



Renfrewshire Council Children's Services

Brediland Primary School

Improvement Plan

2020-2021



Planning Framework

As part of Children's Services, Brediland Primary 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. improve attainment, particularly in literacy and numeracy;
2. close the attainment gap between the most and least disadvantaged pupils;
3. improve children's health and wellbeing; and
4. improve children and young people's employability skills so that they move into positive and sustained destinations.

Local Priorities

- Reshaping our place, our economy and our future;
- Building strong, safe and resilient communities;
- Tackling inequality, ensuring opportunities for all;
- Creating a sustainable Renfrewshire for all.

Renfrewshire's Education Priorities

Our priorities will also align with Renfrewshire Council's education strategic priorities listed below.

- Develop high quality learning & teaching that leads to improved levels of attainment and achievement in all of our establishments;
- Reduce inequalities and deliver improved health & wellbeing outcomes for children & young people;
- Support self-evaluation and performance improvement throughout our establishments;
- Develop high quality leadership for staff at all levels;
- Support high numbers of our young people to enter positive destinations and sustained post-school destinations.

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.

Our school's Vision, Values and Aims

Our Vision is that every child will
enjoy coming to

Brediland Primary

and have the support and challenge to maximise their
personal potential, to continue to develop as Successful
Learners, Confident Individuals, Effective Contributors and
Responsible Citizens.

HONESTY

Aims:

- be honest with yourself be honest with others
- always tell the truth
- do the right thing, even if no-one is watching

RESPECT

Aims:

- respect yourself
- show respect to others respect property
- respect the environment
- be polite
- use good manners

DETERMINATIO

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Aims:

- always try to do your best try to be confident
- believe in yourself
- use the power of 'yet'

FREEDOM

Aims:

- to be myself
- to learn and play
- to make choices to be safe
- to have my own opinion
- to take part
- to show my emotions

KINDNESS

Aims:

- treat other people the way you want to be treated be kind towards others
- show others that we care
- try not to leave others out

Whom did we consult?

To identify our priorities for improvement, we sought the views of staff, children, parents, Parent Council, Homelink Service

We used a variety of methods of getting the views of those who are involved in the life and work of Brediland Primary such as:

- curriculum development meetings.
- whole staff evaluation of performance and progress of Improvement Plan against QIs, including increased expectations.
- Focus Groups – Health and Wellbeing, review of reporting formats, anti-bullying policy,
- Stage meetings.
- Parental Questionnaires, roving reporters, newsletters, evaluations of events and developments, PEF, cost of the school day.
- Staff Questionnaires, carousels, termly review of SIP progress.
- Pupil Questionnaires, Pupil/Teacher/Parent Conferencing, assemblies, Pupil Council, Scot.Gov, STEM Survey
- Newsletter response sheets, at least every month.
- Roving Reporters at events.
- Meetings with chair of PTFA
- Target Setting Meetings

We have also consulted with our partners across and out with the council to assist us in the delivery of our priorities:

neighbours of the school, community police, FE establishments, Glasgow Caledonian University, UWS, The Royal Society, Business and industry, Doosan Babcock.

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: How we will know if we are achieving our aims?

We will measure impact using specific measures including our existing systems and in addition to this, the Head Teacher will review and refine the system of tracking in the coming session, to ensure progress can be measured and interrogated accurately.

Summative Assessment

A range of assessments stipulated within our Assessment Policy

Quantitative Data:

- Variety of Quantitative Data used and results interrogated.
- The school position paper on Assessment and Tracking provides clear direction to class teachers on range and frequency of agreed assessments and recording procedures. This information is discussed and interrogated during termly tracking meetings with teaching staff and is used to track individual pupil progress.
- Class teachers track the progress of individuals and each child has a detailed assessment record, which starts in Primary 1. Teachers use this information to respond to children's needs.
- SLT track individual progress in Reading, Writing, Spelling and Numeracy & Mathematics; SLT have specific responsibility for subject areas.
- Moderation within school, cluster and with other local authorities.
- The progress of children living in SIMD 1&2 is tracked discretely in Reading, Writing, Spelling and Numeracy & Mathematics and teachers are provided with this information to act upon.
- Comparative results from MALS Questionnaire
- Standardised Assessments are used to make a direct comparison of progress year to year.
- Scottish National Standardised Assessments.

