Renfrewshire Council Children's Services

Arkleston Primary School

Improvement Plan

2022-2023

Planning framework

As part of Children's Services, Arkleston Primary School 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. **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.**

Renfrewshire's Education Priorities
Our priorities will also align with the Renfrewshire Council Plan and Education Improvement Priorities listed on the next page.

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.

Renfrewshire's Council Plan 2017-2027

Working together for a thriving and connected Renfrewshire, creating opportunities for all

| Reshaping our place, our economy, our future | Building strong, safe and resilient communities | Tackling inequality, ensuring opportunities for all | Creating a sustainable Renfrewshire for all | Working together to improve outcomes |

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

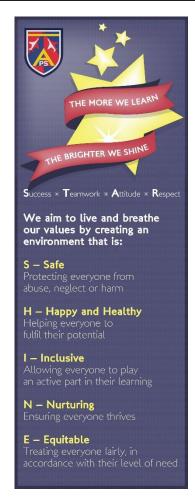# Renfrewshire's Education Improvement Plan Priorities

| Develop high quality learning and teaching that leads to improved levels of attainment and achievement in all of our establishments | Reduce inequalities and deliver improved health and wellbeing outcomes for children and young people | Develop high quality leadership to promote empowerment at all levels | Improve employability skills and support all of our young people to enter positive and sustained destinations |

Our Vision, Values and Aims

THE MORE WE LEARN

THE BRIGHTER WE SHINE

Success * Teamwork * Attitude * Respect

We aim to live and breathe our values by creating an environment that is:

S – Safe
Protecting everyone from abuse, neglect or harm

H – Happy and Healthy
Helping everyone to fulfil their potential

I – Inclusive
Allowing everyone to play an active part in their learning

N – Nurturing
Ensuring everyone thrives

E – Equitable
Treating everyone fairly, in accordance with their level of need

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Our school values:

S – Success
Achieving success both in and out of school

T – Team
Everyone playing their part to achieve our vision

A – Attitude
Being the best you can be in all areas of life

R – Respect
Showing respect through our actions. (Respecting the rights of the child)

Who did we consult?

To identify our priorities for improvement, we sought the views of pupils, staff, parents and partners. We used a variety of methods of getting the views of those who are involved in the life and work of Arkleston Primary School such as:

Staff are consulted through:

- Regular meetings via Teams
- Regular Planning and tracking meetings throughout the session with SMT
- Professional Review and Development meetings each session
- Plan and review of School Improvement Plan priorities
- Policies and amendments drawn up through consultation and discussion
- Staff suggestion boxes and contributions to meeting agenda
- Questionnaires/returns
- Auditing current practice
- SDO and Environmental Meetings
- Cluster Meetings
- LISN Cluster Group
- Transition events
- Inter-Agency Working
- CPD activities linked to School Improvement priorities

Parents are consulted through:

- Parent Council meetings
- Focus groups
- Nursery & P1 entrants' meetings
- Parent, Pupil, Teacher Conferences
- Parents' Meetings
- Whole school assemblies via Teams during lockdown
- School annual planner and newsletters
- Establishment website and Twitter feed
- EST Framework

- Parental Questionnaires
- SEESAW
- Informal daily discussions

Pupils are consulted through:

- Committee Time – In line with citizenship programme (have only met on 3 occasions due to ongoing restrictions)
- Focus Groups
- Circle Time following Quiet Assemblies
- Discussion Time following weekly whole school assembly
- EST Framework including PSPs, IEPs, CSPs and IAs
- Weekly assemblies
- Open Door Policy of all SMT and school staff
- Questionnaires/Surveys
- SEESAW
- Pupil, Parent, Teacher Conferences (phone calls this session, with last meeting in person)

We have also consulted with our partners across and outwith the Council to assist us in the delivery of our priorities.

