



Arkley Primary School School Improvement Plan 2023/24

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. 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.

Pupil Equity Funding

Our school receives 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 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

<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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</p>
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Our Vision, Values and Aims



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



Success * Teamwork * Attitude * Respect



Success * Teamwork * Attitude * Respect

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
- 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
- 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

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

How will we 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 and face to face Parent Council Meetings
- 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 evidence)
- 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 – Learning Environment and good quality learning and teaching leading to increased learner engagement and attainment

<p>HGIOS/HGIOELC QIs <i>What are the focus QIs for this priority?</i> 1.1, 1.2, 2.3, 2.5, 2.7</p>	<p>NIF Priorities</p> <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education 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;">Highlight as appropriate</p>	<p>NIF Drivers</p> <table border="0"> <tr> <td>1. School Leadership</td> <td>4. Assessment of Children's Progress</td> </tr> <tr> <td>2. Teacher Professionalism</td> <td>5. School Improvement</td> </tr> <tr> <td>3. Parental Engagement</td> <td>6. Performance Information</td> </tr> </table>	1. School Leadership	4. Assessment of Children's Progress	2. Teacher Professionalism	5. School Improvement	3. Parental Engagement	6. Performance Information
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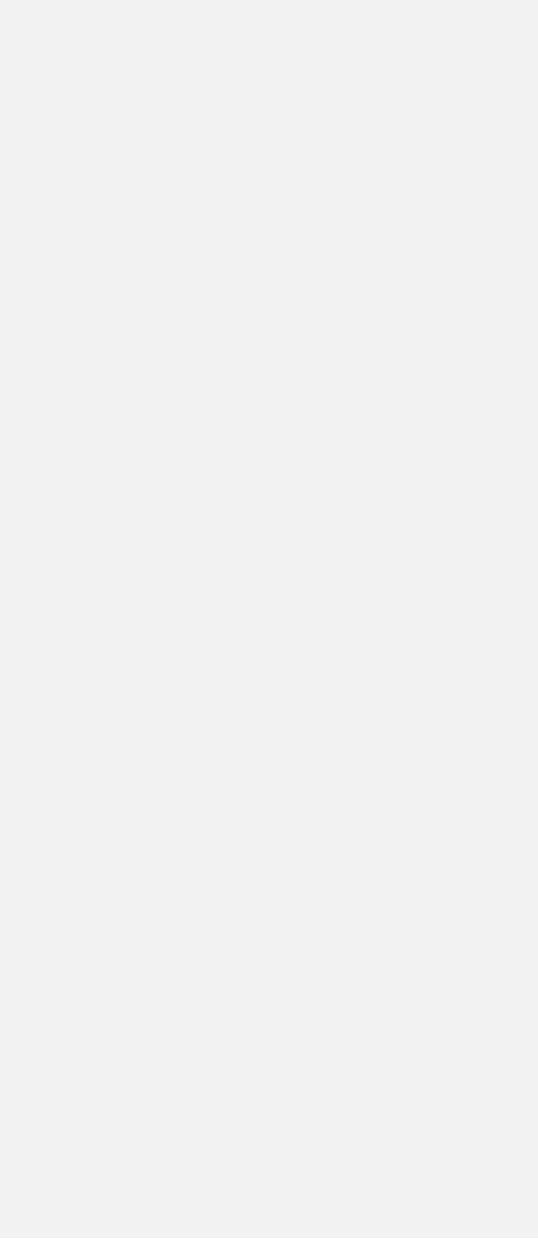
Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>12% of the pupils in the school demonstrate behaviour that is a cause for concern. 22% of these children are in P3 and 18% in P6. Almost all are boys.</p> <p>Looking at 2021-22 data for the whole school in comparison to 2022-23 data, in reading we have had an increase in the number of children working on the support path for children moving from P1-2 and P5-P6 and the number on the challenge path has dropped.</p> <p>In writing the number of children on the support path has increased at P1 going into P2 and P4-P5 with levels staying the same at P5-P6 and P6-P7. We have fewer children on the challenge path at our current P6 and P1 stages in writing.</p> <p>P3/P4 there are more children on the support path in numeracy.</p> <p><u>Attainment Gap Data 2022-23</u> At P1 there is a gap for children in the lowest SIMD of 24% in reading and for children in</p>	<p>Increase levels of engagement for 50% of the children identified with low levels of engagement in term 4 of session 2022-23.</p> <p>Levels of attainment in writing to increase by 5% for P3, P5, P6 and P7 by June 2024.</p> <p>Levels of attainment in reading for P1 going into P2 by 10%, P2 going into P3 and P6 going into P7 to increase by 7% by June 2024 for P7 and 6% for P3.</p> <p>Levels of attainment in numeracy to increase by 6% for P5 by June 2024.</p> <p>Improved levels of behaviour for targeted groups by June 2024</p> <p>Increase levels of parental engagement to support children's learning by 5% by June 2024.</p>	<p>Sept - Circle Training All teaching staff are more aware of the extent to which their classroom practice reflects the context of Scottish Education, inclusion and equality. Baseline assessment shows current staff levels of confidence and further data gathered after collegiate sessions will evidence an increase in staff confidence in the using the approach.</p> <p>Sept and every four weeks throughout the session behaviour data is collected evidencing a reduction in levels of concern at identified stages.</p> <p>Sep-April Staff develop their inclusive practices to support and secure improved achievement and attainment for children and young people who require additional support. Teacher planning meetings in term 1 and term</p>	<p>Cluster CIRCLE Training – Learner Environment Use the CIRCLE resource to support inclusive learning and collaborative working with a focus on improving the engagement and achievement of all learners, including those with an additional support need.</p> <ul style="list-style-type: none"> Cluster CPD for staff in September with follow-up sessions Peer observations across the cluster <p>Behaviour Management Article 29: I have a right to an education that develops my respect for others Brian Donnelly PEF behaviour and engagement intervention for P7 pupil one to one and small group of boys. P3 and P4 PEF intervention for targeted group. Further parental workshops, working with parents to support them with strategies to support their child with their behavioural choices.</p> <p>Good Learning and Teaching (AFL) Article 28: I have the right to an education Work with staff to develop more consistent practices across the school in relation to learning, teaching and assessment</p>

