



Renfrewshire Council Children's Services

# **Bridge of Weir Primary School Improvement Plan**

## **2018-2019**

## Planning framework

As part of Children's Services, Bridge of Weir 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. **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

### School Vision

**Working together for equity, equality and excellence.**

### School Values

**Friendliness  
Honesty  
Responsibility  
It's OK to be different  
Kindness and support for others  
Respect  
Co-operation  
Fairness**

### School Aims

1. To achieve the highest possible levels of literacy and numeracy skills and work towards closing attainment gaps
2. To develop transferable skills for learning, skills for life and skills for work.
3. To develop knowledge and understanding of society, the world and our place in it.
4. To experience challenge and success which enables our pupils to develop well-informed views and act responsibly.
5. To encourage pupils to adopt active and healthy lifestyles and be equipped with the skills needed for planning their future lives and careers.

### **Who did we consult?**

To identify our priorities for improvement, we sought the views of teachers, parents and learners. We used a variety of methods to obtain the views of those who are involved in the life and work of Bridge of Weir Primary School such as staff, parent and learner meetings, questionnaires and focus groups.

We have also consulted with our partners across and outwith the Council to assist us in the delivery of our priorities. Meetings with the Educational Psychologist to develop measurable intervention strategies, identification of specialist resources to deliver high quality training for attainment and leadership and specialist services to deliver training for parents and learners. Through cluster working we will be collaborating to achieve our common priorities in mathematics (mindsets) and equality (respect and LGBTQ) issues. Further priorities will be developed in collaboration with local authority support, (planning, assessment and moderation).

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:

- Planned attainment and achievement meetings at school, department and class level to analyse, track and monitor progress
- Collaborative working across stages and departments looking at attainment information, pace and progression
- Regular gathering of attainment information from formative, summative and standardised assessment to inform teacher judgement
- Feedback from pupils and parents on progress through our Learning Journey Bags
- Annual audit of parent views at P2, P4 and P6 using Education Scotland Questionnaires
- Planned meetings with pupil representatives from each class to discuss attainment and achievement
- Feedback from pupils on their experience of teaching and learning through planned pupil conversations
- Specific stage/class questionnaires to audit pupil views
- Peer Collaboration including lesson observations and professional discussion of strengths and improvements
- Teaching and Learning Community for feedback on progress of key school priorities and identification of future improvements
- Planned programme of professional review and development
- Teacher evaluations of their pedagogy and the impact of this on teaching and learning in literacy, numeracy, health and wellbeing and an area of their choosing

Regular class visits with SLT to share professional learning, identify good practice and improvements  
HGIOS4? QI Self-evaluation – systematic programme and calendar of self-evaluation against QI themes  
Management and Leadership meetings for tracking and monitoring of teaching and learning and analysis of attainment and achievement  
Selected policy audit for review and update  
Improvement plan review of progress

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

## Action Plan

| <b>School priority 1: Develop high quality learning, teaching, assessment and transitions leading to improved levels of attainment in writing</b> |  |  |  |  |  |
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| <b>NIF key driver</b>   | <b>HGIOS4 / HGIOELC QIs</b>                          | <b>What are we going to do?</b>  | <b>Who will be responsible for implementation?</b>                     | <b>What is the expected impact? (on children &amp; young people; staff; families etc)</b>  | <b>How will we measure this?</b>   |
| 4, 5  | 1.1, 1.2, 1.3,<br><br>2.2, 2.3, 2.4,<br><br>3.1, 3.2 | <p>Raise attainment in writing in the upper school, P4-7 by June 2019</p> <p>Key personnel will undertake training with Sue Palmer, literacy specialist by August 2018 (PEF)</p> <p>Team teaching with P4-7 staff with key personnel as coaches and mentors (PEF) by March 2019</p> <p>Provide pack of resources for teachers by September 2018 (PEF)</p> <p>Improve marking and feedback to learners to set personal goals by Jan 2019</p> <p>Learners set personal goals using feedback from marking by Jan 2019</p> <p>Embed growth mindset language and learning opportunities</p> <p>Create early, first, second and third level assessment and tracking grids for individual pupils by August 2018</p> | <p>Graham Duffy<br/>Sharon Grant<br/>Vhari Toole</p> <p>P4-7 staff</p> | <p><u>Learners</u></p> <p>Motivate reluctant writers</p> <p>Develop appreciation for written language patterns. Improved structure for writing by using skeletons/graphic organisers/planning templates on paper or using Clicker 7. Increased understanding</p> <p>Improve organisational thinking skills to support writing. Increased engagement</p> <p>Improve feedback and children involved in setting personal goals in writing. Increased use of growth mindset to support their own learning. Increased attainment</p> <p>Greater use of laptops for those who will benefit in class and additional support for groups using Clicker and dictation (PEF)</p> <p><u>Teachers</u></p> | <p>Teacher Judgement statistics in writing for 2017/18 compared to 2018/19 in which we expect to see a higher percentage of learners meeting expectations across P4-7</p> <p>Tracking and monitoring at attainment and achievement meetings, stage moderation</p> <p>SNSA assessment data 2017/18 compared to 2018/19 showing improved results</p> <p>Self/Peer assessment of progress using a simple writing skills grid and setting of personal targets</p> <p>Teacher evaluations of impact on learners.</p> <p>Teacher evaluations of the marking of writing</p> |