Community consultation:

- Questionnaires
- Newsletters
- Action plan discussions with (Justyna Chondromadidis) Educational Psychologist, (Andrew Mitchell) Active Schools Coordinator, (Paul Harrison) Home Link Worker; LISN Group
- Action planning with (Debbie McGlinchey) Activity Coordinator Renfrew Care Home – Intergenerational Links
- Cluster meetings throughout the session
- Pre-5 meetings throughout the session

 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:

QUANTATIVE DATA
- CfE Teacher Judgement
- GL Assessment Data at P2, P3, P5 and P6
- Standardised Testing in spelling
- SNSA Data for P1, P4 and P7
- Screening Assessment at P2/3
- Monthly behaviour data
- Pupils' progress from prior levels of attainment
- Pupils' progress in meeting targets
- Overall progress towards set targets
- Data collected nationally and/or locally establishing patterns over time
- Returns from questionnaires
- Analysis of other key performance data, such as: finance, pupil/staff attendance, pupil exclusion rates, fire safety and health and safety

PEOPLE'S VIEWS
- Individual interviews with members of staff including use of PRD
- Individual conversations with parents via telephone
- Dialogue with pupils e.g. Target Setting Meetings, PLPs
- Virtual Parent Council Meetings
- Cluster Working – Creation of Cluster Teams Online to support professional dialogue
- School website, Twitter and SEESAW
- Virtual Meet the Teacher, Online Parent/Pupil/Teacher Conferences
- Virtual Quiet Assemblies followed by discussion
- Virtual Parent Engagement opportunities
- Questionnaires and surveys gauging satisfaction and for suggestions for improving effectiveness
- Inset for staff
- Evaluations from staff including planning and sharing good practice
- Teacher Enquiry projects
- Written responses and detailed comments

- Team meetings at all levels

DIRECT OBSERVATION
- Shadow individual pupils
- Teaching methodologies
- Learning visits
- Teachers observing each other – Sharing Good Practice within and beyond establishment
- Working collegiately with other teachers, colleagues - Cluster CPD

DIRECT OBSERVATION - DOCUMENTS
- Pupils' work (including displays and photographic evident
- Reports to parents
- SEESAW
- Programmes of study
- Teachers' plans and evaluations
- Progress reports on the development plan
- Policies and guidelines
- Minutes of meetings

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 – Develop high quality learning and teaching that leads to improved levels of attainment and achievement in all of our establishments – Reading

HGIOS/HGIOELC QIs	NIF Priorities	NIF Drivers
QI 3.2, 3.1, 2.2, 2.3,	• <mark>Improvement in attainment, particularly in literacy and numeracy</mark> • <mark>Closing the attainment gap between the most and least disadvantaged children</mark> • 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 *Highlight as appropriate*	1. School Leadership 4. <mark>Assessment of Children's Progress</mark> 2. <mark>Teacher Professionalism</mark> 5. School Improvement 3. Parental Engagement 6. <mark>Performance Information</mark>

Rationale for change	Outcome and Expected Impact	Measures	Intervention
The level of children on the support path for reading and writing is highest at P2 and P3. This is the first full year that these children have had in school P2 R- 35%, W – 45% P3 R – 26% W – 31% In reading, there is an increase of 8% of children on the support path from P1 going into P2, looking at previous data and 9% increase for P2 moving into P3. This is for the most deprived 30% of children. In writing, this is an increase of 10% for P1 moving into P2 and 11% for P2 moving into P3. The level of children on the support path in all others stages has remained stable. The attainment gap for the 11 children in the most deprived	• Reduce the number of children working on the support path to 30% for P2 and 25% for P3 by June 2023 • For our 8 P3 children in the most deprived SIMD, reduce the gap in reading by 10% by June 2023 and by 20% by June 2024, returning to previous levels in 2020-21. • Close the gap for children entitled to clothing grants for our current P2 by 5% in reading and writing by June 2023 • Increase levels of engagement in reading for children across the school by 10% by June 2023 • Improved connections with library services to promote reading for pleasure by Dec 2022 and almost all children enrolled at the library by June 2023 • Increase in the number of children with children using accessibility tools and Clickr to support reading and writing by June 2023. Tracked through teacher discussions at termly PAT meetings. Levels of	• Reading Schools attitude survey to assess and monitor learners' interests, engagement and confidence within reading for pleasure • Complete the Scottish Book Trust evaluation to monitor impact of Reading Schools Programme • Scottish Book Trust Accreditation • PEF - GL Assessment NGRTA carried out Oct and NGRTB May, for targeted children, identify children to complete York Assessment to provide more detailed analysis (GL Paid through PEF) • Regular meetings with support staff to monitor implementation of and consistency of IDL programme and 5 Minute Phonics • Support staff keeping daily records of children worked	• Participation in Scottish Book Trust Reading Schools Programme across the school to include achieving point on action plan submitted session 2021-22 including: ➢ the creation of a Reading Leadership Group ➢ Reading Schools CLPL built into the collegiate calendar ➢ Staff to make greater use of Book Trust resources to widen knowledge around reading for pleasure ➢ Creation of themed book displays, suggestions/recommendations in each class ➢ Each learner to have a reading journal to record insights, observations and lessons they've learned from reading. Class journals for P1-3 and P4-7 individual journals • Application for author in residence submitted May 2022 • Big Cats Sets of Banded Books purchased with teachers' books to support staff in working children with a support group at P3 and P4. • Reading progression created by staff in session 2021-22 to ensure earlier intervention for children not attaining at the appropriate level to be used

