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Auchenlodment Primary School and ELCC

School Improvement Plan

2023/24

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 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

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| 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**

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| 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. |

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| **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** | | | |  |
| 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. | 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. | 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. | 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. | 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 |

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| **Our Vision, Values and Aims** |

Who did we consult?

To identify our priorities for improvement, we sought the views of Auchenlodment Primary and ELCC, 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

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| Consultation with Children | Consultation with Staff |
| * HMIE pupil survey * Pupil questionnaires * HMIE pupil focus groups * Learner focus groups during SMT Learning and Attainment visits * Learner graffiti walls * Pupil Learning Journals * Target setting and HGIML conversations * Learning evaluations – AIFL, HGIML, setting next steps * Pupil surveys using Google Forms shared on digital platforms * Pupil Council meetings * Pupil Citizenship groups * Partnership planning with pupils in curricular areas (KWHL, mind mapping, floor books and other appropriate methods) * Daily wellbeing check ins * Wellbeing wheel evaluation using SHANARRI * Playroom discussion at small group times and during play * Playroom planning using mind mapping and floor books | * HMIE staff survey * Staff engagement and confidence questionnaires * HMIE staff focus groups – literacy, numeracy, health and well-being, play and evaluation of HGIOS4. * Self-evaluation of service using How Good Is Our School (HGIOS) 4, How Good Is Our Early Learning and Child Care, Building the Curriculum 1-5 series, and Education Scotland briefing notes. * Collegiately identifying strategic actions for School Improvement Plan * Data analysis sessions * SMT Learning and Teaching visits * Tracking meetings * Termly GIRFEC meetings * Evaluation of learning and teaching * Team Around the Child meetings * Staff meetings * Curriculum Development and Working Party feedback * Annual Professional Review and Development meetings |
| Consultation with Parents | Consultation with Partners |
| * HMIE parent survey * HMIE parent focus groups * Renfrewshire parent survey * Parent surveys using Google Forms focused on wellbeing, learning and teaching and homework. * Parent Voice wall at Parents Evening. Focus was on the delivery of homework and supporting pupils. * Meet the Teacher afternoon, Parents’ evening * Regular engagement over SEESAW * How Good Is My Learning – pupil, parent and teacher meet to discuss how to best meet the targets and the support required at school and at home. * Open Afternoons, assemblies, and school events * JHS transition programme * Team Around the Child meetings * Stay and Play sessions, Bookbug sessions, ELCC Coffee and Chat * Primary 1 transition programme | * HMIE partner survey * Questionnaires/surveys for community links * Active Schools data on engagement and participation * Active Schools self-evaluation * Renfrewshire Libraries Skoobmobile planning meeting and engagement and participation feedback * Home-link P7 transition group feedback * P7 JHS transition programme pupil and parent feedback * Families First feedback, meetings and self-evaluation * Educational Psychology working agreement * Cluster LISN meetings * Cluster Meetings |

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

Quality Assurance

* Quality Assurance Calendar
* Monitoring Calendar for school and ELCC which ensures a rigorous monitoring approach
* Monitoring of planning and evaluations of learning
* Monitoring of learning and teaching through Learning and Attainment Visits
* Classroom and playroom observations and peer visits
* Regular meetings with Principal Teacher to track impact of Attainment Hit Squad
* Regular meetings with Support Staff to track impact of interventions
* Collegiate and inset self-evaluation activities using HGIOS 4, HGIOELCC and Education Scotland guidance/resources
* Education Scotland, Renfrewshire and in-house devised questionnaires to staff, parents, children and partners and analysis of results to inform improvements
* Regular review of Child’s Plans in terms of new GIRFEC refresh. Ensure clear target setting and regular review of interventions and impact.
* Review of practices and impact of actions relating to HMIE report, GIRFEC refresh, Equalities Act, Care Inspectorate National Care Standards and SSSC.
* Moderation of standards of pupil/children’s work and profiles.

