

Renfrewshire Council Children's Services

Bushes Primary School and Early Learning and Childcare Class

Improvement Plan

2023-2024



Renfrewshire
Council

Planning framework

As part of Children's Services, Bushes Primary School and Early Learning and Childcare Class 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 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 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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Bushes Vision, Values and Aims

"Blossom at Bushes"

To create the happy environment our school community needs to thrive, all stakeholders have established a clear Vision and set of Core Values as well as our aims for the whole school community.

Our Vision

We believe that all children are created equal and are owed the best we have to give. As a whole school community, we will work together tirelessly to develop and advance the unique set of skills and talents each of our pupils have and encourage every one of them to believe they can be successful and empower them to achieve amazing things.

Our Values are at the **root** of everything we do at Bushes:

Build each other up through **KINDNESS** and **FRIENDSHIP**

Uphold **HONESTY**

Share **RESPECT**

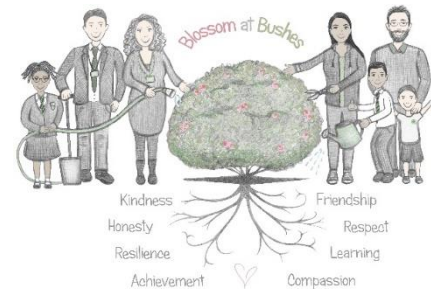
Have **RESILIENCE**

Encourage **LEARNING** and **ACHIEVEMENT**

Show **COMPASSION**

Aims for our Pupils

- To provide a happy, safe, stimulating, supportive and nurturing environment where children can meet their full potential as both learners and people, and can develop respect for themselves, others and their surroundings.
- To provide a rich, exciting and progressive curriculum which engages and motivates children and through which every child can develop fully as lifelong learners with skills to equip them for their future.
- To encourage children to be independent, motivated, curious, creative and resilient learners who have a love of, and are capable of leading, their own learning.
- To provide children with the opportunities to contribute their voice to, and play an active role in, the development of the School and ELC Class.
- To provide opportunities for every child to feel part of, and be able to positively contribute to, the school, local and global community, helping them to become responsible members of society.
- To actively promote good physical and mental health amongst all children.
- To celebrate children's achievements and ensure they receive recognition and praise for their efforts and achievements in all areas of their life, both within and out with the ELC Class and School.
- To provide equity for all children.



Aims for our Families and Community

- To provide a supportive and nurturing environment, working collaboratively and in partnership with parents and carers to help every child achieve their full potential.
- To empower parents and carers to play an active role in their child's education.
- To develop and sustain close links between parents and the local community to further children's learning.
- To promote, support, respect and value parental engagement in contributing to the ongoing development of the school.

Aims for our Staff

- To provide a supportive and nurturing environment wherein staff work collaboratively to provide the best educational experience possible for every child.
- To support them in keeping up to date with latest National and Council policies and procedures and continuing to develop their practice through Continual Professional Development opportunities.
- To nurture and respect each child as an individual and play an active role in their personal, as well as their educational development.
- To serve the community of Bushes with empathy, progressive learning and pride.

Who did we consult?

To identify our priorities for improvement, we sought the views of pupils, parents, staff, and services that support the work of the school. We used a variety of methods of getting the views of those who are involved in the life and work of Bushes Primary and Early Learning and Childcare Class such as:

Consultation with Pupils (School and ELC Class)	Consultation with Staff (School and ELC Class)	Consultation with Parents (School and ELC Class)	Consultation with Partners (School and ELC Class)
<ul style="list-style-type: none"> • Pupil questionnaires as part of wider self-evaluation • Pupil learning target setting and review with class teacher/ELC Officer • Planning in curricular areas (Mind mapping, floorbooks etc.) • Pupil leadership groups including Pupil action group and House representatives • Pupil Focus Groups • Child learner profiles in ELC Class 	<ul style="list-style-type: none"> • Regular staff and collegiate meetings throughout the session • Annual Professional Review and Development meetings • Evaluation of the service we provide using relevant professional documents and identification of strategic actions for the School Improvement Plan from this process • Staff consultation activities as part of In-Service and planned collegiate activity • Termly Tracking and Monitoring (TAM) meetings focussing on pupils' progress and targets • Team Around the Child (TAC) meetings • Curriculum leadership roles 	<ul style="list-style-type: none"> • Induction days • Parent Council meetings regularly throughout school session • Parent/Carer feedback at events such as parents' night • Newsletters for school and ELC Class • Team Around the Child (TAC) meetings • Reporting to parents (School and ELC Class) through a meeting and written reports and transfers of information (ELC Class) 	<ul style="list-style-type: none"> • Team Around the Child (TAC) meetings • Local Area Admissions Panel Meetings (ELC Class) • Educational Psychology Service • Home Link Service • Cluster Schools (Heriot, Langcraigs, Brediland, Lochfield and Gleniffer High School) • Active School Coordinator • ELC Classes, primary schools and secondary schools around transition planning and support • Professional health and social care bodies who offer support to our children and pupils.

We have also consulted with our partners across and out with 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 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:

- A Self-Evaluation and Monitoring Calendar is produced each year, outlining a detailed account of self-evaluation and monitoring strategies carried out.
- Regular staff meetings.
- Tracking and monitoring of each pupil's progress through discussions and the use of data. This is discussed at a termly 'Tracking and Monitoring' meeting between teachers and SLT where current reading, spelling, reading, maths progress etc. are discussed and next steps identified and planned for. Health and wellbeing needs are also discussed as part of this process. Parents are contacted to discuss concerns or share success.
- Each child sets targets for their own learning and these are reviewed regularly.
- Analysis of assessment data from ongoing class assessments, summative assessments and standardised assessments.
- Scottish National Standardised Assessments have been carried out at P1, P4, and P7. Our continued work on moderation will help to ensure that we are focussing on achieving a level, as well as facilitating opportunities for moderation.
- SLT (Senior Leadership Team) meet regularly to discuss pupil progress in all areas including Health and Wellbeing.
- Monitoring of learning, teaching and assessment in classroom/playroom observations aligned to school, local and national improvement priorities including peer learning visits.
- Regular self-evaluation using relevant professional documents e.g., HGIOS 4 and HGIOURS 4 with all stakeholders with actionable next steps.
- Liaison with external partners who provide support for pupils (e.g. Occupational Therapists, Speech and Language Therapists) to ensure best provision for all 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

Improvement Priority 1 - Learning, Teaching and Assessment Approaches (to continue to improve attainment and achievement)

HGIOS/HGIOELC QIs Q.I. 2.2 Q.I. 2.3 Q.I. 2.4 Q.I. 3.2	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 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>22% of learners across the school are not on track to achieve their expected level in writing.</p> <p>Attainment in writing at First level is lower than other areas. Approximately 26% of learners are not on track to achieve Second level, compared with 22% at Early level and 18% at Second level.</p> <p>Tracking the data for individual year groups as they progress through the school, it is clear that attainment in writing has been positively impacted by our focus on Writing during session 22-23 but that continued work is needed. This is particularly evident for children going who will be in First level in 23-24 with</p>	<p>By June 2024, attainment in writing across the whole school will have increased by 2% to 80% and by June 2025 by a further 2% to 82%</p> <p>By June 2024, attainment in writing of the pupils who are in P2, P3 and P4 in session 23-24 will have increased as follows: P2 by 5% to an end value of 83% P3 by 11% to an end value of 81% P4 by 8% to an end value of 79%</p> <p>By June 2024, the gap between attainment in reading and writing at Early and Second level will be to no more than 3% and 5% at First level</p> <p>By June 2024, a clear, structured, progressive, consistent approach to writing will be evident at all stages using the Talk for Writing approach in combination with additional evidence-based reading and writing pedagogies.</p> <p>For the same group of children coming from our ELCC into our P1 in 23-24 (25 children), attainment will increase from 84% to 88% for</p>	<ul style="list-style-type: none"> Pre/post teacher judgement data will show an increase in attainment Writing assessment scores will show an increase in attainment Pre/post pupil learning conversations (individual target setting, focus groups etc.) will highlight an increase in pupil confidence towards writing Pre/post reading and writing engagement surveys will demonstrate an increase in pupil engagement Standardised assessment data including GL assessment (PEF Funded) and SNSA/ACEL at P4 and P7 conducted in January will show an increase in attainment Class formative assessment Tracking meetings – discussions around attainment, interventions and next steps Peer class visit feedback Learner feedback - target group Target group writing journals will illustrate an improvement in writing in targeted groups 	<ul style="list-style-type: none"> Appointment of 0.8 FTE teacher (£32536 PEF Funded) to provide tracked interventions to targeted pupils including a focus on children in First level. (HT) Continue to provide professional learning for all teaching, Early Learning and Childcare staff and support staff. This will be further supported with curriculum development sessions throughout the school year. (HT) Project Leads (HT, DHT-Donna and Literacy Champion) will continue to oversee the implementation across the school and ELC Class Project Leads (HT, DHT-Donna and Literacy Champion) will support the implementation of new supports for assessing writing Audit resources for writing (whole school and targeted) by Dec '23. Identify and purchase/create resources required. (Potential PEF spending if appropriate) ELCC to continue to engage and promote Dolly's Imagination Library and to set specific writing targets (ELCC staff)