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30% SIMD for our current P2 in reading and writing has been closed by 9%

For our 8 P3 children in the most deprived SIMD the gap in reading is 68%, this has narrowed from 76% the previous session, but is still higher than in P1 (45%) and writing the gap has narrowed to 62% from 70% the previous session, but is still higher that in P1 (57%)

The gap for children entitled to clothing grants for our current P2 children (2) is -6% in writing and -5% in reading

For the 12 P3 children entitled to clothing grant there is no attainment gap. They are out performing those not entitled to a clothing grant by 22% in reading and 5% in writing.

Disparity between TJ and Standardised assessment data.

Article 29 – Your right to an education

Article 28 – I have the right to an education | engagement from ASN children increase due to supports in place | with, levels of engagement and intervention used
- Monitor book banding levels of children at P3/4 stage pre and post introduction of Big Cats
- Leuven Scale used to measure levels of engagement. Completed termly by teacher prior to PAT meetings.
- Teacher Judgement data
- Moderation of reading and writing inhouse
- SMT QA visits | - Ensure all children over the session have enrolled at Renfrew library and visit at least once a term with their class teacher
- Provide professional learning for teaching and support staff (Talk for Writing Oct 22)
- Audit use of IDL programme and 5 Minute Phonics to ensure consistent approach
- Increase the number of Clickr licences and provide training for all staff. Raise staff awareness of the accessibility tools within Microsoft through CLPL training, ensuring these are then used to support learners in class |

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Improvement Priority 1 – Raise attainment in Literacy with a priority focus on Writing – Talk for Writing

HGIOS/HGIOELC QIs	NIF Priorities	NIF Drivers
Q.I 2.3 Q.I 2.4 Q.I. 3.2	• 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	School Leadership Assessment of Children's Progress Teacher Professionalism School Improvement Parental Engagement Performance Information

