



Arkleston Primary School School Improvement Plan 2024/25

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



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 X feed
- ASN Framework
- Parental Questionnaires
- SEESAW
- Forms

- 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
- ASN 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 Parent Council Meetings
- Cluster Working – Creation of Cluster Teams Online to support professional dialogue
- School website, X 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
- Data Tracking Sheet
- 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 and Teaching – Assessing Learners			
HGIOS/HGIOELC QIs <i>1.1, 1.2, 1.3, 2.3, 3.2</i>		NIF Priorities	NIF Drivers
		<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 	<ol style="list-style-type: none"> 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><i>Further work on raising attainment in literacy and numeracy based on the following factors:</i></p> <p><i>There is a poverty related attainment gap at P1/4/7 of 7% for literacy and 4% in numeracy.</i></p> <p><i>At P2 and P5 in literacy there is a gap linked to children entitled to a clothing grant.</i></p> <p><i>At P3, P5-7 the gap in numeracy is related to children entitled to a clothing grant.</i></p> <p><i>Attainment for P3 children moving into P4 has dipped slightly in session 2023-24.</i></p> <p><i>Whole school data is returning to pre-pandemic levels and is higher than last</i></p>	<p><i>Reduce poverty related attainment gap in literacy and numeracy by 2% by June 2025</i></p> <p><i>Increase attainment in P4 in all areas by June 2025 by 4%</i></p> <p><i>Increased teacher confidence in using benchmarks to assess levels of</i></p>	<p>Aug/Dec/April – Cluster Training – staff create baseline review of their practice, updated in Dec and April to evidence progress made in implementing individual priorities. Evidence shows an increase in staff confidence in using approaches.</p> <p>Oct/Nov/Feb -SMT classroom observations evidence increased consistency across the school in the use of formative assessment strategies</p> <p>Feb – Pupil Focus group to gather evidence on impact of the use of formative assessment strategies on children’s self-efficacy</p>	<p>Formative Assessment</p> <p>Article 28: I have the right to an education</p> <p><i>One day inset in August - Shirley Clark Training for Renfrew Cluster Schools – raising attainment and developing high student self-efficacy using formative assessment strategies.</i></p> <ul style="list-style-type: none"> • <i>Reflect on Shirley Clark Training, evaluate current classroom practice and identify areas for personal development. Nov 19 and Feb 24 timetabled.</i> • <i>Staff training from P2 teacher utilising the Improving our Classrooms approach to focus on improvement through self-evaluation at classroom level. Nov 13.</i> • <i>Further develop teacher checklist for good learning and teaching ensuring clear</i>

