitor our service overall as well as the impact of improvement priorities. Visits from our Renfrewshire Council support officer throughout the year also provides us with valuable feedback on our progress. The Early Level Progression Tool will be used throughout the session to evaluate our progress in maths, literacy and health and wellbeing outcomes.

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 – Improve Health and Wellbeing outcomes for all.

<p><b>Shared Framework Qis</b></p> <ul style="list-style-type: none"><li>-<b>Learning, teaching and assessment.</b></li><li>-<b>Play and learning.</b></li><li>-<b>Children experience high quality spaces</b></li><li>-<b>Nurturing care and support</b></li><li>-<b>Wellbeing, inclusion and equality</b></li></ul>	<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>• <b>Improvement in children's and young people's health and wellbeing</b></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. Establishment Leadership</td><td>4. Assessment of Children's Progress</td></tr><tr><td>2. Teacher Professionalism</td><td>5. <b>Establishment Improvement</b></td></tr><tr><td>3. Parental Engagement</td><td>6. Performance Information</td></tr></table>	1. Establishment Leadership	4. Assessment of Children's Progress	2. Teacher Professionalism	5. <b>Establishment Improvement</b>	3. Parental Engagement	6. Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>At Kilbarchan Community Nursery, we are seeing a significant increase in the number of children requiring additional support, including those with diagnosed Autism Spectrum Disorder (ASD) and those currently engaged in multi-agency support processes. This shift in our cohort highlights the need to strengthen our inclusive practice and ensure that our environment, planning, and staff responses are tailored to meet the diverse needs of our learners. Quantitative data from our Pre-Early Level Progression Toolkit shows that children with ASN are currently achieving only 25% of Health and Wellbeing milestones, particularly in areas such as emotional expression, empathy, and self-regulation. This is supported by qualitative staff observations, which indicate that children often become overwhelmed</p>	<p>By June 2026, children with additional support needs will show improved emotional regulation, empathy, and social interaction, with a 10% increase in Health and Wellbeing milestones recorded in the Pre-Early Level Progression Toolkit.</p> <p>By December 2025, at least 20% of learner profiles will include direct observational evidence of children displaying empathy, indicating improved emotional literacy and peer awareness.</p> <p>By June 2026, the Health and Wellbeing milestone "I can express my needs, feelings and concerns to others" will increase from 77% to 85%, reflecting stronger emotional communication across the cohort.</p>	<p>Baseline and termly milestone tracking using the Pre-Early Level Progression Toolkit.</p> <p>At least 60% of children meeting emotional regulation, empathy, and social interaction milestones.</p> <p>Staff observations and reflective logs noting progress in emotional and social behaviours.</p> <p>Feedback from families on emotional development via parent meetings.</p> <p>Audit of learner profiles for documented empathy-related observations.</p>	<p>Victoria will contact Laura Moffat who is our link Speech And Language Therapist for support and possible strategies.</p> <p>Staff will work together to make an information leaflet for parents on emotional regulation strategies which can be shared on FAMLY or it can be shared at our first Parent's Evening of the year.</p> <p>Victoria (Manager) and Elaine (Senior Early Years Practitioner) will lead this priority. A core group will be established consisting of a member of our senior staff team, practitioners and support practitioners. Consultation with staff will take place in June 2025 to determine who is interested in joining the working group.</p> <p>Staff will take small targeted groups and carry out the Attention Bucket twice a week.</p>

<p>during social interactions—especially around sharing—and struggle to regulate their emotions independently. Notably, many of these children do not have siblings, which may impact their early social development.</p> <p>Our most recent HMIE inspection highlighted that most children are gentle and considerate, and that they are developing social skills and self-regulation with adult support. However, it also revealed a gap in children’s independent emotional literacy and peer empathy. During playroom monitoring, only 1 out of 10 profiles showed evidence of a child displaying empathy, suggesting a need for more intentional support in this area. In response, we aim to embed targeted strategies that promote emotional regulation, empathy, and social resilience. These include the creation of calm spaces, the use of consistent emotional vocabulary, and the modelling of healthy emotional responses.</p> <p>These strategies will be reflected in individualised personal plans, aligned with the Care Inspectorate’s Personal Plans Guide, ensuring that each child’s needs, strengths, and developmental goals are clearly documented, regularly reviewed, and co-created with families.</p> <p>Our approach is underpinned by the SHANARRI wellbeing indicators, particularly Nurtured, Respected, Incl</p>	<p>By December 2025, children will independently use calm spaces to self-regulate, with monthly time-sample observations showing increased usage and reduced incidents of dysregulation.</p> <p>By June 2026, 90% of learner profiles will contain high-quality observations and next steps aligned with the Early Level Progression Toolkit.</p> <p>By June 2026, indoor and outdoor play environments will be enhanced to better support children’s emotional, sensory, and social needs, with at least 80% of observations showing increased engagement, purposeful play, and positive peer interactions. Improvements will be guided by regular environmental audits, child voice, and inclusive design principles.