Rationale for change	Outcome and Expected Impact (detail targets, % etc 22/23, 23/24, 24/25	Measures	Intervention
CfE data shows that 30% of children across the school are working on the support path for writing. 28% of this group have a recognised additional support need and 10% have EAL requirements. There is a gap for the most deprived 30% at P1, P3, P5 and P6. At P2,P4 and P6 the gap appears for children in receipt of clothing grant. P4 SNSA data in writing shows 17% of children not attaining expectation P6 are the only class to have gaps in both areas. Standardised tests carried out in January 2021 show an increase in the percentage of children attaining below expectation in all stages except P1 and P7.	By June 2023, attainment of SIMD 1 and 2 children in P1, P3, P5 and P6 in writing improves by 10% and by June 2024 improves by a further 5%. By June 2023 a reduction of 5% in the children working on the support path for writing across the school, by June 2024 a further reduction of 5% By June 2023, almost all children will demonstrate increased engagement, knowledge and skill in the writing process. By Dec 2022, almost all teachers are more confident and skilled in the learning and teaching of writing. Almost all support staff are more confident and skilled in providing in-class support to the identified group. By June 2023 a clear, structured, progressive, consistent approach to writing will be evident at all stages using the Talk for Writing approach in combination with additional evidence-based reading and writing pedagogies.	• Pre/ post teacher judgement data • Writing assessment scores • Pre/ post pupil surveys/learning conversations • Standardised assessment data including SNSA/ACEL at P4 and P7 • Class formative assessment • Levels of staff engagement with CLPL • Relevant programme assessment measures • Pre/post evaluations on staff confidence and understanding • Planning meetings with class teacher • Peer class visit feedback • Learner feedback – target group • Target group writing journals • Use of library resources	• CLPL for teaching and support staff (Talk for Writing) in August 22 and May 23. • Audit resources for writing by Dec 22. Identify and purchase resources required. • CLPL on leading effective implementation of Talk for Writing for Acting PT and HT • Project Leads will participate in quartile working groups to support implementation, collaboration and moderation of the Talk for Writing approach. • By August '22, all staff will be provided with evidence-based research relating to writing via the CLPE 'What We Know Works: Writing in Primary Schools' research document What We Know Works: Writing in Primary Schools • Creation of an operational plan, by October 22, for implementation of the Talk for Writing approach.

(PEF) denotes interventions/activities funded through Pupil Equity Funding

Improvement Priority 1 – Parental Engagement and Numeracy

HGIOS/HGIOELC QIs	NIF Priorities	NIF Drivers
Q.I 2.3 Q.I 2.5 Q.I 2.7 Q.I. 3.2	• 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	School Leadership Assessment of Children's Progress Teacher Professionalism School Improvement Parental Engagement Performance Information

Rationale for change	Outcome and Expected Impact (detail targets, % etc 22/23, 23/24, 24/25)	Measures	Intervention
31% of parents feel that there are no opportunities for them to learn alongside their child. This is an increase of 15% from the previous year. Of the 31% who feel there are no opportunities, 15% receive FME and clothing grants and live in the most deprived 30%. Across the school there is an SIMD attainment gap between the most deprived 30% and the least deprived 30% in Numeracy. For P3 pupils this gap is 57%. There are attainment gaps for those entitled to clothing gaps against those not entitled to clothing grants in P6, P4 and P2. This is highest in P6 with a 41% gap. Develop approaches this coming session to allow children and parents	• There will be a decrease of 15% in the number of parents who feel there are no opportunities for them to learn alongside their child, this will bring the data back in line with pre-pandemic figures. • The whole school SIMD attainment gap in Numeracy is 12%. By the end of session 2022/23 this gap will decrease by 5%. • P3 SIMD attainment gap is 57%. By focussing on this cohort, the gap will decrease by 38% which accounts for 3 pupils achieving CfE level. • The whole school Clothing Grant attainment gap in Numeracy is 9%. By the end of session 2022/23 this gap will decrease by 5%. • P6 Clothing Grant attainment gap is 41%. By focussing on this cohort, the gap will decrease by 26% which accounts for 2 pupils achieving CfE level.	• Participation in numeracy parental engagement activities across the school. Attendance tracked and recorded. • Increasing the confidence of both children and parents/carers in numeracy task, tracked via confidence survey both pre and post intervention • Increasing positive attitudes from pupils and parents/carers around numeracy, tracked via confidence survey, both pre and post intervention • Increasing positive relationships between school and home. Annual parental questionnaire to show decrease in parents who feel that there are no opportunities for them to learn alongside their child. • School tracking data to show SIMD and Clothing Grant attainment gaps are closing at targeted stages.	• Participation in the Parental Engagement Programme. • Staff Training with a focus on engaging parents in numeracy activities. • Parental workshops exploring parents/carers attitudes around numeracy. • Parental workshop supporting parents/carers to help children build a positive relationship with numeracy. • Support parents/carers to build a positive and meaningful relationship with their child's learning. • Opportunities made available for pupils and parent/carers to work together on numeracy activities across the school, with a focus on selected stages. • Consistent approach to parental engagement opportunities through numeracy • Continual social media presence to communicate progress and highlight opportunities. • Each base/class to provide at least 1 opportunity where parents/carers can work together within the school. • Increased Communication around numeracy and how parents can support at home • Monitoring attainment including attainment gaps by SIMD and Clothing Grants focussing on closing the gap.