Commented [PM1]: I can see the gaps but not sure how these relate directly to your outcomes and measures.

Commented [CC2R1]: Gaps are linked to expected outcomes, improving our classrooms will have an impact on attainment and hopefully the gaps identified e.g. P1 session 2022-23 have a gap of 24% in reading. We hope to close this by 10%

<p>receipt of clothing grant there is a gap in all areas of literacy.</p> <p>At P2 there are no attainment gaps linked to SIMD or clothing grants.</p> <p>At P3 we have reduced the gap in reading for children in the lowest SIMD, but the gap for children in receipt of clothing grants has increased by 22% in literacy.</p> <p>At P4 there is a gap in all curricular areas for children in the lowest SIMD, however we have managed to reduce this gap in 3 out of 4 organisers. The gap in writing has increased to 21% for children entitled to a clothing grant. We have closed the gap in all other organisers.</p> <p>At P5 there is a gap in writing of 14% for children in the lowest SIMD and for clothinggrant children there are gaps in writing and numeracy.</p> <p>At P6 there is a gap for the children in the lowest SIMD in talking and listening of 15% and in numeracy of 1%. There are no gaps for children entitled to a clothing grant.</p> <p>At P7 there is a gap of 9% in writing and numeracy for children in the lowest SIMD. There are gaps across all organisers for children entitled to clothing grants although these have reduced from last year.</p> <p>Clear gaps for children with clothing grants for this session at P2, P4, P5, P6</p> <p>Using the Leuven Scale to measure, there are 15 children across the school with the lowest</p>		<p>3 demonstrate an improvement for identified children on the support path. Data from IDL digital platform shows an increase in literacy and numeracy skills from Sept-April.</p> <p>Sept/Nov/Feb -Teacher lesson observations demonstrate that staff are making increased use of HOTS questions, self and peer assessment and high-quality feedback, across the school.</p> <p>Sept/Nov/Feb/April Leuven scale termly data shows that levels of engagement for children on paths 1 and 2 have increased throughout the session. Termly Planning meetings ensure that levels of attainment are recorded accurately by teachers and are supported by formative and summative assessments. Identified children on the support path move on to the main path over the course of the session.</p> <p>Oct/Nov/Feb/May Evidence from teacher questionnaires linked to HGIOS 3.1, 2.3, 1.3 and 3.2 evidence an increase in staff confidence that our school processes for teaching and learning are positively impacting on learner attainment and engagement.</p> <p>May - GL Assessments/SNSA Assessments support teacher judgement of a level</p>	<ul style="list-style-type: none"> • Evaluate current classroom practice to identify areas of strength and weakness, starting with lesson observation info from last session • Revisit assessment for learning approaches during CPD sessions, with a focus on effective questioning to promote metacognitive thinking, feedback and self/peer assessment • Create a checklist for teachers demonstrating what good quality teaching and learning looks like at Arkleston Primary School <p>Digital Learning Use Education Scotland Features of Highly Effective Digital Learning, Teaching and Assessment in Schools toolkit January 2022 to review current position within the school. Identify next steps to ensure digital learning supports high quality learning and teaching.</p> <p>Family Learning Continue to develop approaches to family learning opportunities that actively engage parents/carers in their children's learning, attainment and achievement. Family learning promotes equality, fairness and diversity.</p> <p>Talk for Writing Continue to implement TfW fiction approaches at all stages, developing our assessment approaches and progression planning. Implement TfW non-fiction approaches, following on from inset in Mat 2023.</p>
