



Renfrewshire Council Children's Services

**Lochwinnoch Primary School and
Early Learning Child Care Class
Improvement Plan**

2019-2020

Planning framework

As part of Children's Services, [Lochwinnoch Primary School and Nursery Class](#) have 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. **improve attainment, particularly in literacy and numeracy;**
2. **close the attainment gap between the most and least disadvantaged pupils;**
3. **improve children's health and wellbeing; and**
4. **improve children and young people's employability skills so that they move into positive and sustained destinations.**

Local Priorities

- **Reshaping our place, our economy and our future;**
- **Building strong, safe and resilient communities;**
- **Tackling inequality, ensuring opportunities for all;**
- **Creating a sustainable Renfrewshire for all.**

Renfrewshire's Education Priorities

Our priorities will also align with Renfrewshire Council's education strategic priorities listed below.

- **Develop high quality learning & teaching that leads to improved levels of attainment and achievement in all of our establishments;**
- **Reduce inequalities and deliver improved health & wellbeing outcomes for children & young people;**
- **Support self-evaluation and performance improvement throughout our establishments;**
- **Develop high quality leadership for staff at all levels;**
- **Support high numbers of our young people to enter positive destinations and sustained post-school destinations.**

Pupil Equity Funding

Our school received 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.

Our school's Vision, Values and Aims

Following extensive consultation with pupils, staff, parents, carers and partners of our school community, our new school Vision and Values was established and launched in February 2018. It was determined that Happiness should be at the heart, underpinned by our strong core values:

Happiness is
Having fun Learning at the Heart of our Community, Determined to Achieve.

Like the River Calder, our values run right through our school:



Challenge and creativity

Ambition

Love and Friendship

Determination

Enthusiasm

Respect, Resilience, Responsibility

Our aim is for all pupils to be happy at school and nursery, enabling them to be **successful learners**, **effective contributors**, **confident individuals** and **responsible citizens** by:

- Ensuring the physical and mental wellbeing needs of **all** are at the heart of all we do, supporting **happy** and positive relationships in school and in our wider community built on an ethos of **respect**.
- Providing a broad, balanced, progressive and coherent learning experience, offering **challenge** and support within a nurturing and **friendly** environment where everyone feels welcome, secure and their views valued.
- To offer a variety of stimulating, **creative**, and active learning and teaching approaches and experiences to equip all pupils with the **enthusiasm**, **determination**, **resilience** and **ambition** to achieve essential skills for life.
- To encourage all learners to explore, appreciate, learn about and **respect** the environment.
- To recognise and celebrate continuous learning and wider achievement, encouraging everyone in the school community to self-evaluate and continuously strive to improve.

Who did we consult?

To identify our priorities for improvement, we have consulted with our partners within, across and outwith the Council. We sought the views of pupils, school staff, parent, parent council, community groups, local authority personnel and specialist providers. We used a variety of methods to gather the views of those who are involved in the life and work of Lochwinnoch Primary School and Nursery:

Pupils are consulted through:

Class discussions, circle time, Pupil Council meetings and class input, assemblies – whole school and class, surveys and focus groups.

Staff are consulted through:

Self Evaluation using HGIOS4 and HGIOELCC , regular staff meetings, professional review and development meetings, professional dialogue meetings, staff surveys and questionnaires, collegiate and in service activities and email.

Parents are consulted through:

Parent Council meetings, Primary 1 new entrants meetings, parent interviews in October and February, open afternoons, curricular events, pupils reports issued in June, regular blog updates, the school website, parent surveys and self-evaluation session, paper consultation, collaborative meetings, Myschoolapp.

The opinions of other services supporting the work of the school are also sought through discussion. The school is sensitive to the views of the community and responds quickly to any concerns raised. The school works closely with the Parent Council, local ministers, Home link worker and other community organisations such as EDHEA and Lochwinnoch Community Council.

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 will do this using quality assurance activities that include:

- Monitoring and tracking pupil progress in literacy, numeracy and HWB through regular monitoring cycle
- Monitoring and tracking of Children's plans/IEPs/IA action plans
- Monitoring of planning and assessment
- Monitoring classroom practice and learning experiences through planned observations in addition to informal visits.
- Analysis of assessment, CfE data, SNSA and GL standardised assessments
- Pupil focus groups
- Monitoring of pupils work/jotters
- Self evaluation cycle using HGIOS/HGIOELCC
- Moderation model

Each year we also complete a standards and quality report and self-evaluation which is monitored by our Education Link Manager.

