

**School improvement plan – publication certificate**

Name of establishment

Please tick (✓) where appropriate

<b>1. The plan takes account of the service outcomes</b>	<b>Yes</b>	<b>No</b>
• Children, young people and families get the right support at a time when they need it through our partnership with other services		
• Vulnerable children and adults are protected and feel safe		
• Children, young people and families benefit from services which are focused on getting it right at the earliest possible stage		
• All learners, particularly those affected by poverty or who are looked after, benefit from high quality education provision which promotes and supports achievement at all stages		
• Our schools and services take account of the views of people who use them, and the views of staff and communities they serve		
• Our staff are skilled, knowledgeable and committed to their own professional development to support efficient and effective service delivery		
• We develop our services as part of our commitment to becoming a 'Better Council'		

<b>2. The following stakeholders have been consulted</b>	<b>Yes</b>	<b>No</b>
Parent council		
Staff		
Pupils		
Other, for example, partners on the extended support framework		

<b>3. The review of progress (contained in the self-evaluation report)</b>	<b>Yes</b>	<b>No</b>
• highlights strengths;		
• identifies priority areas for action; and		
• is evaluative		

<b>4. Equalities and human rights impact assessment column has been ticked</b>	<b>Yes</b>	<b>No</b>

<b>5. A summary of the improvement plan has been produced for parents</b>	<b>Yes</b>	<b>No</b>

Further discussion of the improvement plan will take place with your link education officer early in the new session.

Signature of head teacher/head of centre :

Date :



Renfrewshire Council Children's Services

# **Auchenlodment Primary School and Nursery Class**

## **Improvement plan**

**2015-2016**

 **Cluster**

 **Primary**

 **Nursery**

## **Vision**

**Renfrewshire's Council Plan and Community Plan sets out a vision for Renfrewshire, identifying the challenges and opportunities and provides a framework for improving outcomes for the citizens of Renfrewshire.**

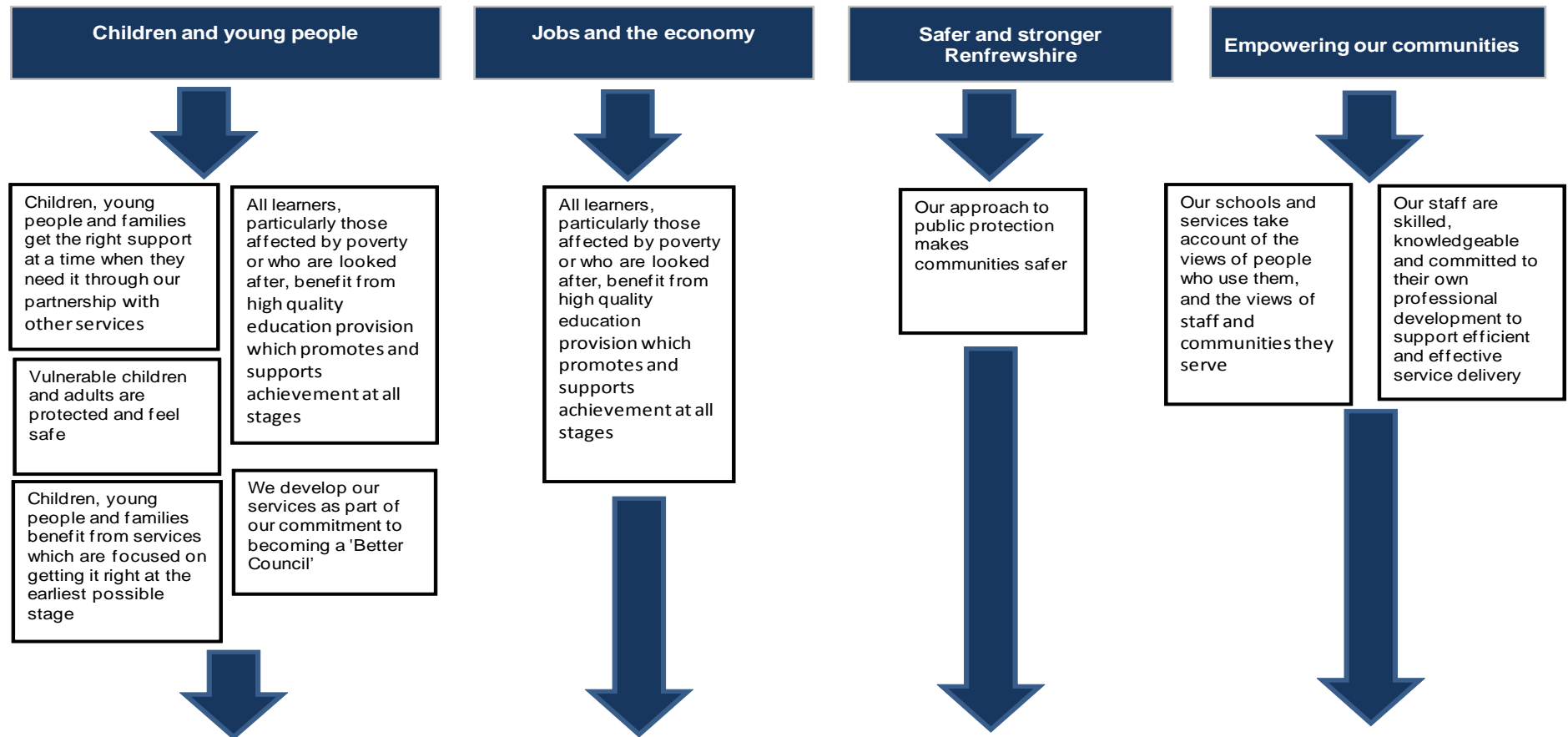
**From this, Children's Services has developed an action plan setting out how it intends to achieve the outcomes identified in the Council and Community Plan.**

