



Bargarran Primary School

School Improvement Plan

2023/24

Planning framework

As part of Children's Services, Bargarran 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

Our School Vision

“At Bargarran Primary School we learn and grow together”

Our School Values

- be happy
- be honest
- be kind
- be respectful
- be responsible
- be all you can be

Our School Aims

- to provide stimulating and supportive learning environments that support positive and inclusive relationships for all pupils.
- to engage parents and carers in their child’s education.
- to ensure all staff feel valued and are provided with opportunities to develop professionally.
- to build and strengthen links with a range of partners that benefit the school and the wider community.

Who did we consult?

To identify our priorities for improvement, we sought the views of children, staff, parents and carers and our Parent Council. We used a variety of methods of getting the views of those who are involved in the life and work of Bargarran Primary School such as informal and formal discussions, self-evaluation activities and surveys.

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

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: learning walks, pupil focus groups, jotter monitoring, peer observations, tracking meetings, surveys, self-evaluation activities involving all staff and conversations with stakeholders.

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 – Improve attainment, particularly in literacy and numeracy and close the attainment gap between the most and least disadvantaged pupils; (PEF)

<p>HGIOS/HGIOELC QIs</p> <p>1.2, 1.3, 2.3, 2.5, 3.1, 3.2</p>	<p>NIF Priorities</p> <ul style="list-style-type: none"> • Placing the human rights and needs of every child and young person at the centre of education • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children • Improvement in children's and young people's health and wellbeing • Improvement in employability skills and sustained, positive school leaver destinations for all young people 	<p>NIF Drivers</p> <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
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Why?	What difference?	How do you know?	What are we going to do?
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<p>School attainment in Numeracy in June 2023 is as follows:</p> <table border="1" data-bbox="129 746 624 951"> <thead> <tr> <th>Year Group</th> <th></th> </tr> </thead> <tbody> <tr> <td>2017 (P.6)</td> <td>79%</td> </tr> <tr> <td>2018 (P.5)</td> <td>90%</td> </tr> <tr> <td>2019 (P.4)</td> <td>85%</td> </tr> <tr> <td>2020 (P.3)</td> <td>90%</td> </tr> <tr> <td>2021 (P.2)</td> <td>78%</td> </tr> <tr> <td>2022 (P.1)</td> <td>88%</td> </tr> </tbody> </table> <p>31/41 children in target group of children who receive free school meals or clothing grant attained the anticipated level at Early, First or Second level in Numeracy in June 2023.</p> <p>Most staff identified Numeracy as the area they would prefer CLPL activities delivered as part of the School Improvement Plan.</p>	Year Group		2017 (P.6)	79%	2018 (P.5)	90%	2019 (P.4)	85%	2020 (P.3)	90%	2021 (P.2)	78%	2022 (P.1)	88%	<p>By June 2024, attainment in Numeracy at all stages will have increased by a minimum of 3%</p> <p>By June 2024, the number of children in our target group who have not attained anticipated levels in Numeracy will have decreased from 10 to 7 through successful targeted interventions.</p>	<p>ACEL (A Curriculum for Excellence Level) Numeracy & Maths data June 2023</p> <p>ACEL Numeracy & Mats data June 2024</p> <p>ACEL Numeracy & Maths targets December 2023 and March 2024</p> <p>Learning walks and Class observations show strategies from CLPL in practice and resources utilised to support learning.</p> <p>Monitoring of Forward Plans show authority planning format utilised and children working at appropriate pace.</p> <p>Assessment records show that authority assessment formats are being used as part of the evidence base used to support professional judgements</p>	<p>Introduce refreshed authority planning and assessment formats at all stages and provide staff CLPL sessions.</p> <p>Purchase resources to support authority planning and assessment formats.</p> <p>Staff CLPL sessions led by authority Numeracy development team on areas identified through SNSA results will be provided in school.</p> <p>All staff attend a chosen curriculum development session provided by authority Numeracy development team.</p> <p>Identify small groups using school data and provide targeted interventions to support attainment.</p> <p>Hold a Parental Engagement event focusing on games that can be played at home to support Numeracy.</p>
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The Talk for Writing methodology was introduced as a whole school approach to the teaching of writing in session 2022-23.

The methodology had a positive impact on attainment at almost all stages.