Pupil Progress

* Termly tracking meetings to monitor progress in listening and talking, reading, writing and numeracy
* Termly GIRFEC meetings to monitor progress and support required in health and wellbeing.
* Monitoring wellbeing webs in Learner Journals
* Target setting and evaluations of targets in pupil-led Leaner Journals
* ACEL teacher professional judgement using benchmark trackers
* Standardised assessment data including SNSA, GL assessment and end of pathway assessments
* SEAL pathway and Maths Recovery assessments and evaluations
* Literacy intervention data and feedback
* Liaison with external partners who provide support for children ( Speech and Language Therapy, Educational Psychologist, Ren10, Home-link, Families First, OT, CAMHS) 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 – To 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 | | | **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** |
| Our Education Scotland HMIE report stated that ‘most children write appropriately for a range of purposes and different audiences’. Our priority is to raise it to ‘almost all’ across all stages.  Attainment data for session 2022/23 shows the following percentage of pupils achieving the expected level in writing highlighting a need for a priority focus on writing.  ELCC tbc    P1 tbc %  P2 79%  P3 87%  P4 70%  P5 72%  P6 69%  P7 55% | | By June 2024 we expect the following increase.  ELCC tbc  P1 75 – 85%  P2 82 – 85% (1-2 pupils)  P3 87 – 90% (1 pupil)  P4 76 – 79% (2-3 pupils)  P5 78 - 83% (1-2 pupils)  P6 77 – 81% (2-3 pupils)  P7 70 – 78% (5-7 pupils) | ACEL data from whole school tracking meetings/teacher professional judgement using writing benchmark trackers indicates the progress of each child and whether they are on track or not. This will show if the expected outcomes and impacts have been met.  Termly writing baseline assessment demonstrate the progress of pupils and whether they have achieved the benchmarks.  Talk For Writing hot and cold writing pieces demonstrate pupil progress.  Standardised assessment data including SNSA/ACEL at P1, P4 and P7 support teacher professional judgement.  Progression data from IDL spelling data dashboard will demonstrate progress in spelling.  Regular Attainment Squad meetings reviewing pupil progress using formative and summative assessment. This will inform which children will receive intense targeted support.  Single/multi agency plans will show that almost all children identified through the staged intervention framework as requiring support in writing will make accelerated progress, with 90% achieving their SMART targets.  Learner conversations, learner target setting, and pupil focus groups will support children to identify their next steps and the strategies they need empowering and motivating children to make progress.  Pupil writing engagement survey will identify children requiring more motivation and support with engagement in writing. It will give valuable feedback on whether our new writing approach is working.  Observations of learner engagement in low stakes writing opportunities through play show the percentage of children engaged and motivated in writing opportunities.  Family Learning engagement feedback through feedback conversations and surveys will provide us feedback on whether families feel more confident in supporting their child in writing.  Ongoing evaluation of staff confidence, understanding and progress with implementation using the ‘Confidence in Applying the Talk For Writing Process’ survey.  Stage, whole school and cluster moderation activities lead to improved staff confidence in professional judgement in achievement of a level  Audit of progress using the Talk For Writing School Improvement Cycle which will identify where improvement in attainment has been made. | | All teaching staff will continue to plan and implement Talk for Writing approach with an increased confidence within their class and collegiately to ensure progression.  ELCC staff will begin the training and implementation of the Talk For Writing approach.  Collegiate time built into Working Time Agreement to facilitate planning, peer observations and moderation of Talk For Writing approach.  Calendar of writing CLPL (in-service, collegiate activities, professional reading and working parties) will be finalised by Sep ‘23 and implemented/evaluated throughout the session. This will include opportunities to plan, assess and moderate.  Project lead will undertake CLPL on leading effective implementation of Talk for Writing. Actions will be informed by the Talk for Writing Leadership Toolkit.  Audit resources for Talk For Writing approach on August in-service day. Identify and purchase resources required.    Creation of an operational plan, by October ’23, for implementation of the Talk for Writing approach (fiction and non-fiction) to include key features e.g.:   * create/maintain a whole school reading spine * create/maintain a whole school overview with resource linked units * adapt templates for unit planning to align with existing planning approaches * establish teaching non-negotiables and ensure consistent implementation across the school * establish/maintain effective procedures for quality assurance of the approach   Daily low stakes writing opportunities to be incorporated into play pedagogy in ELCC and throughout the school.  PEF ELCO – P1 targeted writing support - £22,157  Implementation of Attainment Hit Squad led by Principal Teacher. Intensive targeted support focusing on P7, P6, P4 and P1. Focus on tools for writing.  PEF ELCO – P1 targeted writing support - £22,157  PEF CA - £14,941 PEF ASNA - £4,365  Targeted Family Learning sessions running alongside Attainment Hit Squad sessions. Focus on supporting tools for writing and support interventions.  PEF Family Learning sessions - £4009  Creation and resourcing of Family Learning bags so families can support children at home with their tools for writing skills.  PEF £500  Daily targeted intervention from teaching staff and support staff with single sounds, digraphs and blending, common words and spelling rules. Which stages/classes?  PEF CA - £14,941 – P4  PEF ASNA - £4,365 – P5, P6  Resourcing of targeted interventions  Five Minute Box  IDL spelling PEF £249 – IDL yearly subscription  Dyslexia supports  Continuation of Dolly Parton’s Imagination Library in the ELCC, weekly Bookbug sessions and Family Learning bags to ensure literacy support with families is high.  Partnership with school and ELCC from Renfrewshire Libraries Skoobmobile.  Reading Schools Approach across school and ELCC. |

