



Renfrewshire Council Children's Services

Brediland Primary School

Improvement Plan

2022-2023



Planning Framework

As part of Children's Services, Brediland 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. **Placing 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

Building strong,
safe and resilient
communities

Tackling inequality,
ensuring
opportunities for all

Creating a
sustainable
Renfrewshire for all

Working together
to improve
outcomes

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

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

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

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.

Aims:

HONESTY

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

Aims:

RESPECT

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

DETERMINATION

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 pupils, school staff, parents and friends.

We used a variety of methods of collecting the views of those who are involved in the life and work of Brediland Primary School such as questionnaires, staff views (termly), pupil views (termly), parental views (both termly and continuously through school app), newsletter returns, group discussions, individual interviews with children, staff, parents, pupil, teacher and parent conferencing, focus groups, working parties, satisfaction surveys using QR codes, written responses and minutes of meetings.

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

Parent, Teacher and Friends Association (PTFA), Gleniffer High School, Community Police, FE establishments: Glasgow Caledonian University and The Royal Navy.

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: evaluations against HGIOS 4, using both a 3 year cycle of review of all QIs, and core QIs annually. We also audit and evaluate using HGIOURS 4, NIF, BtC and other salient educational reports. We review our curriculum and analyse all school attainment data. We follow a planned calendar of quality assurance activities including monitoring of assessment, planning, learning and teaching, learning conversations, moderation and verification activities, reporting progress and achievement, homework activities and submissions via Google classroom, pupil jotters and classwork, working in classrooms, pupil profiles, monitoring individualised education programmes, attendance (monthly), behaviour (weekly), health and safety checks (continuous during Covid), progress towards targets in SIP (termly), LA self-evaluation cycle, with grades (termly),

Each year we also complete a Standards & Quality Report and a self-evaluation document, both of which are monitored by Renfrewshire Council Children's Services' staff.

Improvement Priority 1: develop high quality learning, teaching and assessment in Writing and Listening & Talking to reduce/close the poverty related attainment gap and raise attainment		
HGIOS/HGIOELC QIs 1.2, 1.3, 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 and young people. Improvement in children and young people's health and wellbeing. Improvement in 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	Intervention
<p>School data in Writing shows a reduction in attainment in Early, First and Second levels, when compared to Session 2020 – 2021.</p> <p>School data in June 2022 shows that attainment in Writing is below expected levels in Primary 3, 4 and 5. Writing attainment in Primary 6 and 7 is particularly low.</p> <p>School SIMD data from June 2022 in Writing shows a significant Poverty Related attainment gap across all stages, particularly at Primary 4.</p>	<p>School data will verify that Brediland's attainment in Writing at Primary 1 to 7 has matched or exceeded expected levels, and also that of quartile schools and of the local authority by June 2023.</p> <p>We will see a range of strong evidence that verifies that all of our pupils are learning successfully and realising their personal potential and those who are able, are making expected or above expected progress through the levels of CfE, in Writing.</p> <p>Attainment in Writing by June 2023 will increase:</p> <ul style="list-style-type: none"> in Primary 2 from 84% to 91% in Primary 3 from 83% to 91% in Primary 4 from 87% to 91% in Primary 5 from 68% to 76% in Primary 6 from 43% to 80% in Primary 7 from 50% to 65% <p>In every co-hort, there will be a reduction in the poverty related attainment gap as follows:</p> <ul style="list-style-type: none"> Primary 2 from 25% to 6% Primary 3 from 13% to 9% Primary 4 from 22% to 13% Primary 5 from 42% to 21% Primary 6 from 31% to 20% Primary 7 from 23% to 12% 	<p>Qualitative:</p> <ul style="list-style-type: none"> observation and interaction, with learners (notes as record) learning conversations Jotter Monitoring Conversations display learning walks observed lessons <p>Quantitative data: Stretch Aims detailed within ARP.</p> <ul style="list-style-type: none"> Big Writing Criteria (Aug.'22, Jan. '23 & Mar. '23) writer engagement survey (WES) baseline, Sep. '22 compared to WES in May '23 GL Assessments (PTE) Sept.'22 tracking & target setting meetings, termly collegiate moderation and verification of attainment of a level – measuring breadth, challenge, and application in a variety of familiar and unfamiliar contexts; 1 meeting per month careful analysis of SNSA assessment data, May '23 triangulation of data will provide an in depth understanding of pupil progress, using teachers' judgement, GL assessments (PTE 8-11) and SNSA and inform ARPs in June 23 	<ul style="list-style-type: none"> use PEF to appoint targeted intervention teacher 0.5 FTE, at a cost of £19225.94 to focus on improving Writing at second level, by individual tuition, small group support, team teaching and demonstrating best practice to colleagues deploy the management/leadership team for 0.4 FTE to increase learning support in Writing, by means of individual tuition, small group support and team teaching carry out WES with learners to create baseline, then again in May '23 to compare and measure success of TfW apply pedagogy based in theory that shows strong evidence of success: TfW, Fiction from August 2022, then evaluate and compare data to previous levels in December 2022. CLPL in TfW (Non-fiction), in Oct. 2022 for all staff. project lead to undertake CLPL in effective leadership of implementation of TfW project leads to collaborate within quartile groups to support them to lead, drive and direct the implementation of TfW audit resources required to implement TfW staff CLPL to improve effectiveness of dyslexia resources through staff training staff CLPL in effective interrogation and use of all data improve and refine moderation and verification arrangements, to ensure there is positive impact from the agreed activities, from Aug. '22 Cluster moderation planning meeting in Nov'22, followed by cluster moderation and verification meeting in Jan'23 – all cluster schools to moderate Writing re-introduce CAPTiTAG