(PEF) denotes interventions/activities funded through Pupil Equity Funding

opportunities to work alongside each other, learning together both in and out of school	• P2 Clothing Grant attainment gap is 25%. By focussing on this cohort, the gap will close completely which accounts for the 1 pupil achieving CfE level. • By June 2023, parents will have increasing confidence to support pupils at home in Numeracy activities. • Confidence survey of parents to show that 90% of parents are more confident to work with their children on various Numeracy tasks at home.		

(PEF) denotes interventions/activities funded through Pupil Equity Funding

Improvement Priority 2 – Reduce inequalities and deliver improved health and wellbeing outcomes for children and young people

HGIOS/HGIOELC QIs	NIF Priorities	NIF Drivers
QI 1.1, 2.2, 2.5, 3.1	• 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 *Highlight as appropriate*	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	Intervention
In line with new National priorities – Scotland is the first country to embed LGBT Education across the curriculum. Ongoing work as part of Nurture and Included planners, continue to raise awareness and promote gender inclusive education in our programmes. Ongoing work with Education Scotland in order to ensure all staff complete Time for Inclusive Education Module. In our annual parental questionnaire 5% of parents surveyed said that the school does not encourage their child to treat others with respect and 10% felt that we did not deal well with any bullying. Article 6 – I should be supported to live and grow. Article 8 – I have the right to an identity.	• All staff to complete two modules in line with Education Scotland and Time for Inclusive Education. (TIE) • By June 2023 Staff have increased knowledge of Es and Os and benchmarks that LGBT themes can be mapped against. • Staff to follow clear guidance from Education Scotland including the introduction and inclusion of LGBT Learning Themes. • Staff to integrate the teaching of LGBT themes, from history, people and role models to equalities and human rights, using examples from LGBT Scotland website • Parents have increased understanding of aims of LGBT Inclusive Education in relation to how children can treat each other with respect. Annual survey shows an increase of 2% to 97%. • The number of parents who feel that we deal well with bullying increases by 5% to 95%. • Children have a strengthened understanding of inclusivity for all.	• PT to run LGBT parent focus group. • Parental questionnaire to ensure understanding of aims and increase engagement from parents. • Teacher pre and post evaluation to measure increase in confidence around introduction and inclusion of LGBT themes. • PT quiet assembly addressing the use of a shared/appropriate language in order to ensure a shared whole school approach. • Pupil Annual questionnaire to show increase in children's understanding of inclusion and equality based on protected characteristics from Equality Act 2010.	• All staff to complete two Education Scotland and TIE modules by August 2022 • Staff to include LGBT and equalities themes within a learning context to support efforts to address the stigma, stereotypes and prejudice which can lead to bullying and social exclusion. • Refresh our approaches to LGBT learners or those who are perceived to be, taking on board gender equality work completed in 21/22 • Link our character strengths to our values across all areas of the school for adults/children and parents, establishing a shared language including the explanation of pejorative language and the damage it can cause. • PT to source resources classes can access throughout the year and possibly embed through interdisciplinary learning.