</p>	<p>Number and quality of empathy-related entries (e.g. helping peers, showing concern).</p> <p>Staff moderation discussions to ensure consistency in what counts as “empathy evidence.”</p> <p>Observations of children expressing emotions verbally or non-verbally.</p> <p>Staff confidence logs in supporting emotional expression.</p> <p>Family feedback on children’s emotional communication at home.</p> <p>Monthly time-sample observations of calm space usage.</p> <p>Incident logs showing reduction in dysregulation episodes.</p> <p>Child voice: feedback or drawings about calm spaces.</p> <p>Staff reflections on effectiveness and accessibility of calm spaces.</p>	<p>We are going to introduce our ante-pre school children onto their own Progression Toolkit to enable us to see the change in progression.</p> <p>We will decide as a staff team how we will model and support self-regulation so that all staff are aware of the strategies and techniques to each individual child. To help improve staffs’ knowledge and skills, Danielle (Senior Early Years Practitioner) will attend RNRA training in November 2025 and will share the current information and strategies with the rest of the staff team, using a PowerPoint presentation.</p> <p>Vicotria will arrange The Promise training by December 2025 for all staff to be involved in.</p> <p>All staff are due to attend Mini Medical Mental Health Training for Children at the October in-service day 2025.</p> <p>Practitioners will role model expected behaviours and will teach children techniques that will show them appropriate ways to self-regulate.</p> <p>Management will review the settings Visions, Values and Aims and will adapt these accordingly to support particular needs and how we will support Health and Wellbeing.</p> <p>We aim to build self regulation moments in throughout the day to hopefully allow the</p>
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<p>uded, and Safe. We will use these indicators to guide planning, assessment, and reflection, ensuring that our practice remains child-centred and rights-based, in line with the UNCRC and the GIRFEC Policy 2023. Through ongoing self-evaluation, staff development, and collaboration with families and partner agencies, we aim to create an environment where all children—especially those with ASN—can thrive emotionally, socially, and developmentally.</p>		<p>Termly reviews showing progress towards emotional goals.</p>	<p>children that require it frequent moments of quiet before they become overwhelmed.</p> <p>We plan to introduce targeted support groups for children requiring support to self-regulate. We will use the Attention Bucket that we are all trained in to do this.</p> <p>Staff will speak to the children that are having an additional year about becoming SHANARRI officers – responsible, safe and included. Staff will role model what these include and the expectation and will give the SHANARRI officers responsibility to help nurture the other children. Hopefully, over time we can expand this and include all of the indicators.</p> <p>To increase their perspective and capacity for change, practitioners will be given opportunity to investigate play spaces.</p> <p>Practitioners have access to resources on the RNRA website and can use these for guidance.</p> <p>Monthly Child Development Meetings should emphasise any behavioural changes and will allow staff to have a consistent approach.</p> <p>Collate information from RNRA training to ensure a whole team approach. Feedback will determine areas of strength and development, and interventions will be put in place such as in house training opportunities and reading and research</p>
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			<p>time to ensure staff feel confident in their delivery of nurture principle 5.</p> <p>Victoria will continue to attend monthly Locality Inclusion Support Network meetings (LISN) sharing strategies from practitioners and Educational Psychology that can be used to support our children and their families.</p> <p>Victoria will continue to attend Pupil Support Coordinator meetings and have regular communication with our Education Officer to ensure we are kept updated regarding ESRG meetings.</p>
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Improvement Priority 2 – A more consistent approach to our planning cycle.				
<b>Shared Framework Qis</b> -Children's progress -Curriculum -Learning, teaching and assessment. -Play and learning	<b>NIF Priorities</b> <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>	<b>NIF Drivers</b> <ul style="list-style-type: none"> <li>1. Establishment Leadership</li> <li>2. Teacher Professionalism</li> <li>3. Parental Engagement</li> <li>4. Assessment of Children's Progress</li> <li>5. Establishment Improvement</li> <li>6. Performance Information</li> </ul>		
Rationale for change	Outcome and Expected Impact	Measures	Interventions	
Recent analysis of our Progression Toolkit (June 2025) has highlighted a significant gender disparity in attainment within Kilbarchan Community Nursery. Boys are currently achieving 17.38% lower than girls in literacy (74.03% vs. 91.41%) and 13.34% lower in numeracy (83.12% vs. 96.46%).	By June 2026, boys will show at least a 10% increase in literacy and numeracy attainment, leading to more equitable outcomes and improved confidence, engagement, and progress in their learning.	<b>Outcome 1 - Measures:</b>  Progression Toolkit Data: Track boys' attainment in literacy and numeracy in November, February, and May to monitor progress toward the 10% increase.	1. Child Voice and Engagement Add: Practitioners will gather and document children's views on their learning experiences, particularly in literacy and numeracy, using floor books, small group discussions, or visual tools. Why: This supports child-centred planning and helps ensure interventions are meaningful and engaging for children.	

