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Renfrewshire Council Children’s Services

**Auchenlodment Primary and ELCC**

**Improvement Plan**

**2022-2023**

##### Planning framework

As part of Children’s Services, Auchenlodment Primary and ELCC 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 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

Creating a sustainable Renfrewshire for all to enjoy

Building strong, safe and resilient communities

Working together to improve outcomes

Tackling inequality, ensuring opportunities for all

**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**

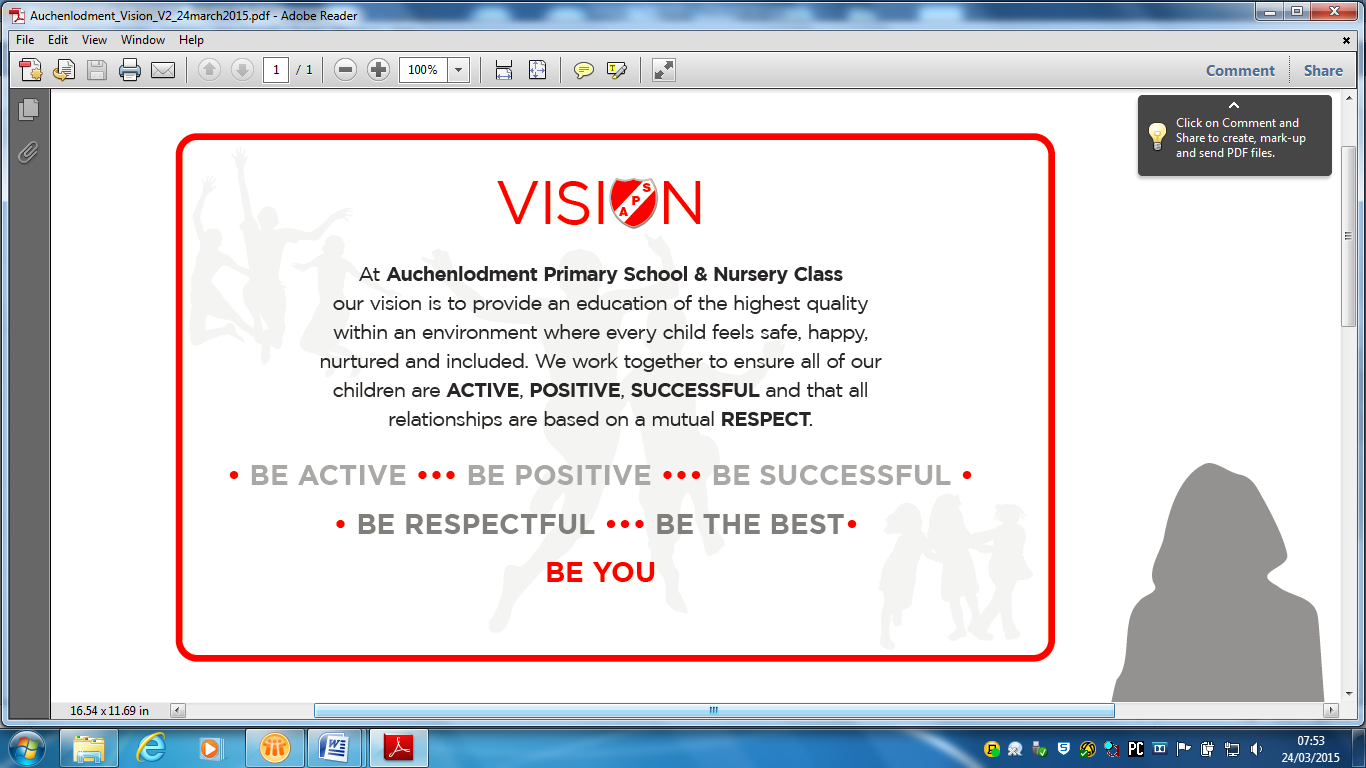
Reduce inequalities and deliver improved health and wellbeing outcomes for children and young people

Develop high quality leadership to promote empowerment at all levels

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

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

**Our Vision, Values and Aims**



Who did we consult?