Action Plan

School priority 1: Deliver high quality learning, teaching and assessment leading to improved levels of attainment in Literacy					
NIF key driver	HG10S4 / HG10ELC QIs	What are we going to do?	Who will be responsible for implementation?	What is the expected impact? (on children & young people; staff; families etc)	How will we measure this?
5	1.2, 2.2 2.3, 3.2	<p>We will:</p> <ul style="list-style-type: none"> Use newly developed learning pathways in Literacy to plan rich learning experiences for all pupils across all stages from Nursery to P7 Track the progress of every pupil in literacy using individual learning journey overviews from Nursery to P7 Respond to SNSA/tracking data and target phonics at Nursery-P3 and mechanics of writing across P4-7 Embed Renfrewshire's Dive into Writing programme and strategies consistently across all stages and into Quality assurance programme All teachers will implement knowledge gained through high quality CPD to extend their range of writing opportunities to promote children as writers Embed Nelson handwriting programme across all stages. 	<p>Nursery Senior Early Learning Childcare Officers Class Teachers Classroom assistants Literacy Champion SLT</p>	<ul style="list-style-type: none"> Planning across all stages will be consistent ensuring learners experiences are broad and balanced across all stages Increased confidence and rigour during tracking conversations between teaching staff and SLT, leading to increased confidence in professional judgement of all teaching staff Almost all learners will become more skilled in tracking their own progress and setting their own learning targets in literacy through self, peer and teacher led discussions. All learners will experience high quality progressive learning, teaching and 	<ul style="list-style-type: none"> Tracking meetings Analysis of engagement surveys Quality assurance activities: class visits, pupils work and pupil focus groups. Running records Accelerated Reading data Learner's responses Teacher professional judgement surveys SNSA data

NIF Key Drivers: 1 = School Leadership, 2 = Teacher Professionalism, 3 = Parental Engagement, 4 = Assessment of Children's Progress, 5 = School Improvement, 6 = Performance Information

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		<ul style="list-style-type: none"> • Embed whole school spelling approaches across all stages • Develop/invest in consistent approaches to Grammar • Develop teachers understanding of Early Years pedagogy within infant department through planned collegiate meetings and professional learning visits to comparator schools 		<p>assessment approaches which are rigorously monitored and tracked to ensure challenge and support for all</p> <ul style="list-style-type: none"> • All staff will feel more confident about the use of the 3 domain model in the teaching of writing • Improved consistency will raise attainment in writing across all stages by June 2020 • Tracking data through P3 screening will indicate almost all pupils have grasped phonological awareness by the end of P3 by June 2020 • Rigorous tracking of learning experiences will lead to an improvement in the mechanics of writing for almost all pupils in P4-7 by June 2020 • Two P1 practitioners will complete the P1 Pedagogy training offered by Renfrewshire Council and Strathclyde University 	<ul style="list-style-type: none"> • Quality assurance activities: class visits, pupils work and pupil focus groups.
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Action Plan

School priority 2: Deliver high quality learning, teaching and assessment leading to improved levels of attainment in Numeracy					
NIF key driver	HGIOS4 / HGIOELC QIs	What are we going to do?	Who will be responsible for implementation?	What is the expected impact? (on children & young people; staff; families etc)	How will we measure this?
5	1.2, 2.3, 3.2	<p>We will:</p> <ul style="list-style-type: none"> • Use newly developed learning pathways in Numeracy to plan rich learning experiences for all pupils across all stages from Nursery to P7 • Track the progress of every pupil in numeracy using individual learning journey overviews • Respond to SNSA data and target fractions and times tables across P4-7 	<p>Nursery Senior Early Learning Childcare Officers Class Teachers Numeracy Champion SLT</p>	<ul style="list-style-type: none"> • Planning across all stages will be consistent ensuring learners experiences are broad and balanced across all stages • Increased confidence and rigour during tracking conversations between teaching staff and SLT, leading to increased confidence in professional judgement of all teaching staff • Almost all learners will become more skilled in tracking their own progress and setting their own learning targets in numeracy through self, peer and teacher led discussions. • All learners will experience high quality progressive learning, teaching and assessment approaches which are rigorously monitored and tracked to ensure challenge and support for all 	<ul style="list-style-type: none"> • Tracking meetings • Quality assurance activities: class visits, pupils work and pupil focus groups. • Assessment data • Teacher professional judgement surveys • SNSA/GL assessment data

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				<ul style="list-style-type: none"> • Improved consistency will raise attainment in numeracy across all stages by June 2020 • SNSA data in May 2020 will indicate a reduction in gap of knowledge of times tables and fractions across P4 and P7 	
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Action Plan