Formative Assessment:

Various methods of formative assessment are used during teaching and learning to inform next steps and teachers' judgement.

- Self-Evaluation moderated against illustrations contained in HGIOS4 – 3 year plan to be reviewed this session.
- Review of progress of actions in Improvement Plan, each term.
- Self-evaluation by teaching staff and moderation of this by SLT; first visit reciprocal moderation by peers.
- Evaluation of collegiate sessions
- Evaluation of CPD
- Quantitative Data is evaluated termly: pupil's work, reports to parents, planning, summative assessment results, levels of attainment, progress from prior levels of attainment, pupils progress in meeting targets, pupil attendance, exclusion rates.
- Qualitative data: observation, discussion, attitudes, comments and jotter monitoring.
- Direct observation: shadow individual pupils, follow a class, observe lessons, and team-teach.

Qualitative Data:

- **Observation**
- **Discussion**
- **Attitudinal Data**
- **Comments**
- **Jotter Monitoring**

Each year we complete a rolling self-evaluation profile and a Standards and Quality Report, informed by a menu of self-evaluation exercises carried out throughout the school session. This is monitored by staff from head-quarters

Action Plan

School Priority 1: Develop high quality learning & teaching that leads to improved levels of attainment and achievement and supports our young people on their primary school journey towards positive destinations.					
NIF Key Driver	HGIO S4 QIs	What are we going to do?	Responsibility for implementation?	What is the expected impact? (on children & young people; staff; families etc)	How will we measure this?
1	2.1	<p><i>Contextualise the LA 'Recovery guidance for schools and early years establishments' and retain for own establishment.</i></p> <ul style="list-style-type: none"> • Reducing potential exposure • Social distancing • Hygiene and protection • Cleaning regimes <p>Adapt Health and safety risk assessment to local context. Undertake the H&S workplace assessment using "COVID workplace checklist" Follow clear protocols in the event of someone becoming unwell and/or presenting with Co-Vid 19 systems</p>	All staff.	By August 2020, all staff, CYP and parents/carers have increased knowledge of health and safety measures and will evidence the implementation in their practice. These include hygiene and social distancing measures, within the establishment and in outdoor areas	<p>The Recovery guidance, Business Continuity plan, Health and Safety workplace assessment and Co-Vid 19 Risk assessments demonstrate that local and national guidance is being followed and that clear and consistent messages are shared with staff, CYP and parents/carers.</p> <p>Minutes of staff meetings show that staff are involved in the recovery planning process. Teachers' planning will evidence that all teachers know and follow the LA Guidance on Remote Learning and the school's plan for 'blended' learning.</p>
1 & 5	3.2	<p>Use PEF to appoint additional staff to:</p> <ul style="list-style-type: none"> • accommodate the 2m physical distancing rule (Detail: additional 1 FTE to create 10 classes instead of the 9. Each class has a smaller number of children. Each class is split into two for blended learning or can remain as one for full time education.) • provide targeted support for learning to close the attainment gap and bring children to levels expected following lockdown. Release SLT to provide targeted additional support for learning, provide extra support during school day with concerns from class teachers, operate staggered ingress and egress, additional breaks, additional lunchtimes and cover classes due to staff absence as required. (Detail: additional 0.9 FTE) 	HT	<p>Create extra class to accommodate 50% Effectively implement 2m physical distancing rule and support and promote healthy and safe working environment Begin to mitigate the negative effects of the lockdown in terms of the poverty related attainment gap and raise attainment for all.</p>	All available data.