To identify our priorities for improvement, we sought the views of pupils, parents, staff and the wider school community. We used a variety of methods of getting the views of those who are involved in the life and work of Auchenlodment Primary and ELCC such as a variety of self-evaluation dialogues.

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

Partners and consultation methods

Consultation with Children

* Pupil Questionnaires
* School-wide pupil focus groups
* Pupil Council meetings
* Learning conversations with their teacher and SMT
* Learning evaluations – AIFL, HGIML, setting next steps
* Pupil surveys using Google Forms. Surveys shared on our digital platforms.
* Throughout planning for curricular activities (KWHL, Mind Mapping, Floor books and other appropriate methods)
* Playroom discussion at small group times and during play.
* Playroom planning using mind mapping and floor books.

Consultation with Staff

* Staff meetings
* Annual Professional Review and Development meetings
* Evaluation of the service using How Good Is Our School (HGIOS) 4, How Good is our Early Learning and Child Care, Building the Curriculum 1-5 series, Education Scotland briefing notes, Renfrewshire Council Recovery Series Build Back Better briefing paper.
* Evaluation of Raising Attainment in Renfrewshire: Effective Differentiation paper
* Identifying strategic actions for School Improvement Plan collegiately.
* Staff Questionnaires and surveys using Google Forms
* Regular children’s progress/target setting meetings.
* Attainment and GIRFEC meetings
* Extended Support Team meetings
* Curriculum leaders and working parties.

Consultation with Parents

* Induction Days
* Transition Days
* Team Around Child (TAC) meetings
* Parent Council
* Parent meetings
* Meet the Teacher meetings, HGIML meetings and Parents’ Night
* Open Afternoons
* Coffee and Chat mornings
* Questionnaires and surveys using Google Forms
* Weekly Newsletters, as a text link and Sway
* One Question Method for self-evaluation
* Regular communication on SEESAW

Consultation with Partners

* Local and Central Admissions Panel Meetings
* Questionnaires for community links (Morrisons etc)
* Meetings, self-evaluation exercises with home-link, Families First etc
* Educational Psychology working agreement
* Active Schools self-evaluation
* Cluster meetings
* Education Scotland CLPL

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:

* Monitoring calendar for school and ELCC which ensures a rigorous monitoring approach
* Regular staff meetings
* Monitoring of planning and evaluations of learning
* Target setting for each child (regular reviews)
* Monitoring and tracking of children’s learning and attainment at termly attainment meetings
* Termly GIRFEC meetings to monitor impact and/or identify early intervention and personalised support.
* Termly pupil learning conversations and individual target setting.
* Learning Support discussions
* Analysis of assessment data from ongoing class assessments, summative assessments and standardised assessments (school)
* Collegiate and INSET self-evaluation activities using HGIOS 4, HGIOELCC and Education Scotland guidance/resources.
* Education Scotland and other in-house devised questionnaires to staff, parents, children and partners and analysis of results to inform improvements.
* Review of practices and impact of actions in relation to statutory duties of ASL, Parental Involvement, Equalities Act, Care Inspectorate National Care Standards and SSSC.
* Monitoring and moderation of standards of pupil/children’s work and profiles, displays and evaluations.
* Monitoring of learning and teaching in classroom/playroom observations, including SMT learning conversations/ learning visits
* Liaison with external partners who provide support for children and pupils (Speech and Language Therapy, Nurture, Educational Psychologist) to ensure best provision for children.

Each year we also complete a standards and quality report and self-evaluation document which are monitored by Renfrewshire Council Children’s Services’ staff