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<p>levels of engagement at level 1 and 2. This is highest amongst P1 children. 49% of these P1 children are entitled to FME/CG. Across the school 58% of the children with the lowest levels of engagement have an additional support need.</p> <p>Teacher lesson observations show that in a minority of lessons teacher questioning focused on knowledge, understanding and recall of facts. In only a few lessons, children responded to more complex ideas and information. In a minority of classes children were confident to assess their work and the work of others.</p> <p>8% of children do not enjoy learning in school and 18% do not know. 2% of children are not happy with the quality of teaching and learning in the school and 9% don't know.</p>		<p>Behaviour data - Every 4 Weeks starting in September, collect behaviour data from across the school to monitor impact of interventions on learners.</p> <p>Parental Engagement – Engage with parents to identify key areas for development and organise a calendar for parental engagement throughout the session.</p>	
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Improvement Priority 2 – Health and Wellbeing - Anxiety			
HGIOS/HGIOEL C Qis 3.1, 2.5, 2.6, 1.3	NIF Priorities <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education 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 	NIF Drivers 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	Interventions
<p>Article 24: I have the right to good quality health care This session we saw an increase in referrals to The Exchange Counselling and school nursing services, linked to anxiety.</p> <p>Over the last two session 7% of parents have felt that they don't know if we support their child's emotional wellbeing. 8% of children this session indicated that they did not know if we helped them to lead a healthy lifestyle.</p> <p>12% of children in the school demonstrate behaviours that are a cause for concern.</p> <p>A few staff this session on our annual questionnaire, indicated that they only sometimes feel it rewarding to be a member of staff.</p> <p>A few staff on our annual questionnaire felt that they didn't always feel valued as part of the school's community.</p>	<p>There may be an initial increase in referrals to services as children and families become more aware of their emotions and services available. We would hope over time for this to reduce as children acquire, and are able to use tools to support feelings of anxiousness</p> <p>Increase the number of parents aware of how we support children's emotional wellbeing by 4% by March 2024</p> <p>Transitions for children are less anxious as evidenced through children's emotion star evidence and levels of engagement across the school increase with no children on level 1 by June 2024</p>	<p>Sept and March - Mental health perceptions questionnaire for children showing an improvement over the session</p> <p>Start in August and review each month - Emotion stars trackers completed daily by pupils continue to show frequency of certain emotions for individuals and classes, allowing teaching staff to respond in a timely manner to any concerns, particularly in August for children who received an enhanced transition in June.</p> <p>Ongoing - RNRA gold application and action plan, along with termly nurture meetings, show progress made against achieving nurture goals</p> <p>Feb - Annual questionnaires for pupils, staff and parents. Staff wellbeing survey to show an increase in positive wellbeing of pupils, staff and parents.</p>	<p>Article 6: I should be supported to live and grow Nurture group to continue to meet regularly and implement change as they work towards their gold award, with a focus on transitions, children's and staff wellbeing Nurture Principles NP6 and NP3</p> <p>Staff CPD from Lisa Henderson to develop approaches to use of leuven scale across the school to monitor levels of engagement in children.</p> <p>Staff CPD with Fiona Hewitt (Renfrewshire Health and Wellbeing coordinator) raising awareness on supporting children with anxiety. Follow-up session for staff on own wellbeing.</p> <p>Run parental drop-in support sessions with Brian Donnelly (PEF) throughout the session to support parents in supporting their children with overwhelming feelings</p> <p>Family learning sessions to support mental health and wellbeing organised for targeted parents and across the school in conjunction with our healthy and active work in term 4.</p> <p>Article 23: If I have a disability, I have the right to special care and education Enhanced transitions organised for targeted children in term 4 of session 2022-23 and emotions monitored term 1 in new class</p>