**As part of Children's Services, Auchenlodment Primary School and Nursery Class has developed this school improvement plan which provides a framework for how we intend to continue our work towards achieving better outcomes for those associated with our school community.**

**In both the national and local context, curriculum for excellence, getting it right for every child and closing the poverty attainment gap are the focus for education and responding to these priorities will be a central aspect for Auchenlodment Primary School and Nursery Class since they are central to preparing and supporting children and young people for the future.**

**The priorities within this plan set out how we will improve our school and work towards achieving the vision for our school and for Renfrewshire.**

## Improvement planning framework



## School improvement plan

## Our vision and aims

Our vision is to < insert establishment vision or values >

Our aims of <insert establishment name> are:

### **Who did we consult?**

In developing this plan, we sought the views of <insert the list of stakeholders>. We also used a variety of methods of getting the views of those who are involved in the life and work of <insert name of establishment> such as <insert the variety of methods used>.

### **How we will know if we are achieving our aims?**

We will monitor and evaluate the progress we are making to achieve the key outcomes set out in this plan. We do this by <insert how you intend to monitor and evaluate progress...consider how this links to your self-evaluation and quality assurance processes>

Each year we also complete a self-evaluation profile which is monitored by our link education officer within headquarters.

## Children's Services Service Improvement Plan Actions

This section sets out the actions relating to education in the Children's Service Plan.

**Service outcome 1: Children, young people and families get the right support at a time when they need it through our partnership with other services**

Ref	Action
1.1	Continue to implement GIRFEC and GIRFEL policies
1.2	Develop a plan to implement the GIRFEC elements of the Children and Young People Act, including Named Person and the single Child's Plan
1.3	Review our single agency arrangements for screening and resource allocation to ensure partnership approach where appropriate
1.6	Use early intervention family learning and parenting programmes to raise expectations and aspirations of both children and adults to promote a culture that values family learning and achievement
1.7	Implement the recommendations from the Scottish Government's Developing Scotland's Young Workforce
1.8	Work with partners in Development and Housing Services around supported employment opportunities for young care leavers

## Service outcome 2: Vulnerable children and adults are protected and feel safe

Action number	What do we plan to do as a service?
2.1	Review and implement changes to our managing and storing information policy in line with national guidance
2.2	Update our child protection training programme to include training for trainers 5, internet safety, child protection and child sexual exploitation
2.3	Continue to monitor child protection management information to ensure compliance with revised standard circular 57
2.4	Continue to implement the provisions of the Equality Act 2010

## Service outcome 3: Children, young people and families benefit from services which are focused on getting it right at the earliest possible stage

Action number	What do we plan to do as a service?
3.1	Develop a nurture strategy across all sectors focusing on early intervention, children's rights and the promotion of emotional literacy and wellbeing
3.2	Continue to develop the Promoting Positive Thinking Strategies (PATHS) programme in our primary schools
3.3	Continue to embed and evaluate the early years and early intervention strategy and explore the possibility of extending to a further two geographical areas
3.4	Promote health and well-being among young people through peer education programmes
3.5	Tackle inequality in life chances which arise as a result of deprivation or other factors