<p>Time-sample observations further reveal that boys are less engaged in literacy-rich areas, with minimal presence in the literacy zone across multiple intervals.</p> <p>These findings align with recent inspection feedback (May 2025), which noted the need for more consistent observations across all areas of learning and encouraged practitioners to deepen and extend learning opportunities in every play space. The inspection also highlighted the importance of purposeful, real-life contexts to support early mathematical development and the need for a coherent approach to planning and tracking progress.</p> <p>Practitioners have expressed a lack of confidence in the planning cycle, which may contribute to inconsistencies in how learning experiences are recorded and extended. While staff are providing a range of experiences, there is limited evidence of intentional planning or a consistent paper trail to support progression.</p> <p>In response, we aim to close the gender gap in attainment by enhancing staff confidence in planning, embedding literacy and numeracy across all zones, and ensuring that all children—particularly boys—are engaged in meaningful,</p>	<p>By December 2025, all nursery zones will consistently evidence literacy and numeracy learning through observations, ensuring that all children—particularly boys—benefit from rich, purposeful experiences that support their development across the curriculum.</p> <p>By June 2026, all practitioners will confidently and independently use the planning cycle to support and extend children’s learning, resulting in more consistent, responsive planning and improved outcomes for children through better identification of next steps.</p> <p>Referring to the Care Inspectorate Gender Equal Play in Early Learning and Childcare document, our current children break the gender stereotype perception. With more boys than girls playing in role play and more girls than boys playing outside and in the STEM area.</p> <p>We aim to see numeracy observations from all zones by December 2025.</p> <p>Our goal is to provide a consistent and coherent</p>	<p>Learner Profiles: Audit boys’ profiles for increased frequency and quality of literacy and numeracy observations.</p> <p>Time-Sample Observations: Monitor boys’ engagement in literacy and numeracy-rich areas termly.</p> <p>Staff Reflections: Collect qualitative feedback on boys’ confidence, participation, and progress in these areas.</p> <p>Outcome 2 - Measures:</p> <p>Environmental Audit: Termly audit of all nursery zones to confirm presence of literacy and numeracy provocations and resources.</p> <p>Observation Records: Review observations to ensure literacy and numeracy learning is captured in every zone.</p> <p>Child Engagement Logs: Use time-sample or narrative observations to track children’s interactions with literacy/numeracy materials in varied zones.</p>	<p>2. Peer Moderation and Planning Support Add: Termly peer moderation sessions will be introduced to support consistency in planning and assessment across the team. Why: This builds practitioner confidence and ensures shared understanding of expectations, directly impacting the quality of learning experiences.</p> <p>3. Focused Literacy and Numeracy Provocations Add: Practitioners will design and trial targeted provocations in underused areas (e.g. literacy outdoors or numeracy in role play) to increase engagement, especially for boys. Why: This addresses the observed gender gap and supports equitable access to learning.</p> <p>4. Tracking Engagement Over Time Add: Time-sample observations will be repeated termly to monitor changes in children’s engagement with literacy and numeracy across zones. Why: This provides measurable evidence of impact and helps refine interventions.</p> <p>5. Family Engagement Add: Families will be invited to contribute to literacy and numeracy experiences at home and in nursery through shared learning activities or lending resources. Why: Strengthens home–nursery links and supports children’s progress beyond the setting.</p>
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<p>well-supported learning experiences. This will be achieved through collaborative planning, targeted professional development, and improved tracking and observation practices, all underpinned by the principles of Realising the Ambition and Gender Equal Play in Early Learning and Childcare</p>	<p>planning method where all practitioners can modify planning to fit the needs of children and identify the spark of inspiration. We anticipate that practitioners will have this firmly established by June 2026, without the need for managerial support.</p> <p>Practitioners will work collaboratively to enhance our provision to ensure that children have access to literacy and numeracy related experiences across the setting.</p> <p>We aim to establish a consistent approach between practitioners across all zones of the nursery.</p> <p>Practitioners record observations of children's learning in individual profiles. Consistent approaches will ensure that information they capture is across all key areas of children's learning. This will help practitioners show more clearly the progress children are making.</p>	<p>Staff Planning Sheets: Evidence of intentional planning for literacy and numeracy across all areas.</p> <p>Outcome 3 - Measures:</p> <p>Staff Questionnaire: Baseline and follow-up surveys to assess confidence and understanding of the planning cycle.</p> <p>Planning Meeting Records: Monitor practitioner contributions and independence in planning discussions.</p> <p>Planning Sheet Audits: Review for consistency, clarity, and links to children's interests and next steps.</p> <p>Observation Quality: Evaluate the breadth and depth of observations in learner profiles, showing improved identification of learning and progress.</p> <p>Our auditing tools such as our progression toolkit and children's trackers will show the progression that is being made.</p>	
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