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| **Improvement Priority 2 – To raise attainment in numeracy** | | | | | |
| **HGIOS/HGIOELC QIs** | **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**   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** |
| Education Scotland stated in their Inspection Report that overall, the attainment in numeracy and mathematics is good. Most children achieve national expected levels of attainment at early and second level, whilst the majority of children achieve expected levels at first level.  Our priority is to raise it to ‘almost all’ across all stages.  Attainment data for session 2022/23 shows the following percentage of pupils achieving the expected level in numeracy.  ELCC tbc  P1 tbc  P2 85%  P3 87%  P4 76%  P5 78%  P6 69%  P7 79% | | By June 2023 we expect the following increase to percentage of pupils achieving the expected level in numeracy.  ELCC tbc  P1 80 – 90%  P2 85 – 88% (1 pupil)  P3 87 – 90% (1 pupil)  P4 79 – 82% (1-2 pupils)  P5 78 - 83% (1 pupil)  P6 73 – 81% (1-3 pupils)  P7 85 – 88% (2-3 pupils) | ACEL data from whole school tracking meetings/teacher professional judgement using numeracy benchmark trackers indicates the progress of each child and whether they are on track or not. This will show if the expected outcomes and impacts have been met.  Renfrewshire end of pathway numeracy assessments indicates the progress of each child and if they are on track for numeracy.  Holistic numeracy assessments demonstrate the understanding and application of numeracy skills indicating which children are on track.  Standardised assessment data including SNSA/ACEL at P1, P4 and P7 support teacher professional judgment.  Regular Attainment Squad meetings reviewing pupil progress using formative and summative assessment to ensure targeted children are on track to achieve.  Learner conversations, learner target setting and pupil focus groups indicate which children require support with a positive growth mindset in numeracy.  Single/multi agency plans will show that almost all children identified through the staged intervention framework as requiring support in writing will make accelerated progress, with 90% achieving their SMART targets. | | Implement online numeracy planners to ensure all staff can access planners for each class to ensure shared planning, progression and coherence across all stages.  Audit of CPA resources to support targeted interventions. Audit during August in-service day and subsequent purchase of further resources required.  PEF £500 on resources  Numeracy and Coaching Development Officer input/team teaching in first level classes and targeted support groups.  Implementation of Attainment Hit Squad led by Principal Teacher. Intensive targeted support focusing on P1, P4 and P6. Targeted groups to focus on basic numeracy skills to address identified gaps.  PEF ELCO – P1 targeted numeracy support - £22,157  PEF CA – P4 SEAL approach - £14,941  PEF ASNA – P6 Maths Recovery - £4,365  Daily targeted intervention using the SEAL approach with a specific focus in P1, P4 and P6.  PEF ELCO – P1 - £22,157  PEF CA and ASNA – £14,941 and £4,365  Maths Recovery approach for targeted pupils. Use of Attainment Hit Squad to deliver support to targeted pupils.  Support staff to receive training on interventions and the resources to support interventions. |