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

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

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|  |  | <p>Ensure learners in P5-7 have glow email addresses and know how to use them by October 2018</p> <p>Homework/Clicker Club</p> |  | <p>Techniques for quick bursts of word and sentence level teaching and revision. Knowledge of pedagogy</p> <p>A simple model for integrating writing into teaching across the curriculum. Improved planning</p> <p>Marking for improved feedback to learners with specific goals to work on. Improved attainment and engagement with learners and parents. Marking made more manageable through better use of formative and summative assessment.</p> <p><u>Families</u></p> <p>Writing shared with parents through the learning journey bags. Increased parental knowledge in progress towards targets.</p> <p>Talk homework for preparation of writing in class</p> | <p>In-depth assessment of writing, 3 times per year using a simple writing skills grid.</p> <p>DHT observation of impact on learners/case studies (PEF)</p> |
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## Action Plan

| <b>School priority 2: Develop high quality learning, teaching, assessment and transitions leading to improved levels of attainment in reading</b> |                                    |   |  |   |   |
|---|------------------------------------|---|--|---|---|
| <b>NIF key driver</b>   | <b>HGIOS4 / HGIOELC QIs</b>        | <b>What are we going to do?</b>   | <b>Who will be responsible for implementation?</b>                                 | <b>What is the expected impact? (on children &amp; young people; staff; families etc)</b>   | <b>How will we measure this?</b>  |
| 4, 5  | 1.1, 1.3,<br>2.2, 2.3,<br>3.1, 3.2 | <p>All staff participate in the Primary Literacy Coaching Programme and Dive into Reading by June 2019</p> <p>All staff undertake training in coaching or dive into reading by August 2018</p> <p>Key personnel support implementation in the classroom through modelling and sharing effective practice by June 2019</p> <p>Teacher Learning Community focus on this throughout the session, sharing information and observing each other's practice to provide feedback and strengthen pedagogy by June 2019</p> <p>Embed growth mindset language and learning opportunities by June 2019</p> <p>HT attend high quality CLPL on the Renfrewshire Literacy Approach by June 2019</p> | <p>All staff</p> <p>Vhari Toole<br/>Sharon Grant<br/>Susan Bell<br/>Zoe Davies</p> | <p><u>Learners</u></p> <p>Exposed to more challenging texts</p> <p>Increased engagement, practice, confidence, attainment and equity</p> <p>Increased use of growth mindset to support their own learning</p> <p><u>Teachers</u></p> <p>Extend their range of formal and informal reading strategies</p> <p>Demonstrate increased equity of provision through evidence based interventions</p> <p>Will be more confident about responsive comprehension teaching</p> <p><u>Families</u></p> <p>Will have more enriched and relaxed conversations about reading with their children and school staff</p> | <p>Monitoring of long and short term planning</p> <p>Attainment and achievement meetings</p> <p>Teacher evaluations of pedagogy and impact on reading</p> <p>Analysis of reader engagement surveys</p> <p>Case studies of learners and families (PEF)</p> <p>Quality assurance activities, classroom visits, sampling of pupil work and pupil learning conversations</p> <p>SNSA/GL/Renaissance information and assessment data</p> <p>Teacher Professional Judgement</p> |