**Whole School Practitioner Enquiry into Writing, 21-22 (WSPE)
Engagement Survey (WES)**

Child and Parent Trios to Tackle Attainment Gap (CAPTiTAG)

Writer

(PEF) denotes interventions/activities funded through Pupil Equity Funding

**Poverty Related Attainment Gap (PRAG)
(MALS)**

Attainment Recovery Plans (ARP) Talk for Writing (TfW) Myself as a Learner Questionnaire

	<p>By June 2023, Writing will have recovered to within the target range as follows:</p> <ul style="list-style-type: none"> • Writing at Early level 91%-100% • Writing at First Level 69% - 89% • Writing at Second Level 65% - 81% 	<ul style="list-style-type: none"> • GIRFEC conversations: staff meet with the Pupil Support Coordinator 3 times per year and use the SHANARRI indicators to audit and focus upon the needs of the child This leads to the creation of SMART action plans (Brediland Action Plan), which are implemented, reviewed, and updated regularly • MALS baseline compared to MALS post intervention. • Leuven's Scale of Engagement for targeted children. • Achievement profiles. 	<ul style="list-style-type: none"> • measure baseline of individual learners' confidence using MALS, Sept. '22, then repeat and compare results in May 23 • staff CLPL in high quality feedback from Attainment Advisor, Education Scotland • staff will provide feedback to individuals to re-focus or re-direct their actions to achieve specific goals in Writing • SM/LT will provide 30 mins extra per month for teaching staff to have high quality learning conversations with individual children to foster effective reciprocal feedback • WTA details time ring-fenced to meet with individual pupils • introduce Oral to Written Narrative at P.3 and P.4, to follow on from success at P.1 and 2
<p>Analysis of teachers' judgement in Listening & Talking has revealed anomalies in teachers' expectation.</p> <p>Staff introspection has illustrated the need to develop a shared understanding of benchmarks of achievement in Listening and Talking, to achieve confidence and consistency across the staff team.</p>	<p>We will see a range of strong evidence that:</p> <ul style="list-style-type: none"> • staff have a shared understanding of achievement of levels in Listening & Talking • staff have strengthened confidence in the judgement of achievement of levels in Listening & Talking • there is greater consistency in the delivery and assessment of Listening & Talking at all stages • there will be a rise and consistency in attainment in Listening & Talking 	<ul style="list-style-type: none"> • staff questionnaire to analyse teachers' judgement and level of confidence; pre and post interventions, September '22 and again in May '23 • attainment data, i.e. teachers' judgements should change and improve 	<ul style="list-style-type: none"> • Working Party convened to review and develop current practice in Listening & Talking • review pedagogy of Listening & Talking and align with best practice in the use of ICT, following development of ICT skills during lockdown • audit and evaluate all Listening & Talking resources • staff CLPL secured following identification of need • Staff Working Party will identify a range of criteria for assessment based on Experiences and Outcomes and Benchmarks

