



Renfrewshire Council Children's Services

Arkleston Primary School

Improvement Plan

2021-2022

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

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

Education Improvement Plan Priorities

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 Arklestone 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 – Specific groups (Only Rights Group has run this year) and HGIOurS Discussions
- 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)

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 (Justina 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:

QUANTITATIVE 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			
HGIOS/HGIOELC QIs	NIF Priorities		NIF Drivers
Q/ 3.2, 3.1, 2.2, 2.3, 2.4	<ul style="list-style-type: none"> 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 <p style="text-align: right;"><i>Highlight as appropriate</i></p>		<ol style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>Following another period of lockdown, data is showing that we have an increased number of children now working on the support path in literacy. The gap in P1 in writing is -14% between most and least deprived and in reading -1% in P1 and -4% in P7.</p> <p>Standardised Assessments at P1 show support level to in literacy to be 16%, P4 20/29% (reading/writing) and P7 11/21% (reading/writing)</p>	<ul style="list-style-type: none"> Close the gap between most and least deprived at P1 in literacy by June 2022 (P7 children moving on so interventions won't impact upon them) Reduce the number of children on the support path across the school by June 2022 Increase the levels of book banding achieved by P1 support path children by June 2022 Increase reading levels of children in P6 and P7 on support path for reading by June 2022 Increase levels of engagement in reading for P6 and P7 targeted children – 7 boys in SIMD1-4 going into P6/7 (PEF) by Dec 2021 Progression of skills in reading for P1-7 by June 2022 Increased engagement in reading for enjoyment for P6 and P7 children by June 2022 Improved connections with library services to promote reading for pleasure by Dec 2022 	<ul style="list-style-type: none"> 2021 June data compared against 2022 June data for teacher judgement and standardised assessments (GL paid for through PEF) GL Assessment results for individual children, identify children to complete York Assessment in order to provide more detailed analysis Regular meetings with support staff to monitor implementation of interventions and consistency of implementation Support staff keeping daily records of children worked with, levels of engagement and intervention used CPD for teaching staff on interventions to ensure consistent approaches and levels of implementation monitored during teacher planning meetings throughout the session CPD for staff to create reading skills progression planners, implementation monitored during planning meetings Monitor book banding levels of children at P1 stage pre and post introduction of Phonic Readers Leaven Scale used to measure levels of engagement 	<ul style="list-style-type: none"> Plan for time on the collegiate calendar for training of staff on Clicker, 5 Minute Phonics and Literacy and IDL Toolkit Ensure increased communication between support and teaching staff in relation to engagement of pupils in interventions and impact Introduce Dandelion Phonics Readers at P1 stage (PEF) Introduce Graphic Novels in P6 and P7 for targeted children (PEF) Create a reading skills progression framework for pupils for P1-7 Renew library furniture and books in P6 and P7 to increase engagement in reading for enjoyment (PEF) York Assessment for Reading (PEF) Reintroducing Active Maths approaches when restrictions allow

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

<p>Fewer children working on the challenge path in numeracy according to GL Assessments with an increased level of children working on the support path at all stages. In session 2019-20 we had an average of 37% of children at any stage on the challenge path, this has now dropped to 14% and 13% working on the support path has increased to 33%.</p> <p>Teacher Judgement Data evidences an average drop of 8% in children reaching expected levels of attainment from session 2019-20 to session 2020-21</p> <p>Disparity between TJ and Standardised assessment data.</p> <p>Article 29 – Your right to an education</p> <p>Article 28 – I have the right to an education</p>	<ul style="list-style-type: none"> • By June 2022, increase the average number of children across all stages reaching expected levels of attainment by 5% • Increase maths confidence in learners in sitting GL Assessments • Increase staff confidence in making teacher judgements based on all data gathered 	<ul style="list-style-type: none"> • Questionnaires with P6 and P7 children around engaging with reading • GL Assessment data • Teacher Judgement data • Questionnaires from moderation exercises 	
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Improvement Priority 2			
HGIOS/HGIOELC QIs	NIF Priorities		NIF Drivers
QI 3.2,3.3, 2.2, 2.7	<ul style="list-style-type: none"> 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 <p style="text-align: right;"><i>Highlight as appropriate</i></p>		<ol style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>Increased levels of low self-esteem, low confidence and low resilience evident from post lockdown pupil questionnaire and annual pupil questionnaire</p> <p>Pupil questionnaires noted a drop from 82% to 75% since last session in relation to the school helping children to become confident</p> <p>Only 34% of children feel that other children behave well and 42% don't know if other children behave well</p> <p>Ongoing work with Renfrewshire Council Educational Psychologists, working towards the next level of the nurturing school's programme</p> <p>Emotion Stars over this session indicating a number of children with low resilience</p> <p>Article 29 – Your right to an education that develops your</p>	<ul style="list-style-type: none"> Staff and children reconnect with their natural capacity for resilience, in order to have greater access to and confidence in their ability to deal with issues arising in their classroom, school and our lives by Dec 2021 Staff and children have clear guidance on expected behaviours across our school from both staff and children by Dec 2021 By June 2022 Staff have increased understanding of the emotions masked by behaviours and the most effective ways of managing these in a busy school setting using the 5-point scale By June 2022, Targeted children can use the 5-point scale to own their emotions and to build resilience in identifying the size of the problem By Dec, children using mindfulness strategies across all stages on a consistent and regular basis to support wellbeing in all children 	<ul style="list-style-type: none"> Pupil/Teacher pre and post evaluation to measure increase in confidence around managing levels of resilience within targeted group Daily emotion stars of pupils indicate more positive emotions across the school Pupil Annual questionnaire data shows increase in children understanding how other children behave Pupil Annual questionnaire data shows an increase in children who feel the school is helping them to become more confident Behaviour Data evidences increased number of children on track Targeted children record lower scores on the 5-point scale on a more regular basis Emotion Stars coloured daily by children evidence feelings that are more 	<ul style="list-style-type: none"> 3 members of teaching staff to participate in an 8-week programme called Resilience for All and deliver to P6 children, with a view to rolling out concepts across the school at a later date Refresh our approaches to teaching character with pupils using individual reflection/planning tools regularly Link our character strengths to our values across all areas of the school for adults/children and parents, establishing a shared language to describe expected behaviours Nurture group to develop approaches to NP 6 'All behaviour is communication' Implement the consistent use of The Incredible 5-Point Scale to targeted children in order to support the management of emotions and to build resilience in identifying the size of a problem Continue to work with Calm Minds for targeted children DoBe Mindful Recovery CPD training for staff and pupil booklets for P2-7 purchased