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## Action Plan

| <b>School priority 3: Develop high quality learning, teaching, assessment and transitions leading to improved levels of attainment and achievement in maths and numeracy</b> |  |   |  |  |   |
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| <b>NIF key driver</b>  | <b>HGIOS4 / HGIOELC QIs</b>  | <b>What are we going to do?</b>   | <b>Who will be responsible for implementation?</b>               | <b>What is the expected impact? (on children &amp; young people; staff; families etc)</b>  | <b>How will we measure this?</b>  |
| 4, 5   | 1.1, 1.2, 1.3, 1.4, 1.5,<br><br>2.2, 2.3, 2.4, 2.6, 2.7,<br><br>3.1, 3.2 | Engage in targeted support provided by modelling and coaching officers and numeracy development officers on concrete, visual and abstract approaches and challenge and support in whole class, mixed ability teaching by June 2019<br><br>Embed growth mindset language and learning opportunities to increase learners' awareness of their own progress and control of this by June 2019<br><br>Increase maths resources to support teaching and learning (PEF) by September 2018<br><br>Increase teacher support for interventions with small groups of targeted learners (PEF) by September 2018 | Numeracy DO<br>Modelling and Coaching Officers<br>Class teachers | <u>Learners</u><br><br>Will benefit from enhanced quality of learning experiences<br><br>Will demonstrate increased confidence to use concrete materials and engagement in learning through challenge and support, attainment, equity in learning<br><br>Will recognise the progress they are making and know what they need to do to improve their own learning<br><br><u>Teachers</u><br><br>Observe and benefit from modelling and coaching of best practice pedagogy for use of concrete, pictorial and abstract approaches and mixed ability teaching with challenge and support.<br><br>Increased knowledge and confidence to use a numeracy and mathematics | Teacher feedback through self-evaluation of pedagogy and impact on maths and numeracy<br><br>Modelling and coaching officers providing case studies of the interventions used in the school<br><br>All staff at all levels surveyed on the impact of the involvement of modelling and coaching officers<br><br>Case studies of learners (PEF)<br><br>SNSA/GL assessment data<br><br>Teacher professional judgment surveys |

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|      |          |   |   | <p>checklist to enhance learners' experiences</p> <p>Will receive high quality professional learning in the context of their own classroom</p> <p>Will increase emphasis on the development of conceptual understanding via greater use of concrete, pictorial and abstract use of materials and other teaching and learning approaches</p> <p>Will embed growth mindset language and learning in the classroom</p>   |  |
| 2, 4 | 2.3, 3.2 | <p>Engage in assessment and moderation training for all teaching staff by February 2019</p> <p>Provide an opportunity for staff to participate in high quality CLPL in relation to planned holistic assessment by February 2019</p> <p>Develop a detailed understanding of the moderation cycle through participation in authority moderation processes linked to numeracy and mathematics by February 2019</p> | <p>Susan Bell<br/>Sharon Grant –<br/>Lead facilitators</p> <p>Zoe Davies<br/>Graham Duffy<br/>Class teachers</p> <p>Assessment and<br/>Moderation<br/>Development<br/>Officer</p> | <p><u>Learners</u></p> <p>Will benefit from more accurate professional judgements of achievement leading to more appropriate support and challenge</p> <p>Will have more opportunities to develop breadth, challenge and application across learning</p> <p><u>Teachers</u></p> <p>Will gain an improved understanding of the moderation processes</p> <p>Will demonstrate greater confidence in professional judgments ensuring greater consistency</p> <p>Will develop shared expectations of learning, standards and progression</p> | <p>Monitoring of long and short term planning</p> <p>Attainment and achievement meetings</p> <p>Teacher surveys throughout the moderation process</p> <p>School overview of facilitator moderation feedback</p> <p>Teacher professional judgement</p> <p>Parental feedback from parents' meetings. Learning journey bag, open days and curriculum development information evenings</p> |