Improvement Priority 2: further reduction in the attainment gap with a focus on Numeracy

HGIOS/HGIOELC QIs	NIF Priorities		NIF Drivers	
1.1, 1.2, 1.3, 2.3, 2.4, 2.5 & 3.2	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 and young people. Improvement in children and young people's health and wellbeing. Improvement in skills and sustained, positive school-leaver destinations for all young people.		4. School Leadership 4. Assessment of Children's Progress 5. Teacher Professionalism 5. School Improvement 6. Parental Engagement 6. Performance Information	
Rationale for change	Outcome and Expected Impact	Measures	Intervention	
School data in Numeracy shows a reduction in attainment in Early, First and Second levels, when compared to Session 2020 – 2021. <				

(PEF) denotes interventions/activities funded through Pupil Equity Funding

	<p>By June 2023, Numeracy will have recovered to within the target range as follows:</p> <ul style="list-style-type: none"> Numeracy at Early level 91%-100% Numeracy at First Level 92% Numeracy at Second Level 65% build upon strengthened parental capacity and partnership, to support all elements of Numeracy 	<p>implemented, reviewed, and updated regularly</p> <ul style="list-style-type: none"> ARPs to set targets and record progress 	<ul style="list-style-type: none"> CLPL on early intervention through SEAL refresher of Concrete - Pictorial – Abstract/Number Talks where required also promoting a high-quality learning experience/Social and Emotional Wellbeing: continue to implement Limitless Learning Numeracy practice following staff training (completed June 2021) to develop Growth Mindset in Numeracy growth mindset will also be encouraged through 'Chilli Learning', with children having the opportunity to take ownership of their learning and assessment the Emotion Works cogs will be used to discuss new maths concepts and associated feelings, allowing children to identify and share these feelings implementation of whole school problem solving programme, with a variety of old and new resources combined to support the teaching, learning and application of all of the problem-solving strategies participation in Numeracy and Maths competitions, both local and national, to engage and motivate learners increase STEM activities within the maths curriculum, to give children more opportunities to apply maths skills in context teaching staff will continue to work on bundling experiences and outcomes within maths and Numeracy
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Improvement Priority 3: promote the positive health and wellbeing of children, staff & school community.