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<p>personality, respect for others, rights and the environment</p> <p>Article 12 – I have the right to be listened to, and be taken seriously.</p>			
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Improvement Priority 3			
HGIOS/HGIOELC QIs	NIF Priorities		NIF Drivers
<i>What are the focus QIs for this priority?</i>	<ul style="list-style-type: none"> 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 <p style="text-align: right;"><i>Highlight as appropriate</i></p>		<ol style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>Evidence from recent parental questionnaire indicates that 11% of parents feel that they are not advised on how to support their children at home and 12% feel that there are no opportunities for them to learn alongside their child</p> <p>New curriculum trialled this year has not allowed for increased opportunities to build connections with parents or partners due to COVID restrictions, develop approaches this coming session to allow children and parents opportunities to work alongside each other, learning together both in and out of school</p> <p>Article 29 – Your right to an education that develops your personality, respect for others, rights and the environment</p>	<ul style="list-style-type: none"> All children able to make connections between learning and the world of work, developing their character strengths and skills for learning, life and work By June 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 March 2022. By June 2022 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. Website to be refurbished as a means of increasing our online presence to support parents, families and wider community. 	<ul style="list-style-type: none"> Pupil questionnaires indicate children 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 Parental questionnaire results will show 5% increase in parents who feel they are advised on how to support children and a 5% increase on parents who feel there are opportunities to learn alongside their child. 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. 	<ul style="list-style-type: none"> Build meaningful connections within our community to bring learning. 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. Raise the public profile of the work of the school by rebranding and relaunching our school website. Continue to use Twitter as the platform for sharing success and achievements with the wider school community.

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<p>Online profile indicates a 33.3% drop in online activity within a 28 day period.</p>			
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(PEF) denotes interventions/activities funded through Pupil Equity Funding

Improvement Priority 4			
HGIOS/HGIOELC QIs	NIF Priorities	NIF Drivers	
<p><i>What are the focus QIs for this priority?</i></p>	<ul style="list-style-type: none"> 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 <p><i>Highlight as appropriate</i></p>	<ol style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement 	<ol style="list-style-type: none"> Assessment of Children's Progress School Improvement Performance Information
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>Introduction of new GTC Standards 2021</p> <p>Article 28 – Your right to an education</p>	<ul style="list-style-type: none"> By June 2022, teaching staff have increased confidence in engaging with the GTC Standards to identify strengths and weaknesses. By June 2022, teaching staff can link GTC Standards to their own professional development during PRD meetings and on a regular basis. By June 2022, teaching staff are committed to reflecting on the connections between values and actions. 	<ul style="list-style-type: none"> PRD discussions reflect connections to standards Professional actions evidence a commitment to standards and this is shown in the shared language created linking character strengths to school values Teaching staff questionnaire evidences staff confidence in using GTCS Standards to support professional dialogue 	<ul style="list-style-type: none"> CPD for teaching staff to unpick the new standards and familiarise themselves with the increased expectations and focus on social justice, respect, trust and integrity Staff to create a language to sit alongside a language created by children that aligns our school values to our character strengths, demonstrating what this would look like, sound like and feel like across our school estate e.g. Staff will show success in the classroom by..., Staff will show respect in the staffroom by...

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