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

<p>P2 starting 23-24 at 78%, P3 starting 23-24 70%, P4 starting 23-24 71% on track</p> <p>Attainment in writing is 78% in Early level; 74% at First level and 83% at Second level. This is lower than reading attainment levels: Early 80%, First 82%, Second 86%, and this gap needs to be narrowed, particularly at First level where there is a gap of 8%</p> <p>84% (21) of the 25 children in our ELCC who are attending P1 in 23-24 are meeting more than 80% of Literacy measures.</p> <p>Staff self-evaluation alongside parental views (47%) and pupil voice, identified outdoor learning as an area we should look to develop to further enhance the learning experiences of the pupils</p>	<p>attainment of literacy measures at the end of Early level.</p> <p>Increased levels of staff confidence in 'taking learning outdoors'</p> <p>All teachers to be more skilled in utilising outdoor learning to teach aspects of the curriculum.</p> <p>Opportunities for pupils to learn outdoors to have increased. This will, in turn, lead to increased confidence in pupils applying skills to practical situation with and without teacher suggestion/prompt.</p>	<ul style="list-style-type: none"> • Pre/post teacher judgement data will demonstrate an increase in staff confidence • Pupil focus groups will highlight increase pupil confidence and engagement • Pre/post engagement surveys will highlight increase pupil confidence and engagement • Tracking meetings • Peer class visit feedback • Class visit feedback will highlight elements of good practice that can be shared 	<ul style="list-style-type: none"> • ELCC Literacy Champion to create and implement a schedule of Nursery rhymes (ELCC staff) • Audit of school grounds, local area and resources to be conducted by October 2023. Required resources to be purchased/made. (PT-Scott) • Professional learning for teaching staff to be provided throughout the session • Project lead to model good practice and offer opportunities to team teach. (PT-Scott) • Pre and post survey to be completed to gain insight into impact and inform next steps (PT-Scott) • ELCC staff to support school staff sharing their knowledge and expertise
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<p>Staff Self-Evaluation highlighted the need for a requirement for development of our approach to play to extend into P5-7 stages as well as embedding of our approach in P1-4 stages.</p> <p>Class visits, pupil focus groups and staff self-evaluation demonstrate that there is a need to ensure there is a consistency of approach and language used when teaching Numeracy and Maths.</p>	<p>Increased level of engagement from children identified by teachers in advance. Play Pedagogy in P5-7 Year 1:</p> <ul style="list-style-type: none"> • All staff are more confident in the delivery of play; the planning process and in observing, assessing and evidencing children’s progress. • Environments are well resourced • Increased learner engagement across all stages. • Attainment Reading, Writing and Numeracy will increase as follows: P5 23-24 Reading 86% to 89% Writing 82% to 84% Numeracy 76% to 78% P7 23-24 Reading 83% to 86% Writing 80% to 83% Numeracy 75% to 78% <p>Full transition to the new Renfrewshire Maths Progression Planners will be evident at all stages by June 2024, to ensure a structured, progressive and consistent approach to maths and numeracy.</p> <p>By June 2024, almost all teachers are more confident and skilled in the learning and teaching of numeracy supporting them to support pupils to develop their Numeracy skills.</p> <p>By June 2024, almost all support staff are more confident and skilled in providing in-class support in maths and numeracy.</p>	<ul style="list-style-type: none"> • Direct observations will be used as part of overall assessment of pupil progress by teachers • Class visits and feedback will identify areas of good practice that can be shared and areas of development. • Self-evaluation data will demonstrate increased confidence in a Play approach and increased levels of pupil confidence and enjoyment. • Assessment Data • Tracking Meetings to target areas of success and further development • PRD • Pupils’ targets • Pupil Focus Groups • Monitoring of forward plans • Staff surveys – pre and posts CLPL Play Pedagogy in P1-3 will highlight increased confidence in this approach • Ongoing evaluations will assess staff confidence and