2 & 5	2.3	Continue to refine learning and teaching pedagogy, particularly in Literacy and Numeracy. Focus on the effective use of ICT.	HT CTs	Focus upon best practice and pedagogy will target and support needs of individual children and raise attainment for all. Maximise the blended learning approach to further reduce the poverty related attainment gap and raise attainment for all.	All available data.
4	2.4	Increase training and resources to support children with Dyslexic difficulties.	HT	Children with dyslexic difficulties will receive targeted support to ensure barriers to learning are minimised.	Monitor using progress through Reading and Writing criteria and the Dyslexia Schools Licence software.
2 & 6	3.2	Develop our digital processes to broaden reciprocal participation in moderation <ul style="list-style-type: none"> • Reading (New Partnership with WPS) • Writing (In-house) • Numeracy (Cluster) 	HT CTs PT1	Shared practice through broader participation leads to clear understanding of achievement of CfE Levels.	Qualitative Data: staff questionnaires and discussion.
4 & 6	3.2	Develop our processes and understanding of assessment data, particularly following lockdown variations in household capacity.	HT	Staff understand and can use data to inform judgements, leading to appropriate support and challenge.	All available data – update tracking cycle. Qualitative Data: staff questionnaires and discussion.
2 & 5	2.3	Embed SEAL approaches through all stages. Implement the use of SEAL resources in our practice.	PT1	Improve teaching and learning in Mathematics and Numeracy. Mastery of numeracy concepts across the stages. Targeted interventions across the school; identified by use of SEAL concept pathways.	Renfrewshire Pathway Assessments and SEAL assessments to identify concepts that each pupil needs support with. Data will be tracked to identify numeracy outcome trends going forward. All available data.
3	2.5	Embed the CAPTtTAG Approach to parental partnership through digital platforms and then when school reverts to normality, through existing normal practice.	CTs	Improve parental confidence and capability to support pupils' learning and development. Improve capacity to support within homes and improve home/school partnership.	Qualitative Data: comments and Case Study.
5	3.3	Revive PELiCAN	PT2	Provide real life context to engage learners and to develop the 4 capacities. Opportunities for pupils to develop skills for learning, life and work.	Qualitative Data: comments and Case Study.
5	3.3	Re-introduce Citizenship Groups	HT	Every child has the opportunity to develop their capacities within real contexts.	Qualitative data – questionnaires, comments, case study.
2	1.5	Continue to enhance staff knowledge of virtual learning tools such as Google Classroom and Microsoft Teams.	PT1	A streamlined approach to blended learning in which children can confidently access their resources and seek support with ease. Enhanced teacher confidence in managing the applications.	Qualitative data – questionnaires, comments from parents/carers and pupils.
1 & 5	1.3	Continue the development of STEM practice	PT1	Build upon the culture of professional learning and collaborative professional enquiry in STEM. Shared leadership of STEM is evident at all levels and STEM pedagogy is underpinned by our school values.	Measure against the STEM self-evaluation and improvement framework. Feedback from Education Scotland as we pursue the STEM Nation Award. Qualitative data –

					questionnaires, comments from parents/carers and pupils.
5	3.3	Introduce implementation of World of Work Resource and Careers Event	PT2 PT1	Develop further engagement in career opportunities with our school partners at the forefront of further education and industry.	Pupil and parent online questionnaire to measure developed awareness of opportunities and positive destinations.

Action Plan

School Priority 2: Reduce inequalities and deliver improved health and wellbeing outcomes for children and young people.

NIF key driver	HGIOS4 QIs	What are we going to do?	Who will be responsible for implementation?	What is the expected impact? (on children & young people; staff; families etc)	How will we measure this?
5	3.1	Embed SHANARRI through our work in The Rights of the Child	DHT	To empower the children to identify when their needs are being met, (or not). To embed Children's Rights education.	Good classroom displays. Children self-evaluate each term, rating themselves against the SHANARRI indicators. During discussions with staff, children will show a greater understanding of the wellbeing indicators.
3 & 6	2.4	Continue to track Health and Wellbeing across the school. Children will self-evaluate each term, rating themselves against the SHANARRI indicators. There will be a focus on target groups; <i>These groups include:</i> <ul style="list-style-type: none"> • key groups (EY to P1, P7 to S1) • internal transitions (e.g. P2 to P3, S2 – S3) <i>Vulnerable children and those with ASN</i>	DHT	To enable us to identify issues more easily and put appropriate supports in place to improve H&W outcomes for all of our children.	The H&W questionnaire results will be used to monitor wellbeing in all children and appropriate support will be organised/given to those indicating red. Scores should increase following interventions. Wellbeing indicator results demonstrate that almost all children in target groups, score 8 or above in all SHANARRI indicators by December 2020.
5	3.1	Emotional literacy will be explicitly taught (e.g. Seasons for Growth, PATHS, Knowing Me Knowing You 2, Emotion Works) and daily mindfulness sessions will be built into the curriculum. Partners will be identified to enhance delivery of emotional and social education as required. RNRA will be	DHT	To continue to develop emotional literacy across the school, enabling children to share how they feel. Also, to give our children strategies to cope with and react appropriately to different emotions. By October 2020, almost all children have increased knowledge and understanding of the	Through discussion with our children, their use of emotional literacy will be enhanced and they will talk more confidently about their emotions. Timetables will show greater curricular time for health and wellbeing activities (mental,