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| **Improvement Priority 1:** **Promote the positive mental health and wellbeing of children and young people.** | | | | |
| **HGIOS/HGIOELC QIs**  2.1, 2.2, 2.3 2.4  2.7  3.1 | **NIF Priorities**   * 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   *Highlight as appropriate* | | **NIF Drivers**  School Leadership Assessment of Children’s progress  Teacher Professionalism School Improvement  Parental Engagement Performance Information | |
| **Rationale for change** | **Outcome and Expected Impact** | **Measures** | | **Intervention** |
| Following feedback and self-evaluation we know that physical and mental health and well-being is a priority for children and young people in our school and ELCC.  Data from our Headstrong pilot shows that pupils can identify strategies to cope with anxiety and stress but more support is required to help our learners apply these strategies. | By October 2022 almost all children will be able to identify their emotions.  By June ’23 targeted pupils will be able to identify strategies to support their mental health and well-being.  By June ’23 for classes to show a 20% increase in being able to apply the mental health and well-being strategies they have identified. | Renfrewshire’s Nurturing Relationships Approach (RNRA) pupil, parent and staff survey will be collated and analysed ay Acting DHT.  Driver diagram for the nurture principle ‘Nurture is important for well-being’ will be evaluated and shared with staff by our RNRA Core Group.  Renfrewshire’s Nurturing Relationships Approach Action Plan working towards Ruby Award.  Headstrong evaluation sheets will measure how many children can identify their emotions, can identify strategies to support their mental health and how many children can apply these strategies.  Staff audit and self-evaluation of good practice in supporting mental health and well-being.  Early Years Progression toolkit. | | **Emotional literacy will be explicitly taught in school and ELCC (e.g., RNRA, Emotionworks and Headstrong)**  **Regular and consistent development of mental resilience/support strategies referred to and used in classes.**  **RNRA – continue with Core Group Action Plan which focuses on Nurture Principle: Nurture is important for wellbeing.**  **Educational Psychologist to support implementation of Nurture principle through staff training and supporting the Core Group.**  **Headstrong next steps for mental health identified and shared.**  **Timetables continue to provide greater curricular time for health and wellbeing activities (mental, emotional, and social, outdoor learning)**  **Mental Health policy to be reviewed and shared with pupils, parents, staff, and the wider school community.**  **Termly GIRFEC meetings held to identify learners who require support with their mental health and well-being.**  **Partnership services (Home-link and Families First and The Exchange Counselling) to support the mental health and well-being of targeted pupils. Circle of Friends sessions, Seasons For Growth sessions, LIAM (Let’s Introduce Anxiety Management) groups and counselling sessions to support mental health and well-being.** |