Year Group	2022 Writing Attainment	2023 Writing Attainment
2016	71%	79%
2017	52%	83%
2018	76%	79%
2019	90%	85%
2020	74%	80%
2021	72%	81%

The average stage attainment in writing is 83%. This is 7% higher than the attainment of the target group of children who receive free school meals and/or clothing grant.

The Talk for Writing approach was adopted for fiction genre only in session 2022/23. The focus will be to embed this approach in 2023/24 before introducing the Talk for Writing methodology to teach non-fiction writing in session 2024/25.

Classroom observations, SMT time spent supporting children's behaviour and pass on information from feeder nurseries and ELCCC identify that there are a number of children currently in the early stages of primary school or about to transition to Primary 1, who are, or will, find learning in a classroom environment challenging. This has an impact on those children who find a classroom environment challenging and their peers.

By June 2024, gains in writing attainment will have been maintained at all stages.

By June 2024, attainment of 2019 year group will increase by 5% and return to June 2022 level.

By June 2024 average attainment in writing will have increased by 3% and the gap between the average attainment and the target group will have reduced to 5%.

Across session 2023/24 adaptations to classroom environments and creation of an alternative space in accordance with Child Inclusion Research Into Curriculum Learning Education (CIRCLE) approach have taken place and children respond positively to these.

By June 2024, time spent by SMT supporting children's classroom based behaviour will reduce.

By June 2024, attainment of children who are identified as finding learning in a classroom environment challenging will spend increased time in class rather than other environments.

ACEL writing data June 2023

ACEL writing targets October 2023, December 2023 and March 2024.

Writing Assessments November 2023 and May 2024

ACEL writing data June 2024

Learning walks and classroom observations show Talk for Writing methodology is being implemented across all classes.

Learning Walks and Classroom observation August 2023 – June 2024.

Audit of SMT time spent supporting child's class based behaviour.

Audit of time identified children spend out with the class environment.

ACEL data June 2023 and June 2024

ACEL targets December 2023 and March 2023

School writing guidelines introduced to support a consistent delivery of Talk for Writing.

School planning formats introduced to support the delivery of Talk for Writing.

Staff working party will develop resources to support the implementation of the Talk for Writing methodology.

Moderate writing scripts with a partner school to ensure consistency with assessment.

Staff who have not been trained will be provided with the opportunity to attend training provided by Renfrewshire Council.

All staff to use CIRCLE framework to audit how socially inclusive their classroom environment is.

Audits used to develop classroom environments consistently across the school.

Non-Violent Resistance (NVR) training to develop staff understanding of reasons behind escalated behaviour and strategies for dealing with this.

Develop an alternative working space, staffed by ASNA and SMT, for children who have difficulty coping with the classroom environment.

Working party set up to lead whole school development on a second nurture principle 'All Behaviour is Communication'.

Improvement Priority 2 – Improvement in employability skills and sustained, positive leaver destinations

HGIOS/HGIOELC Qis 1.2, 2.3, 2.6, 3.2, 3.3	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>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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<p>We recognise the importance of increasing employability skills so that our children understand the value and relevance of the skills they are acquiring for the world of work.</p>	<p>2023-2028</p> <p>A skills framework is developed within the cluster and children will be able to reflect upon the skills they have developed across learning experiences.</p> <p>Teaching staff will plan learning experiences that develop the skills identified in the framework.</p> <p>2023</p> <p>Increase children's and staff awareness and understanding of the key skills that constitute the framework.</p>	<p>Staff evaluations of learning and teaching will demonstrate the impact on learners.</p> <p>Focus groups of children demonstrate a clear understanding of the skills they are learning and applying in different contexts and those they need to develop further.</p> <p>Cluster baseline and post survey which will demonstrate an increase in awareness and confidence of children and staff.</p> <p>Forward planning discussions with staff will have a focus on activities planned to develop skills.</p> <p>Classroom observations will show an increased emphasis on the development of skills from the cluster framework.</p>	<p>Staff will participate in cluster based curriculum development led by PMHS to raise awareness, identify and have a shared understanding of the 6 key skills for employability developed in partnership with local employers and consistently developed across all cluster schools.</p> <p>Following cluster based curriculum development teaching staff will plan learning experiences to develop the 6 key skills with children.</p> <p>Staff and children will engage in regular discussion to identify skills being developed through learning activities.</p> <p>STEM Day in March 2023 will have a focus on children identifying and developing the key skills.</p> <p>Build on the awareness raising and development work carried out this session to develop a consistent cluster framework by, at the latest, June 2028.</p>					