Improvement Priority 3 – Curriculum - Progression Pathways			
HGIOS/HGIOELC QIs	NIF Priorities	NIF Drivers	
2.2, 3.2, 3.3	<ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education 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 	1. School Leadership 2. Teacher Professionalism 3. Parental Engagement	4. Assessment of Children's Progress 5. School Improvement 6. Performance Information
Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>Article 29: I have the right to an education which develops my personality, respect for others, rights and the environment</p> <p>We created our citizenship curriculum in 2019, but due to ongoing COVID restrictions, full implementation began this session. This has resulted in staff identifying gaps and overlaps in the planners created that affect a smooth progression of skills across CfE levels</p> <p>New Renfrewshire Numeracy Planners created last session that staff have yet to implement</p> <p>Teaching staff have implemented Talk for Writing approaches across the school this session with almost all staff becoming increasingly confident in using the approach. 3 staff will return from maternity leave in August who have no experience implementing the approach</p> <p>Levels of attainment in writing have dropped by an average of 5% across the school this session</p>	<p>Increased opportunities for the development of skills for learning, life and work, built over time</p> <p>Increased opportunity for developing literacy, numeracy, health and wellbeing and digital literacy skills across the curriculum, impacting positively on levels of attainment in literacy and numeracy</p> <p>Increase levels of attainment in writing by 5% across the school by June 2024</p>	<p>Termly planning meetings with staff ensure plans are based on experiences and outcome and design principles of progression, coherence, breadth, personalisation and choice, challenge and enjoyment and relevance</p> <p>Sept/Nov/Feb Learning observations from senior leaders show that children are learning in variety of meaningful contexts and that skills across the school are built upon across levels</p> <p>Sept/Nov/Feb/April Attainment tracker for literacy and numeracy is updated by teaching staff prior to each planning meeting, allowing senior leaders to see progression of skills across levels and across the school</p> <p>Talk for Writing assessments – moderated during session within the working time agreement</p>	<p>Staff working parties create progressive curriculum plans from early through to second level for our citizenship areas of:</p> <ul style="list-style-type: none"> Healthy and Active Citizens Nurtured and Included Citizens Respectful and Responsible Citizens Safe Citizens <p>Continue to implement Talk for Writing Approaches across all stages supporting returning staff with CPD as required</p> <p>Create a Talk for Writing progression plan ensuring skills are built over time and across different genres of writing</p> <p>Develop Talk for Writing assessment approaches</p> <p>Embed the use of Renfrewshire Numeracy Planner to ensure skills progression is consistent across the school</p>