	1.3	<p>and SAMH (Scottish Association for Mental Health) module 'We all have mental health'.</p> <p>Appropriate resources/programmes/activities will be used to promote staff wellbeing in a nurturing environment.</p> <p>Introduce weekly 'coffee and chat' drop-in sessions for all staff.</p> <p>HWB as a standing item on the agenda at each staff meeting.</p> <p>Individual staff members will access the schools' Counselling service for consultation and/or Renfrewshire's 'Time for Talking' for personal support.</p>			<p>Participation rates show that all staff have engaged in CLPL and most staff have participated in drop-ins/optional activities.</p> <p>Minutes of collegiate meetings show that time is set aside to allow for full discussion of policies and procedures to alleviate any staff concerns.</p> <p>Staff self-evaluation as part of the PRD process demonstrates that all staff feel less anxious and more confident in relation to their own wellbeing.</p>
5	3.3	<p>Wider Achievement – development of collation, recording and celebration.</p> <p>Following lockdown, explore and collate and celebrate achievements actualised since March 2020.</p> <p>Introduce accreditation.</p>	HT	<p>Pupils will have the opportunity to report and celebrate wider achievements. Staff can take these into account when planning experiences for children to ensure relevance and enjoyment.</p> <p>We can measure progress in building the 4 capacities.</p>	To be designed with Education Scotland.

Action Plan

School Priority 3: Develop high quality leadership for staff at all levels					
NIF key driver	HGIOS 4 QIs	What are we going to do?	Who will be responsible for implementation?	What is the expected impact? (on children & young people; staff; families etc)	How will we measure this?
2 & 5	1.2	Training to mitigate the negative effect of ACEs, through focussed sessions examining principles of nurture.	PT2	Children will be supported and the effects of ACEs will be mitigated. During discussions with staff, children will show a greater understanding of the wellbeing indicators and use improved emotional literacy to discuss the needs they have identified.	Qualitative Data and direct comparison of baseline to end of term data. Case study.
2 & 5	1.2	Begin RNRA Training in Cognitive and Emotional Developmental Milestones.	HT Educational Psychologist.		

NIF Key Drivers: 1 = School Leadership, 2 = Teacher Professionalism, 3 = Parental Engagement, 4 = Assessment of Children's Progress, 5 = School Improvement, 6 = Performance Information

2 & 5	1.2	Training in supporting ADHD and ASD	PT2	Input from assigned Educational Psychologists during review meetings for all pupils.	Qualitative Data and direct comparison of baseline to end of term data. Case study. Increased staff confidence in reacting to and supporting pupils.
1 & 5	1.3 2.2	Continue to review of our Curriculum	HT	The curriculum will refresh the drive to increase the 4 capacities and be, enjoyable, relevant and engaging for our pupils.	Qualitative Data and direct comparison of baseline to end of term data. Class based case study.
3	2.7	Develop Parental Partnership through the implementation of the new Reporting to Parents arrangements and the use of Class Dojo. Trial August until October.	PT1	Increased engagement as pupils will be sharing their work at least once a week. Teachers will also share a timeline of activities through Class Story to create a classroom community with both children and parents/carers. Parents/carers can like/comment on their own child's work. They can also view their child's points; supporting engagement in behaviour strategies and positive behaviours in school.	We will monitor parental engagement in the app. We will also track pupils Class Dojo behaviour charts across the school to monitor improvements. Teachers will also complete questionnaires on the impact of Dojo and further parental engagement.
5	2.4	Art Therapy	PT2	To provide a context for the supported development of emotional literacy through thought and reflection; children will have time to talk one to one with an adult, while using media and creativity to draw out thought processes in a relaxed atmosphere, through art.	Qualitative data, observations and comments. Case study of two children.
5	1.3	Outdoor Learning	All staff.	Support for childhood health and wellbeing through outdoor play. Improvement of health and wellbeing, results in improved engagement and concentration, leading to a rise in attainment and aspiration, thereby addressing inequality and improving the life chances of our most vulnerable and disadvantaged children and families.	Baseline assessment and case study of two children.