**Service outcome 4: All learners, particularly those affected by poverty or who are looked after, benefit from high quality education provision which promotes and supports achievement at all stages**

Action number	What do we plan to do as a service?
4.1	Implement the recommendations from the tackling poverty commission report
4.2	Continue to develop the curriculum to ensure all children receive their entitlement under curriculum for excellence. In particular: <ul style="list-style-type: none"> <li>• continue to improve levels of attainment for all;</li> <li>• evaluate the broad general education (BGE) in secondary schools;</li> <li>• continue to improve our approach and practices of transition;</li> <li>• continue to implement the 1+2 approach in modern languages;</li> <li>• increase the focus on developing literacy</li> <li>• evaluate the use of standardised assessment to support professional judgement through BGE</li> <li>• continue to implement the action plan of the Skills for Success group to develop Scotland’s young workforce</li> </ul>
4.3	Continue to monitor compliance with standard circular 8 to ensure continued reduction in schools exclusions
4.4	Review our provision of social, emotional behavioural needs (SEBN) support to secondary sector to ensure learners experience their entitlements under curriculum for excellence

**Service outcome 4: All learners, particularly those affected by poverty or who are looked after, benefit from high quality education provision which promotes and supports achievement at all stages**

<b>Action number</b>	<b>What do we plan to do as a service?</b>
4.5	Review processes and practice to ensure the needs of all learners are met, particularly those who are outwith mainstream education provision
4.6	Promote wider education achievement through accredited and non-accredited awards
4.7	Develop skills for learning, life and work through quality youth and outdoor learning programmes
4.8	Build personal growth and resilience in adults through confidence building and motivational adult learning programmes
4.9	Reduce inequalities so adults in Renfrewshire improve their life chances and communication skills, and increase their participation as family members, workers, citizens and lifelong learners
4.10	Develop and implement an action plan for improving the attainment of looked after children

**(Service outcome 5: Not relevant to educational establishments)**

**Service outcome 6: Our schools and services take account of the views of people who use them, and the views of staff and communities they serve**

Action number	What do we plan to do as a service?
6.1	Engage with stakeholders to continue to improve the children's services support service
6.2	Continue to engage with parents, on the reporting of pupil progress, profiling and achievements
6.3	Empower young people to have a voice, take part in decision making and make a positive contribution to the community through youth voice and volunteering
6.4	Strengthen our approach to engagement with our full range of stakeholders

**Service outcome 7: Our staff are skilled, knowledgeable and committed to their own professional development to support efficient and effective service delivery**

Action number	What do we plan to do as a service?
7.1	Continue to implement Teaching Scotland's Future through the development of our leadership strategy and develop our progress and learning programme
7.2	Develop a programme of additional support needs (ASN) continuous professional development (CPD) to meet the needs of all staff in educational settings

**Service outcome 8: We develop our services as part of our commitment to becoming a 'Better Council'**

<b>Action number</b>	<b>What do we plan to do as a service?</b>
8.1	Develop and embed a shared vision and culture for the new Children's Services
8.2	Implement, with partners, the recommendations from the multi-agency inspection of integrated children's services in Renfrewshire
8.4	Continue to embed self-evaluation and improvement across all our establishments and services
8.5	Deliver improvements to information systems to support joint working across the service and with partners
8.6	Continue to develop and implement the school estate management plan

## Action Plan

**Council Plan theme: A better future – improved health, wellbeing and life chances for children and families**

**Community planning theme: Children and young people**

**Service Outcome 1: Children and Young people and families get the right support at a time when they need it through our partnership with other services**

Task(s)	Responsibility	Timescale			Resources	Is an *EHRIA required (Y/N)	Expected impact (on learners; staff; families etc)
		15/16	16/17	17/18			
Implement GIRFEL policy	All staff	*	*	*	Inset day/staff meeting	Y	More effective support for all learners  Consistent approach across the cluster
Share establishment plans for the implementation of United Nations Convention on the Rights of the Child (UNCRC) .	All establishments	*			Time at Cluster Meeting	Possibly at establishment level	Staff are informed and can ensure pupils rights are respected.
Involve learners in evaluating themselves using the wellbeing indicators	All staff	*			GIRFEC materials  Staff meeting to discuss implementation		Learners have an improved understanding of the wellbeing indicators and know what the school and home should be doing to ensure they are getting cared for properly.  Learners are able to identify what

							else needs to be done to ensure they are SHANARRI
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**Council Plan theme: A better future – improved health, wellbeing and life chances for children and families**