<p>session in all areas except P4 writing. Session 2022-23 data shows that we are marginally behind our comparator schools in relation to levels of attainment in literacy and numeracy.</p> <p>Stretch aims achieved at Early and Second Level in all areas except P5 numeracy.</p> <p>Reading and writing stretch aim targets not achieved for P2 and P3 children. Writing stretch aims not achieved for P4 children.</p>	<p>attainment, resulting in more robust teacher judgements of attainment of a level</p> <p>Increase levels of attainment for targeted P5 children in writing by 5% by June 2025</p> <p>Increase levels of attainment for targeted children in numeracy in P3-P5 by 5% by June 2025</p> <p>Increase levels of attainment in reading and writing for targeted P3 children going into P4 by 3% and targeted P4 children going into P5 by 2% in writing by June 2025 to meet authority stretch aims</p> <p>Increase levels of attainment at P1, P4 and P7 in line with our stretch aims. (P1 targets set Oct 2024)</p>	<p>Aug – Initial data analysis session with teaching staff will evidence that staff have awareness of current levels of attainment</p> <p>Sept/Nov/Mar – Teacher submitted planners evidence that children’s learning is meeting children’s needs and providing the appropriate level of challenge</p> <p>Oct-April – staff planning meetings with SMT, reflect teacher judgement and progress against stretch aims for P1/4/7. Stretch aims are on target and discussions held if not. Discussions at meetings show children are meeting set targets and for those on the support path, Data from IDL digital platform and PEF funded 5 Minute Phonics and Numeracy shows an increase in literacy and numeracy skills from Sept-April.</p> <p>May – Attainment meeting with teaching staff to review teacher judgement levels prior to CfE submission shows stretch aims have been met</p> <p>Oct – Cluster moderation writing session at Renfrew High School supporting teacher judgement of assessment of the end of a level. Feedback from this will support teachers professional judgement of attainment of a level</p> <p>May – Increased staff confidence when updating teacher judgement information and CfE data. All data</p>	<p>teacher expectations for use of formative assessment strategies</p> <p><u>Levels of Attainment</u> Data analysis session with teaching staff, looking at their current cohort of children and levels of attainment. Discussion of stretch aims identified in June and priorities for children requiring support from teacher and support staff. Reflecting on assessment evidence used to make teacher judgements of a level. August 28.</p> <p><u>Moderation of a Level</u> Use moderation time within the working time agreement to meet with cluster colleagues to moderate writing. Reflect on the benchmarks, working towards agreed standards and exemplars for Renfrew Cluster. October 11.</p>
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		<p><i>sources evidence the same information.</i></p> <p>Oct – Following training staff use the CIRCLE framework prior to notification of concern meetings with DHT. This will reduce the number of meetings required with staff identifying next steps themselves.</p> <p>Oct-June – Teaching staff use the CIRCLE framework to support the writing of SMART targets on child’s plans. SMART targets are specific, measurable, achievable, relevant and time-bound. Monitored by DHT.</p> <p>Oct – Creation of a more systematic approach to monitoring the dyslexia process results in assessments being made in a timelier manner</p> <p>May – Increased staff and pupil confidence in using adaptive technology to support dyslexic pupils</p> <p>Oct/Nov/Feb/May – Training delivered and numeracy levels discussed at planning meetings. Attainment tracker shows children meeting targets and stretch aims being met.</p> <p>Mar – Assessments created by staff evidence children meeting benchmarks in other curricular areas.</p> <p>Oct/Nov/Feb -SMT classroom observations evidence increased supports for dyslexic children used in class</p>	<p><u>Additional Support Needs</u></p> <p>Article 23: If I have a disability, I have the right to special care and education</p> <p>Build on training with the cluster last session to further develop staff use of 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. CPD session and cluster follow-up to support staff understanding of how to use the CIRCLE resource as part of the creation of a child’s plan. October 9.</p> <p>Review dyslexia process for staff, reinforcing gathering of evidence and how dyslexic pupils can then be supported in class to access learning. Targeted children accessing Text Help, Read and Write Program to support their literacy skills. September 10.</p> <p><u>Assessment</u></p> <p>Numeracy CPD delivered by Angela Stevenson. Staff reflecting on assessment using the new Renfrewshire planners. Clarity on what the expectations and what impact this has on our planning and pace of children’s learning, particularly at first and second level.</p> <p>Teaching staff working collaboratively together to create assessment tasks to reflect learning within</p>
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	<p><i>Level of attainment in reading across the school raised by 2% by May 2025</i></p>	<p>Jan-March – Complete SNSA and GL assessments for all children in reading, demonstrating improvements for targeted children</p>	<p><i>our citizenship programme. These link with the skills progression frameworks created by staff.</i></p> <p><u>Digital Learning</u> PEF funded Collins eBook licence allows parents to have access to all books that their child has read, developing greater reader confidence.</p> <p><u>Reading Schools – Gold Award</u> – ensuring a consistent and embedded approach to reading for enjoyment across all stages Work towards Reading Schools Gold Accreditation</p>
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Improvement Priority 2 – Health and Wellbeing – Engagement of learners

HGIOS/HGIOELC Qis 3.1, 3.2, 2.5, 2.7	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 <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>Leuven Scale levels of engagement for all children show that 8% of children are lower than their peers. 6% of these children sitting at levels 1 and 2.</p>	<p>Increase levels of engagement for 50% of the children identified with low levels of engagement by June 2025</p>	<p>Sept/Nov/Feb/April</p> <p>Leuven scale termly data shows that levels of engagement for children on paths 1 and 2 have increased throughout the session.</p> <p>Termly Planning meetings ensure that levels of attainment are recorded accurately by teachers and are supported by formative and summative assessments.</p> <p>Sept and every four weeks throughout the session behaviour data is collected evidencing a reduction in levels of concern for identified children.</p> <p>Nurture group obtains amethyst accreditation by June 2025.</p>	<p>Article 6: I should be supported to live and grow</p> <p>Parental sessions with Brian Donnelly (PEF) throughout the session, working with parents to support their children with overwhelming feelings. Supporting children whose level of engagement is low due to behavioural concerns.</p> <p>One-to-one sessions with targeted children struggling with behavioural choices.</p> <p>Group sessions with targeted children to model positive behavioural choices.</p> <p>NVR – Staff</p> <p>Nurture group continuing to work on principle 3, focussing on the environment.</p> <p>NVR - Staff participate in 2 training sessions.</p> <p>Introduction to NVR – Theory and practice behind the practical examples that staff can use daily. The emphasis is on connection, repair, adult's presence and responding to children and young people's distressed and distressing behaviour. Supporting staff to make prepared, compassionate statements that can be used consistently across the school.</p> <p>Reinforcing the trusted adult presence for all children.</p>