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Article 29 – Your right to an education that develops your personality, respect for others, rights and the environment Article 12 – I have the right to be listened to, and be taken seriously. 94% of children across the school displayed positive behaviour in line with our school values on a regular basis. P5 and P6 children in session 2021-22 recorded the highest number of behaviour incidents across the school. Most children in P6 were able to display positive behaviours on a regular basis with a few needing additional support. OECD report states that COVID-19 disrupted children's access to therapeutic supports that help ASN children develop their communication and social-emotional skills. These children would now need further help to build and maintain calming and coping strategies. ***Combatting COVID-19's effect of children 2020*** 10% of parents in the March 2022 questionnaire said that they did not think that the	• P7/6 behaviour data shows there are fewer amounts of yellow and red cards administered to P7/6 children, particularly boys over the session 2022-23. • Almost all children in P7 are able to stay on the system for the session. Reduce to 7% by June 2023. • Reduction of the number of issues linked to FME pupils in P7 by 4% by June 2023. • Emotion stars booklets show an increase in positive emotions over the session in targeted classes and across the whole school • Parental questionnaires show a gain of 5% feeling that we emotionally support children	• Behaviour data gathered monthly • Emotion Stars booklets completed in class daily and emotions tracked monthly • PEF - GL PASS Assessments P6 and P7 children • Leuven Scale information re levels of engagement • Planning meetings with staff • Pupil/Parent/Staff questionnaires	• PEF - Headstrong to deliver an 8 week programme to all P7 children at the start of term prior to residential trip with a focus on building resilience. Small group and one to one sessions to be offered to targeted children struggling with their emotions. • PEF – Brian Donnelly to work with targeted P7 and all P6 children offering a programme for parents and children on building resilience and dealing with the emotional effects on children recovering from the pandemic.

(PEF) denotes interventions/activities funded through Pupil Equity Funding

school supported their child's emotional wellbeing.			

(PEF) denotes interventions/activities funded through Pupil Equity Funding

Improvement Priority 3 – Developing partnerships with parents to improve attainment in literacy and numeracy

HGIOS/HGIOELC QIs	NIF Priorities		NIF Drivers	
QI 2.5, 2.7, 3.3	• <mark>Improvement in attainment, particularly in literacy and numeracy</mark> • 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 *Highlight as appropriate*		1. School Leadership 4. Assessment of Children's Progress 2. Teacher Professionalism 5. School Improvement 3. <mark>Parental Engagement</mark> 6. Performance Information	

Rationale for change	Outcome and Expected Impact	Measures	Intervention
Evidence from recent parental questionnaire indicates that 10% of parents feel that they are not advised on how to support their children at home. This is a slight decrease from 11% in 2021. Of the 10% who feel they are not advised, 0% receive FME or Clothing Grant, nor do any of them live in the most deprived 30%. 31% of parents feel that there are no opportunities for them to learn alongside their child. This is an increase of 15% from the previous year. Of the 31% who feel there are no opportunities, 15% receive FME and clothing grants and live in the most deprived 30%.	• There will be a 5% decrease in the number of parents who feel they are not advised on how to support their child's learning at home. • There will be a decrease of 15% in the number of parents who feel there are no opportunities for them to learn alongside their child, this will bring the data back in line with pre-pandemic figures. • All children able to make connections between learning and the world of work, developing their character strengths and skills for learning, life and work • 100% of pupils to have at least 1 family member connected to Seesaw by October 2022. • By December 2022 parents and children are able to work together at home using a variety of methods, including the use of Digital Technologies, to support learning. • Parents have increasing confidence to use different methods to support children at home by October 2022.	• Parental involvement group meeting termly to look at key issues arising. Plan implemented early in session to organise opportunities for parents to learn from one another and also from external agencies. • Opportunities for parents and pupils to work together in certain curricular areas to be available to all parents and pupils across the school. • Pupil questionnaires indicate children are able to connect our language of character to experiences and opportunities within the community • Character Strengths Pupil Sheets, children able to use to describe the strengths used prior to or following an activity • Weekly parental engagement data for Seesaw is monitored and any changes to trends discussed and acted upon. Trends should show a consistent, if not increasing, profile across the year. • Online engagement data shows consistent, if not increased traffic.	• Build meaningful connections within our community to bring learning to life. All staff to indicate on planners who they will connect with and what the expected impact of this connection will be • Each class/base will provide at least 1 opportunity this session where parents and children are able to work together within the school. • Consistent approach to use of Seesaw to set homework activities for all classes • Consistent approach to use of Seesaw to profile pupil's learning in line with individual targets. • Continue to use Twitter as the platform for sharing success and achievements with the wider school community. • 'How to' guides available for parents in areas of the curriculum they seek support and guidance most e.g. literacy, numeracy. These guides to take the form of short video guides produced by