**Community planning theme: Children and young people**

**Service Outcome 3.3: That children, young people and vulnerable adults benefit from services that focus on getting it right a the earliest possible stage**

Task(s)	Responsibility	Timescale			Resources	Is an *EHRIA required (Y/N)	Expected impact (on learners; staff; families etc)
		15/16	16/17	17/18			
Implement the Early Years Strategy	HT	*	*	*	Time Training	Y	Flexible provision for nursery age children. Potential provision for vulnerable 2 year olds.  Increased time for planning, tracking and profiling. Additional time for staff meetings for developing the curriculum and staff knowledge.  Improved experience for learners and improved knowledge for staff
600 hours (N)	HT/ DHT						
Flexibility (N)	Nursery staff LA	*	*	*			
Effective management of the additional 2 hours to staff's contract (N)	HT/DHT Nursery staff				Staff Meetings In-service		
Continuing to manage the renovation works (N)	David Donnelly HT				Regular communication with LA		
Building the Ambition Training	Nursery staff SMT				Staff Meetings and In-service days		

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**Council Plan theme: A better council – serving our customers and citizens**

**Community planning theme: Safer Stronger, children and young people**

**Service Outcome 2.4: Continue to implement the provision of Equality Act 2010**

Task(s)	Responsibility	Timescale			Resources	Is an *EHRIA required (Y/N)	Expected impact (on learners; staff; families etc)
		15/16	16/17	17/18			
Arrange cluster training on Equality Act impact Assessments	Gail Fitzpartick	*			Cluster session	N	Implement authority guidance on impact assessment of policies for 9 protected characteristics.



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**Council plan theme:** A better future – improved health, wellbeing and life chances for children and families

**Community planning theme:** Children and young people  
Jobs and the economy

**Service outcome 4:** All learners, particularly those affected by poverty or who are looked after, benefit from high quality education provision which promotes and supports achievement at all stages

Task(s)	Responsibility	Timescale			Resources	Is an EHRIA required (Y/N)	Expected impact (on learners; staff; families etc)
		15/16	16/17	17/18			
Continue to implement 1 +2 approach in modern languages (French & Spanish)  Invite Janice Nelson to Cluster meeting	HTs	*	*	*	Time Staff training	N	Staff trained and equipped to deliver
Continue to improve our approaches and practices of transition.  Implement action plan created	HTs PTs Joanne Sturgeon	*			Staff from JHS & feeder primaries for working party. Time	N	Format of P7 profile created. More effective communication between P7 teachers and PTs

as a result of Self Evaluation of Transition process							
Implement cluster moderation model (Reading & Social Studies)	All staff in primaries and Pre 5	*	*	*	½ day inset Feb ½ day inset Feb Venue/s Catering	N	Staff better equipped to make judgements on pupil progress and next steps
Extend tracking of SAL to Literacy, Numeracy. HWB and Sciences		*	*	*	Staff Meetings	N	Staff are better equipped at making judgements on learners' progress and attainment. Increased staff confidence and knowledge of working with SALs
Create a Science progression framework from Early level to Second		*			<b><u>Working Party</u></b> 25 August 2015 9 September 2015 22 September  Working parties to feedback progress to colleagues on the 9 October at the in service.	N	- Improved learning and teaching experiences for pupils - Improved science progression - A clear planner that is simplistic in style and easy for the practitioner to use - suggested topics or contexts for learning
Create a succinct and progressive Grammar and Spelling programme for P4 - 7		*			<b><u>Working Party</u></b> 25 August 2015 9 September 2015 22 September	N	- Improved learning and teaching experiences for pupils - Improved spelling and