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| **Improvement Priority 2: Develop high quality learning and teaching to raise attainment in numeracy** | | | | |
| **HGIOS/HGIOELC QIs**  **1.2**  **2.2, 2.3, 2.4**  **3.2** | **NIF Priorities**   * 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**  School Leadership Assessment of Children’s progress  Teacher Professionalism School Improvement  Parental Engagement Performance Information | |
| **Rationale for change** | **Outcome and Expected Impact** | **Measures** | | **Intervention** |
| CfE data identifies a need to raise attainment in numeracy.  At the end of the session 21-22 69% of our P4 class were on track for numeracy. This is equal with our comparative quartile.  At the end of session 21-22 75% of our P5 class were on track for numeracy.  The data shows numeracy attainment is on a downward trend in P1. At the end of session 21-22 77% of our Primary 1 children were on track for numeracy.  The Early Years Progression toolkit has identified numeracy as a need. In numeracy 46% of children were achieving their milestones. Early intervention in numeracy is required. | **P5 Targeted Numeracy Group (80% SIMD 1-3)**  By June 2023, attainment in P5 numeracy to increase by 8% to 77%. (2 pupils)  By June 2024 attainment in P6 numeracy to increase to 80%. (1 pupil)  By the end of P7, June 2025, the attainment in numeracy to be at 85%. (1 pupil)  **P6 Targeted Numeracy Group (67% SIMD 1-3)**  By June 2023, attainment in P6 numeracy to increase to 81% (2 pupils)  By June 2024, attainment in P7 numeracy to increase to 84%. (1 pupil)  **P2 Targeted Numeracy Group (76% SIMD 1-3)**  In 2022-23 numeracy attainment in P2 will go from 77% (P1) to 84% in June 2023. (2 pupils)  By June 24 numeracy attainment in Primary 3 will increase to 87%. (1 pupil)  By June 25 numeracy attainment in Primary 4 will increase to 90%. (1 pupil)  **P1 Numeracy**  The gap between Auchenlodment and comparator schools to be reduced by 4%.  Aim for P1 2022 to be 81%  Aim for P1 2023 to be 83%  Aim for P1 2024 to be 85%  **ELCC**  To have a 5.5% increase in numeracy in our ELCC by May 2023. | **Learners**   * Pre/ post teacher judgement data * Termly tracking meetings with class teachers and SMT using benchmark trackers. * Numeracy diagnostic assessments * SNSA data at P4 and P7 in November, P1 in May * GL assessments P4-P7 * Class formative assessment * Use of Maths pupil engagement survey * Learner feedback – target group * End of level holistic numeracy assessments * Pupil-identified next steps in learning. Discussion of targets with parents and pupils at ‘How Good Is My Learning’ sessions. Identify strategies to support next steps. * Regular tracking meetings with Support Staff to track PEF intervention.   **Staff**   * Levels of staff engagement with CLPL * Self-evaluations on staff confidence and understanding of new Renfrewshire planners and resources.   **Families**   * Pre/ post survey for families. * Analysis of levels of parental engagement * Family Learning self-evaluation | | **0.6 SAC Teacher allocation to provide targeted interventions to identified group in P5 and P6. Use of concrete-pictorial abstract approaches and SEAL.**  **Maths Recovery CLPL for all staff. Maths Recovery techniques to be used in P1-P3 classes.**  **DHT to provide SEAL training and Number Talk training for new staff and a refresher for others.**  **Implement new numeracy planners to support current numeracy approach.**  **PEF ASNA (£15 000) to provide SEAL numeracy support daily for targeted interventions in P1 and P2.**  **Family Learning for targeted pupils in P1-P2.**  **Focus on SEAL approach.**  **Family Learning for targeted pupils in P5-P6. SEAL and Number Talk approaches.**  **Family Learning Project Lead – PEF (£1500)**  **Audit of numeracy resources to support new numeracy planners.**  **Purchase of core numeracy resources to support Renfrewshire numeracy planners and CPA approaches.**  **Renfrewshire numeracy coaches to support numeracy CLPL for new staff.**  **Peer observations targeted at the use of concrete pictorial abstract approaches and Numbertalks. Opportunities for staff to share good practice.**  **Numeracy positive growth mindset to be further developed across the school community. Family learning sessions to focus on a positive growth mindset.**  **ELCC staff to provide extra support and interventions in areas which have been identified as areas of development.**  **Further support and training for staff so they can deliver these interventions.**  **All staff using SEAL approaches across the playrooms.** |