HGIOS/HGIOELC QIs 1.3, 1.4, 2.2, 2.4, 2.7, 3.1, 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 and young people. Improvement in children and young people's health and wellbeing. Improvement in skills and sustained, positive school-leaver destinations for all young people.	NIF Drivers 1. School Leadership 2. Teacher Professionalism 3. Parental Engagement 4. Assessment of Children's Progress 5. School Improvement 6. Performance Information	
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>Availability of extra-curricular clubs for learners, out with school day decreased during Session 2021 & 2022</p> <p>Opportunities to share and celebrate wider achievement decreased during Session 2021 & 2022. There is no current system to record and track wider achievements.</p> <p>Staff health & wellbeing questionnaire illustrates the need to increase time for staff welfare within the WTA, and to plan staff welfare events/initiatives in advance.</p> <p>Review of our anti-bullying policy has highlighted the need to promote a stronger anti-bullying ethos across the whole school</p> <p>Number of requests for assistance by staff, illustrates the need to review the Positive Behaviour Policy</p>	<ul style="list-style-type: none"> increased number of extra-curricular clubs and opportunities available to all learners ensure increased uptake by targeted learners of extra-curricular clubs and opportunities introduce system to record and track wider achievements targeted interventions for learners not accessing opportunities for wider achievement to assure equity increase in time for staff welfare within the WTA, with events/initiatives planned and attended and enjoyed by staff, leading to improved staff mental health & wellbeing, with staff feeling increased support a decrease in reported incidents of bullying increase in children feeling safe at school staff consensus that the reviewed policy assures equity for all learners improved behaviour management results in increased attainment for targeted learners 	<ul style="list-style-type: none"> number of extra-curricular clubs available in class4kids registers of clubs data from Active Schools questionnaires Schedule of Reporting to Parents system of wider achievement implemented and working number of wider achievements for targeted learners WTA staff calendar staff questionnaires PRD Health & Wellbeing as standing item at all meetings SEEMIS SHANARRI questionnaires annual parental questionnaires annual pupil questionnaires KeepSafeKids App number of requests for support attainment of targeted pupils case study (2 pupils) SHANARRI questionnaires annual parental questionnaires annual pupil questionnaire 	<ul style="list-style-type: none"> offer a range of extra-curricular clubs delivered by active Schools and school staff identify target groups who would benefit from extra-curricular opportunities implement a new system of recording wider achievement of learners use the data from new system to identify groups/individuals to target organise and distribute a calendar of opportunities to celebrate wider achievements WTA to reflect increased focus on staff wellbeing plan the collegiate calendar/INSET in collaboration with staff to include dedicated time for staff wellbeing activities; include yoga for staff and a menopause support group Health and Wellbeing to be a standing item at every staff meeting DHT re-introduce T@3 convene anti-bullying committee review anti-bullying policy participate in anti-bullying week apply for the Diana Award review PBP agree changes trial new policy

(PEF) denotes interventions/activities funded through Pupil Equity Funding

Improvement Priority 4: Personalised Support

HGIOS/HGIOELC QIs: 1.3, 2.1, 2.4, 2.6, 2.7, 3.1, 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 and young people. Improvement in children and young people's health and wellbeing. Improvement in 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	Intervention	
Self-evaluation using the recommendations below from the Review of ASL, Scotland June 20 <ul style="list-style-type: none"> 1.2 Measurement 2.1 Mainstreaming and Inclusion illustrated the need to develop our practice in: <ul style="list-style-type: none"> measuring pupil progress measuring impact of provision improved information sharing with mainstream schools increased inclusion in mainstream to ensure all learners are valued, respected, included and supported to achieve and succeed	<ul style="list-style-type: none"> learners benefit from a higher quality transition process all staff have a dedicated focus on the experience of all pupils attending Brediland FLR more robust systems for measuring progress of learners working with the FLR that systems for listening to the views of learners, are more robust, to avoid feelings of isolation, loneliness, rejection or being unwanted learners attending the Brediland FLR are engaged and involved in and contribute to the life and work of their mainstream school and its community, and suffer less polarisation 	<ul style="list-style-type: none"> Boxall Profile GL Assessments number of incidents balance of time in mainstream/FLR planning, records, and transition meetings will show increased frequency and regularity of meetings Review Service Level Agreement SHANARRI wellbeing webs, with 10 point scale will provide scores of pupil attitudes in each area Evaluation against: <ul style="list-style-type: none"> Case Study of child with SEBD Pre and post MALS questionnaires PASS Survey (data) 	<ul style="list-style-type: none"> agreement that liaison meetings with learner's mainstream school prior to their attendance at FLR, will be the norm regular high quality liaison meetings between class teacher and FLR staff will be agreed in advance and take place during child's placement formalise methods and frequency of information sharing between FLR and mainstream class teacher will be agreed in advance of the child attending FLR support from FLR to mainstream schools to develop the provision of inclusive learning environments, to ensure the maximum involvement of the learner in the life of their school undertake the audit exercise of The Promise and plan actions accordingly 	

(PEF) denotes interventions/activities funded through Pupil Equity Funding