					Working parties to feedback progress to colleagues on the 9 October at the in service.		grammar across the school - A clear planner that is simplistic in style and easy for the practitioner to use
Embed Blooms Taxonomy as a tool for teaching skills within N-P3 (partnership with West Dunbartonshire)		*	*	*	<b><u>Working Party</u></b> 25 August 2015 9 September 2015 22 September  Working parties to feedback progress to colleagues on the 9 October at the in service.		Improved learning and teaching experiences for pupils Improved questioning skills of both teacher and pupil Improved comprehension skills for pupils Coherent and progressive HOTS planner for E – P3
Provide opportunities for Early level staff to plan together	HT/ DHT Nursery Staff P1 teachers	*	*	*	Staff Meetings In-service Days Good practice visits		Staff will have a better understanding of what is taught across the three years of Early level. Sharing good practice Ensure learning is progressive across the level

Provide further opportunities for staff to share good practice, particularly within IDL and PE	SMT Miss Newlove Mrs Scott All teachers	*			TLC – 3 x 1 hour sessions Examples of planning		A more universal approach to IDL across the school Increased staff confidence when planning for IDL activities
To promote the UNCRC by implementing the establishment plan	HT All staff				CD evening – January Staff meetings Assemblies		Promote the rights of the child across the nursery and school. To improve the use of rights based language when dealing with behaviour issues
Continue to evaluate the effectiveness of the children's profiles. Adapt where required ensuring children have ownership of their profile (N)	HT/ DHT SNO Nursery Officers	*	*		Staff meetings Staff time off floor to complete profiles		Improved ownership for learners Profiles are effective and demonstrate progress from AP – PS year Children are able to talk confidently about their profiles and parents will have easier access to them
Children to be involved in target setting to ensure progress (N)	HT/ DHT SNO Nursery Officers				HGIML session for nursery learners and parents.		Triangulations of learners, parents and staff all working towards agreed targets.

## Action Plan

Council plan theme:

A better council – serving our customers and citizens

Community planning theme: Empowering our communities

Service outcome 6: Our schools and services take account of the views of people who use them, and the views of staff and communities they serve

Task(s)	Responsibility	Timescale			Resources	Is an EHRIA required (Y/N)	Expected impact (on learners; staff; families etc)
		15/16	16/17	17/18			
<p>A more robust calendar for parental engagement will be provided to nursery parents. (N)</p> <p>Citizenship Groups will continue but be adapted to suit the needs of all learners</p> <p>A Pupil Improvement Plan will be created to ensure the results from last session's Children's Self Evaluation are acted upon.</p>	<p>HT SNO</p> <p>SMT All teachers</p> <p>SMT All staff</p>	<p>*</p> <p>*</p>	<p>*</p> <p>*</p>	<p>*</p> <p>*</p>	<p>Quality Calendar</p> <p>One afternoon per month</p> <p>Wall display</p>		<p>Improved parental engagement including visits to nursery and evaluating the service.</p> <p>Learners will have a voice in how to improve the school and the Citizenship Groups will have an impact on their experiences at school.</p> <p>Learners' evaluations of the school and action points are acted upon.</p>

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**Action Plan**

**Council plan theme:** A better council – serving our customers and citizens

**Community planning theme:** Empowering our communities

**Service outcome 7:** Our staff are skilled, knowledgeable and committed to their own professional development to support efficient and effective service delivery

Task(s)	Responsibility	Timescale			Resources	Is an EHRIA required (Y/N)	Expected impact (on learners; staff; families etc)
		15/16	16/17	17/18			
Peer observations within the establishment and across the authority will be arranged for Nursery staff to share good practice (N)	All nursery staff	*			Staff to arrange visits to other establishments in the afternoon whilst numbers are low.		Share good practice and to pick up on ideas for activities, resources and planning
A more robust Quality Calendar will be implemented in the Nursery to ensure Learning and Teaching is monitored effectively (N)	HT DHT SNO	*	*	*			

Opportunities for all staff to take on leadership roles will be provided.							
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**Action Plan**

**Council plan theme:** A better council – performance management framework and approach; managing assets

**Community planning theme:** Children and young people  
Safer and stronger

**Service outcome 8:** We develop our services as part of our commitment to becoming a 'Better Council'

Task(s)	Responsibility	Timescale			Resources	Is an EHRIA required (Y/N)	Expected impact (on learners; staff; families etc)
		15/16	16/17	17/18			

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**Action Plan**

**Optional page**

**(use this section for any actions which you have highlighted through your self-evaluation and do not relate to the service outcomes)**

Task(s)	Responsibility	Timescale			Resources	Is an EHRIA required (Y/N)	Expected impact (on learners; staff; families etc)
		15/16	16/17	17/18			



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