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| **Improvement Priority 3: Raise attainment in Literacy with a priority focus on Writing** | | | | |
| **HGIOS/HGIOELC QIs**  **2.3**  **2.4**  **3.2** | **NIF Priorities**   * 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   *Highlight as appropriate* | | **NIF Drivers**  School Leadership Assessment of Children’s progress  Teacher Professionalism School Improvement  Parental Engagement Performance Information | |
| **Rationale for change** | **Outcome and Expected Impact** | **Measures** | | **Intervention** |
| Professional dialogue, data and learner conversations indicate a need to increase learner engagement and enjoyment in writing by using effective writing pedagogy and creating a culture of writing for pleasure.  CfE data demonstrates that writing is the main area for improvement. The biggest dip is in P5 and P6.  In 21-22 writing attainment in P4 went from 55% of children on track at the start of the year to 62% at the end of the year. (SAC Teacher input). Therefore, there is evidence that the continued use of a Scottish Attainment Challenge teacher will raise attainment in writing.  The data shows a downward trend in writing in P1 and was at 67% on track in 21-22. Therefore, we have identified P1 and P2 as a priority for writing support and interventions.  The Early Years Progression toolkit has identified literacy as a need. Early intervention is required in literacy. 43% of children are achieving 60% of the measures. Notably there is a big gender difference with 82% of females on track and 20% of males on track. | By June 2023, Talk For Writing Staff confidence survey will show almost all teaching staff are more confident and skilled in the learning and teaching of writing. Almost all support staff are more confident and skilled in providing in-class support to identified groups.  **P5 Targeted Writing Group (80% SIMD 1-3)**  By June 2023, attainment in P5 writing to increase by 15% to 73%. (3 pupils)  By June 2024 attainment in P6 writing to increase to 80%. (2 pupils)  By the end of P7, June 2025, the attainment in writing to be at 85%. (1 pupil)  **P6 Targeted Writing Group (67% SIMD 1-3)**  By June 2023, attainment in P6 writing to increase to 78% (3 pupils)  By June 2024, attainment in P7 writing to increase to 84%. (1 pupil)  **P2 Targeted Writing Group (76% SIMD 1-3)**  In 2022-23 writing attainment in P2 will go from 62% to 73% in June 2023. (2 pupils)  By June 24 writing attainment will increase to 79%. (2 pupils)  By June 25 writing attainment will increase to 86%. (2 pupils)  **P1 Targeted Literacy Support.**  In 2022-23 we will aim for writing attainment in P1 to be between 70-80%. We aim to have between 23-27 pupils on track. This figure may be revised after the first tracking meeting.  **ELCC**  Almost all children in the ELCC to be enrolled in Dolly Parton’s Imagination Library.  In our ELCC to have a 5.5% increase in literacy by May 2023. | **Learners**   * Pre/ post teacher judgement data * Tracking meetings with class teacher using benchmark trackers. * Termly writing assessment scores * Standardised assessment data at P4 and P7 – November 22 * Class formative assessment * Pre/ post pupil surveys/learning conversations including Renfrewshire’s writing survey. * Learning and attainment visits * Learner feedback – target group * Target group writing journals * Pupil-identified next steps in learning (writing targets) * Reading Schools Leadership group pre and post survey for boys. * Reading engagement survey.   **Staff**   * Staff Talk For Writing staff confidence survey * Staff evaluations of Talk For writing training sessions. * Peer visits feedback and sharing of good practice. * Relevant programme assessment measures * Pre/post evaluations on staff confidence and understanding. * Talk For Writing Project Leads Action Plan and evaluation.   **Families**   * Pre/ post child and family survey * Analysis of levels of parental engagement * Family Learning self-evaluation | | **Quartile 2 allocated Scottish Attainment Challenge teacher (0.6) to continue to provide targeted interventions to identified groups in P5 and P6.**  **Calendar of writing CLPL sessions finalised by Sep 2022 and delivered throughout the session. Support from Renfrewshire’s Literacy Development Officer.**  **Training for Project Leads in June 22.**  **Project Leads will participate in quartile working groups to support implementation, collaboration and moderation of the Talk for Writing approach.**  **Provide professional learning for teaching, ELCC, and support staff (Talk for Writing) in Aug/Oct ‘22. Talk For Writing Non-Fiction training in May 23.**  **By September ’22, all staff will be provided with evidence-based research relating to writing via the CLPE ‘What We Know Works: Writing in Primary Schools’ research document** [**What We Know Works: Writing in Primary Schools**](https://clpe.org.uk/research/writing-primary-schools-what-we-know-works)**. Staff to read through this document and identify what we currently do and our next steps.**  **Creation of an operational plan, by October ’22, for implementation of the Talk for Writing approach.**  **Talk For Writing Project Leaders to create reading spines for each class.**  **Audit resources for writing with particular attention to P1-P3 by Dec ’22. Identify and purchase resources required. (PEF - £3000 Writing resources)**  **Pupil Equity Fund teacher (0.2) to provide targeted interventions to identified group in P1-P2.**  **Family Learning for targeted pupils in P1-P2. Family Learning Project Lead – PEF (£1500)**  **Speech and Language CLPL for staff. SLT for targeted learners.**  **ASNA Literacy Support (PEF £15 000)**  **Targeted literacy support in P1-P3.**  **Reading Schools Leadership group to work in partnerships with Renfrewshire Libraries to ensure high quality, high interest reading materials are selected that appeal to boys. Reading Schools group to promotes these books and create ‘hot’ books.**  **Two members of the ELCC staff to be Bookbug trained to enable them to lead Family Book Bug sessions to raise engagement and reading within families.**  **ELCC to create home learning bags to support families with literacy.** |