Improvement Priority 3 – Young Leaders of Learning

HGIOS/HGIOELC Qis 1.3, 2.3	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 <table border="0"> <tr> <td>4. School Leadership</td> <td>4. Assessment of Children's Progress</td> </tr> <tr> <td>5. Teacher Professionalism</td> <td>5. School Improvement</td> </tr> <tr> <td>6. Parental Engagement</td> <td>6. Performance Information</td> </tr> </table>	4. School Leadership	4. Assessment of Children's Progress	5. Teacher Professionalism	5. School Improvement	6. Parental Engagement	6. Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p><i>Our children are currently involved in a variety of evaluative activities in the school including using the HGIOURS document e.g.: - over session 23-24 our children not involved in committees used 'Our School and Community' theme to redesign the activities within our school playground to ensure playtime is a safe and fun time for all children - over this session, our Nurtured and Included groups looked at theme 4, working towards our next awards for Nurturing Schools and UNICEF Gold</i></p> <p><i>We realise there is scope to involve learners further in evaluation processes using HGIOURS and that the YLL programme presents an opportunity to take the above work a step further by involving learners in reciprocal visits to other schools to identify what is working well, areas for improvement and effective practice and promoting ways that children and young people can be involved in school improvement activities in their own school.</i></p> <p><i>The 'Relationships' theme from HGIOURS will be the focus of the above work following feedback from our recent QI visit which</i></p>	<p><i>By Aug 2025: We have an improved structure for the inclusion of learner voice into our self-evaluation processes.</i></p> <p><i>Young Leaders have improved leadership skills and are driving forward improvement in the school through an action plan developed by them</i></p> <p><i>Young Leaders are confident to share practice in their school and are more familiar with the language and processes of school improvement.</i></p> <p><i>Young Leaders will have an enhanced range of skills including:</i></p> <ul style="list-style-type: none"> - communication - team work - resilience - time keeping - organisation - and social skills <p><i>Our Young Leaders will be excellent role models and will train a further</i></p>	<p>Sept-June</p> <p><i>Local authority staff and learner pre & post YLL programme evaluation</i></p> <ul style="list-style-type: none"> - shows improvement in pupil leadership skills and use of evaluative language - shows improvement in collaboration and sharing good practice with other schools <p><i>Progress in school action plans following the reciprocal visits – areas for development highlighted during the visit are addressed</i></p>	<p>Article 12: You have the right to be listened to and taken seriously</p> <p>Article 13: Every child must be free to express their thoughts and opinions and to access all kinds of information</p> <p>P6 targeted children participate in Young Leaders of Learning Programme, to listen to their views about how to improve Scottish education. <i>Ensuring children and young people are actively involved in on-going self-evaluation activities leading to improvement by:</i></p> <p>Our YLL Team will attend YLL training in August 2024 along with our partner school St James' Renfrew.</p> <p>Over a series of 3/4 planning meetings (online and face to face) our YLs will develop:</p> <ul style="list-style-type: none"> - a focus for the reciprocal visits from the Relationships theme in HGIOURS. - a set of questions to help them evaluate the focus during the visits. - a programme of activity for the visit to each school (Sept – Nov 2024) <p>YLs will take part in reciprocal visits in January 2025 and identify:</p> <ul style="list-style-type: none"> - strengths of the focus area in each school - areas for development in each school

<p><i>identified that in most classes relationships between all were positive and nurturing.</i></p> <p><i>The YLL programme also links to the UNCRC work we are doing in school to obtain our RRS Gold Award</i></p> <p><i>A minority of children in their annual questionnaire feel that we help them to be more confident.</i></p>	<p><i>group of Young Leaders to take part in the programme in 2025-26</i></p> <p><i>An enhanced relationship with X school by August 2025 will allow:</i></p> <ul style="list-style-type: none"> <i>- further sharing of good practice</i> <i>- more collaborative opportunities such as moderation and further YLL opportunities</i> <p><i>Children able to identify the character strengths that they have used during this process and how they have put them to good use to develop themselves as a more confident individual</i></p>		<p>Yls will produce an action plan to take forward the areas for development within their own school. This will be led by them. (Term 4 2025 onwards)</p> <p>.</p>
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