understanding of the pedagogy employed in implementing the new planners. Can be measured through - professional dialogue, staff surveys and class visits to ensure effective implementation • Pre and post teachers’ evaluations indicate improvement in confidence in teaching maths and numeracy. • Teacher engagement with new Renfrewshire Maths Assessments where pedagogy is in line with the planners. Evidenced through number of teachers using new end of pathway assessments and end of topic assessments which are linked to the new planners 	<ul style="list-style-type: none"> • Staff in P1-4 and ELCC to role model and support staff in P5-7 including ELCC sharing techniques to support quality observations. • Staff to participate in work with Lynda Keith to support play. (HT) • Purchase of required resources to ensure environments will be well resourced and conducive to the play experience. (HT) • Create a consistent planning format which is purposeful and responsive and takes into account the approach to play at Bushes. This includes revisiting IDL and discreet learning topics.(HT) • Staff to be given training and input on effective use of observations, assessment approaches and floorbooks for evidencing progress. • The school and ELCC as a whole will transition to the Renfrewshire Maths planners in session 23/24. This transition will incorporate elements of the revised end-of-pathway and end-of-topic assessments, aligning with current methodologies. • Authority training/video guidance on rationale and how to use new planners will support whole school transition. • Encourage continuous professional development opportunities throughout the year for teaching and support staff on maths and numeracy (including authority CLPL)
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<p>Many class teachers use Number Talks in their classrooms but there is a need for a more consistent and planned approach throughout the school to raise attainment. The evidence suggests that the use of Number Talks programme, which focuses on sharing reasoning and strategies for mental maths, can have a positive impact on children's mathematical abilities, particularly their fluency, flexibility and confidence. It can also provide valuable formative assessment information.</p> <p>76% (19) of the 25 children in our ELCC who are attending P1 in 23-24 are meeting more than 80% of Numeracy measures.</p>	<p>By June 2024, Number Talks will be evident in all classes 3-5 times a week.</p> <p>By June 2024 attainment will be:</p> <p>P5 23-24 from 76% to 78% P7 23-24 from 75% to 78%</p> <p>By June 2024, almost all children will demonstrate increased ability to think flexibly within their number range.</p> <p>For the same group of children coming from our ELCC into our P1 in 23-24 (25 children), attainment will increase from 76% to 84% for attainment of literacy measures at the end of Early level.</p>	<ul style="list-style-type: none"> • Class visits will highlight areas of strength in teaching practice and also areas for development that can be met by working with peers • Pupil focus groups will highlight increase in confidence and also exposure to this approach • Ongoing class/group formative assessment will measure children's progress in demonstrating flexible thinking during Number Talk sessions. 	<ul style="list-style-type: none"> • In-service/collegiate activities • Audit resources for numeracy (whole school and targeted) and purchase/create resources required. • Heinemann active maths resource to support preparation of activities and approaches to learning. Staff training to make the most of this resource (PEF Funded) (Led by DHT-Alison and supported by Numeracy Champion) • Online resources such as IDL and Sumdog (PEF Funded) • The school will participate in the authority's roll-out plan for Number Talks, ensuring that a progressive and uniformed approach is implemented across all classrooms. • Time allocated for the Numeracy Champion to deliver presentation/share information from Number Talks Revisited Numeracy Champion Meeting (term 1), providing a recap and evaluation of the Number Talks programme. This will provide an opportunity to assess school approach to planned Number Talk sessions and ensure a consistent approach is facilitated. • Investigate use of other mental maths resources to supplement this approach. • Coaching support to be offered to Class teachers (PEF Funded) • ELCC staff to investigate aspects of Number Talks and begin to adapt aspects for implementation with pre-school children. (Led by DHT-Alison and supported by Numeracy Champion)