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Increased opportunities need to be made available to build connections with parents or partners, including parental involvement group sessions and opportunities to work with external agencies. Develop approaches this coming session to allow children and parents opportunities to work alongside each other, learning together both in and out of school Online Seesaw data shows that parental engagement has peaked 11 times at over 400 parental visits in session 2021/22 however excluding holiday periods, this has dipped to just over 100 on 4 occasions. Article 29 – Your right to an education that develops your personality, respect for others, rights and the environment	• Confidence survey of parents to show a minimum of 90% of parents are more confident to use various methods. • By June 2023 each base within the school will have offered a minimum of 1 opportunity for parents and pupils to learn together. • By June 2023 an increased number of opportunities are available for parents to work and learn alongside their child within the school including but not limited to 5 to thrive, Open Afternoons, Sharing the Learning events. • By June 2023 parental involvement group to be implemented and running termly meetings where parents can learn from one another and share good practice. This will be supplemented by involvement of appropriate external agencies. • 10% of parents to be involved in at least 1 parental involvement group meeting.		pupils and staff. Guides available on our website by June 2023. • Parental involvement group to be formed and support by DHT. Opportunities throughout the session for working together, learning from one another and external agencies.

(PEF) denotes interventions/activities funded through Pupil Equity Funding

Improvement Priority 4 Improve employability skills and support all of our young people to enter positive and sustained destinations

HGIOS/HGIOELC QIs QI 1.4, 1.3	NIF Priorities • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children • <mark>Improvement in children's and young people's health and wellbeing</mark> • <mark>Improvement in employability skills and sustained, positive school leaver destinations for all young people</mark> *Highlight as appropriate*		NIF Drivers 1. School Leadership 4. <mark>Assessment of Children's Progress</mark> 2. <mark>Teacher Professionalism</mark> 5. School Improvement 3. Parental Engagement 6. Performance Information
Rationale for change	**Outcome and Expected Impact**	**Measures**	**Intervention**
Most children in their recent questionnaire stated that the school offers opportunities to take part in activities in school beyond the classroom and timetabled day Almost all children in their recent questionnaire stated that they have opportunities to discuss their achievements out with school with an adult in school who knows them well Almost all children feel that the school is helping them to become more confident. Almost all children feel we that we listen to their views and most think that we take their views into account 9% of children in the school scored 1 or 2 out of 5 on average this session on the Leuven Scale of engagement. Out of these children 1% were	• Increase the opportunities that children have to share their voice through a different medium • Increase the number of children who feel that their views are heard and taken into account from 4.8 average to 5.4 average • Increase the response on the pupil questionnaire in session 2022-23 to almost all in relation to opportunities offered from 4.6 average to 5.2 average • Provide opportunities for children to be SQA accredited for their wider achievement starting with P7 pupils in session 2022-23 and P7/6 pupils in session 2023-24 • Survey shows an increase in positive mindset towards music participation and engagement across the school. Leuven Scale level of engagement • Increase in the confidence levels of children across the school in relation to expressing themselves Article 12: Your right to be listened to and taken seriously. Increase from 5.2 to 5.6 average	• Pupil questionnaire • SQA Wider Achievement Data • Arky Stars Information gathered termly • Music survey prior to introduction of Charanga and survey at the end of the session • Planning meeting data presented termly by staff • Health and Wellbeing – Leuven Engagement Scale information gathered termly • Emotion stars information • Active Schools data for engagement of pupils in after school clubs • School data for attendance at lunch clubs	• Work with cluster, with Renfrew High leading, to introduce Wider Achievement Awards to P7 and P6 children, which are SQA Accredited. Trialled in P7 this session. • PEF - Purchase Charanga Music Programme and organise CPD training session for staff in session 2022-23. Target small group sessions based on data, with whole class additional sessions to support children with feeling included • P7 children, who are play leader accredited to reintroduce lunchtime clubs for children utilising their own skills and talents

(PEF) denotes interventions/activities funded through Pupil Equity Funding

FME, 3% clothing grant and 6% SIMD 1-3. Education Endowment Fund findings show that arts participation approaches can have a positive impact on academic outcomes in other curricular areas, with wider benefits such as more positive attitudes to learning and increased well-being			

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