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|  |  |  |  | <p>Quality of assessment will be improved leading to more accurate judgements of learners' progress</p> <p><u>Families</u></p> <p>Will have greater information on learners' progress and how they can support learning at home particularly in application of maths skills</p> |  |
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### Action Plan

| <b>School priority 4: Classroom libraries and Family and Library Engagement</b> |  |  |   |  |  |
|---|--|--|---|--|--|
| <b>NIF key driver</b>   | <b>HGIOS4 / HGIOELC QIs</b>                                | <b>What are we going to do?</b>  | <b>Who will be responsible for implementation?</b>  | <b>What is the expected impact? (on children &amp; young people; staff; families etc)</b>  | <b>How will we measure this?</b>   |
| 1, 2, 3, 4, 5, 6  | 1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 2.3, 2.4, 2.6, 2.7, 3.1, 3.2 | <p>With the support of the school libraries attainment team we will create greater engagement in reading for all learners through the development of classroom libraries, high quality reading books, information on the level of challenge of a book and parental engagement in supporting reading at home (PEF) by March 2019</p> <p>Improve the quality and choice of books in the classroom for teachers to read aloud and use for higher order thinking skill development – linked to dive into reading (PEF) by March 2019</p> | <p>Susan Bell</p> <p>Emma Emerim<br/>school libraries<br/>attainment team</p> <p>Fiona Richardson,<br/>Bridge of Weir<br/>library</p> <p>Sharon Grant</p> <p>Zoe Davies</p> <p>Class teachers</p> | <p><u>Learners</u></p> <p>Direct input into the choice of books and how to access those books either independently, reading with another or being read to, this will build on the current use of the Renaissance system to make it more inclusive for all learners</p> <p>Be responsible for the running and maintenance of their own classroom libraries and as a committee make decisions that benefit all</p> | <p>Learner library surveys at the start and end of the project</p> <p>Learner evaluations</p> <p>Teacher evaluations</p> <p>Librarian self-evaluation and observational report</p> <p>Parental evaluations of bookbug</p> <p>Newsletter feedback</p> |

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|  | <p>Work with a targeted group of learners (32) in the management of their classroom libraries to create a sustainable model (PEF) by March 2019</p> <p>Increase targeted learners reading and library engagement (PEF) by March 2019</p> <p>Provide access to listening books for dyslexic learners in school (PEF) by October 2019</p> <p>Improve the quality of books in class libraries and increase local library membership (PEF) by March 2019</p> <p>Create a library committee by September 2018</p> <p>Run bookbug sessions for new Primary 1 entrants and their families to increase family engagement and to promote library membership (PEF) by March 2019</p> <p>Promote the local library for homework study and access to ICT support by October 2019</p> <p>Promote reading and the new classroom libraries in school and at home. Engage families in making choices for the classroom libraries through a book project</p> <p>Invite parents to a reading open day and a curriculum development evening linked to read, write, count</p> <p>Newsletters to focus on reading and the reading habit and contain a section on new books, recommendations and library committee</p> | <p>Nursery staff<br/>P1 class teachers</p> <p>Library<br/>Committee of<br/>learners</p> <p>Targeted learners<br/>in each class</p> <p>Parent Council<br/>representatives</p> | <p>Increased engagement in reading at school and home. Increased attainment</p> <p>Access audio/listening books for those who need this support to engage in literacy</p> <p><u>Teachers</u></p> <p>Access to high quality books for reading aloud in class on a daily basis with use of higher order thinking skills to engage learners</p> <p>Promote reading on a daily basis with high quality books to engage learners and meet the needs of targeted learners</p> <p>Challenge and support learners with their choices of reading materials and have a more flexible approach to choice and level of books by reframing the Renaissance approach</p> <p>Create a bright and stimulating classroom library in partnership with their learners</p> <p>Encourage the use of non-fiction books and teaching of reading skills required to access information easily through the class library or topic boxes on loan</p> <p>Improved information to choose and engage with new reading material through professional dialogue with the school librarian</p> | <p>Twitter statistics<br/>Focus group feedback</p> <p>Bridge of Weir Library<br/>membership statistics</p> <p>Summer Reading Challenge<br/>engagement<br/>2017/2018/2019 for statistics</p> |
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|  |  | Set up School Twitter account to promote the project and engage as many families as possible (Twitter will be used to promote other events and learning too) |  | <p><u>Families</u></p> <p>Increased engagement in reading at home and understanding of the continued support required at all ages to maintain the reading habit</p> <p>Greater understanding of the impact increased time on reading has on attainment not only in reading but writing too</p> <p>Increased support to Primary 1 families on how to engage children in reading and promote a lifelong reading habit</p> |  |
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