School priority 3: Close the attainment gap between the most and least disadvantaged pupils					
NIF key driver	HGIOS4 / HGIOELC QIs	What are we going to do?	Who will be responsible for implementation?	What is the expected impact? (on children & young people; staff; families etc)	How will we measure this?
4	2.3, 2.4, 3.2	<ul style="list-style-type: none"> Continue to provide planned and targeted support/challenge in literacy, numeracy and HWB to identified pupils (PEF) Rigorously monitor and track progress of identified pupils using new tracking spreadsheet and cycle, learning pathways and learning journeys (PEF) Provide opportunities for recognition of Wider Achievement 	Nursery Senior Early Learning Childcare Officers Class teachers SLT PEF working group	<ul style="list-style-type: none"> Barriers to learning will be identified and addressed for all learners through effective tracking and monitoring systems and appropriate support/challenge offered Almost all children will make progress across literacy, numeracy and HWB (particularly mental HWB). Most children will achieve secure levels at P1, 4 and 7 in literacy and numeracy. SLT tracking and monitoring of learning experiences will be more rigorous through using new pathways and learning journeys All children will be offered opportunities to set their own targets in learning and to experience wider achievement and recognition of such achievements 	<ul style="list-style-type: none"> Tracking meetings Quality assurance activities: class visits, pupils work and pupil focus groups. Assessment data Teacher professional judgement surveys SNSA/GL assessment data Parental engagement surveys HWB tracking (well-being wheel) Monitoring and tracking cycle

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		<p>Family Learning/Parental Engagement We will run family learning workshops throughout the year to engage and inform parents of key approaches such as:</p> <ul style="list-style-type: none"> • Literacy and Numeracy approaches and strategies • Mental Health and Well Being tools such as Emotionworks (PEF) • Nursery workshops and transition cafes covering Literacy, Numeracy, HWB and transitions 		<ul style="list-style-type: none"> • Families will have an increased understanding of where learners are in their learning journeys, enabling them to offer support and challenge on this journey • Families will feel more confident in using shared emotional vocabulary and strategies to support learners who have identified Mental HWB needs 	
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School priority 4: Improve Children's Health and Well Being					
NIF key driver	HG10S4 / HG10ELC QIs	What are we going to do?	Who will be responsible for implementation?	What is the expected impact? (on children & young people; staff; families etc)	How will we measure this?
5, 3	1.3, 2.5, 3.1, 3.2	<ul style="list-style-type: none"> Support the mental health and wellbeing of all pupils and staff through the shared language of Emotionworks by fully embedding across all stages (PEF) Run parental workshop/showcase to highlight the language and strategies of Emotionworks (PEF) Identify mental health barriers to learning and use NLP strategies to minimise through 1:1 and group sessions (PEF) Continue to staff a nurture base for targeted support to identified pupils (PEF) Fully embed RNRA across the whole school campus 	Class teachers Nursery officer SLT NLP therapists Nurture Champion	<ul style="list-style-type: none"> All staff and pupils will have a shared understanding of the language and strategies of Emotionworks Learners will be equipped with the emotional tools and strategies to overcome emotional difficulties leading to increased engagement in learning, improved relationships and increased attainment Language and nurturing approached used by staff and pupils will be consistent across the whole school campus- this will be shared with parents to lead to achieving consistency at home Targeted pupils will be visibly able to regulate, recognise and articulate their feelings and behaviours We will continue to see a reduction in playground/friendship incidents Lochwinnoch Primary School will continue to build on its high profile within the local community All children will experience high quality outdoor learning experiences from forest 	<ul style="list-style-type: none"> Emotionworks survey (all pupils have now completed a baseline) Parental engagement surveys Focus group with parents HWB tracking (well-being wheel) Monitoring and tracking cycle Attendance data Attainment data Record of playground incidents Reduction in number of playground incidents Staff and pupil feedback and evaluations Parent and partnership evaluations
5	2.1, 2.7, 3.1, 3.2	<ul style="list-style-type: none"> Continue to embed outdoor learning across all stages from Nursery to P7 	DHT		

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				kindergarden in nursery to cross curricular experiences .	
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Action Plan

Nursery Priority: Build Capacity to enable us to fully implement 1140 hours of ELCC					
NIF key driver	HGIOS4 / HGIOELC QIs	What are we going to do?	Who will be responsible for implementation?	What is the expected impact? (on children & young people; staff; families etc)	How will we measure this?
1		<p>We will:</p> <ul style="list-style-type: none"> Build a new staff team to take forward the increased provision for ELCC for 3-5 year olds within our nursery class Equip all staff with the skills and tools to deliver extended day extended year provision 	<p>Nursery Senior Early Learning Childcare Officers SLT</p>	<ul style="list-style-type: none"> Impact of changes to provision will be minimal for all learners 	

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