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Priority 2 To develop our whole school Nurturing approach			
HGIOS/HGIOELC QIs	NIF Priorities		NIF Drivers
<p>QIs 1.3 & 1.5</p> <p>QIs 2.1-2.4</p> <p>QI 3.1</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 		<ol style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>From self-evaluation involving staff, pupils, and parents it is clear that the HWB of all stakeholders within the school and ELC Class is a priority and that supporting this is key to children's attainment.</p> <p>The self-evaluation process also identified the need for a consistency of approach towards providing a nurturing environment across the school and ELC Class.</p> <p>Almost all relationships/ interactions across the school are positive, however there is a requirement for a whole school consistent approach to managing conflict and challenging behaviour.</p>	<p>A shared understanding and a consistent approach across the whole school in delivering RNRA.</p> <p>Almost all learners are able to engage in restorative conversations and are able to talk about the choices they make and if need be, what they would do differently.</p> <p>There will be an increase in the engagement in the learning in class of children with ASN. All learning environments will use a consistent approach to visuals, the physical environment.</p> <p>By December 2023 we will have achieved our Jade RNRA accreditation and by December 2024, our Ruby accreditation.</p>	<ul style="list-style-type: none"> Parent and Pupil questionnaires evidences approaches are supporting our school to be a nurturing environment. Staff self-evaluation evidences approaches are supporting our school to be a nurturing environment. Feedback from Class visits and peer observations evidences approaches are having a positive impact Pupil HWB survey/Use of GL assessments (PEF Funded) Observation of consistency of language and approach across school through peer and SLT observations. Pupil leadership groups linking their work to Nurture principles and Children's Rights. Children to be aware of these and able to speak about how this affects them. Detailed support plans that contain specific targets as well as pupil and parental voice Evaluations in staff planners 	<ul style="list-style-type: none"> RNRA steering group to meet regularly (1-2 times a term) to audit current status and decide and implement next steps. Group contains staff from across school (teaching, ELCC and support) This to be extended to include pupils. (HT to oversee work of this group) All interventions to be shared across <u>all</u> staff and stakeholders to ensure a consistency and focus on our nurturing approach across the whole school and ELCC which is based on Children's Rights. ELC Class to share the use of Growth Mindset approach with parents through a parental workshop (DHT-Donna and SELCO to lead) Embed aspects of Renfrewshire's Inclusive Communication Environments (R.I.C.E.) as part of our work on our identified nurture principle. By October 2023 Nurture space within the school to be operational. (HT and RNRA group) Continue to work with local schools (St. Peters and Langcraigs) alongside Police where possible to create safe and nurturing local communities for pupils and their families. (PT-Lynn) Promote the use of Health and Well Being Indicators e.g., class topics on these, 'Calamari SHANARRI' in Early Years and in early stages of the school. (DHT-Donna)

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

<p>Classroom visits, tracking and monitoring meetings and self-evaluation activities concluded that children with ASN are requiring a significant amount of time being supported out of class. They require a consistency of approach and support.</p> <p>84% (21) of the 25 children in our ELCC who are attending P1 in 23-24 are meeting more than 80% of Health and Wellbeing measures.</p>	<p>All staff will have an increased awareness of how best to support all pupils including those with additional support needs.</p> <p>Almost all children will be able to link our nurturing approach to Children’s Rights and develop an informed understanding of these.</p> <p>By October 2023 we will have achieved Rights Respecting Schools Bronze Award and the Silver Award by December 2024</p>	<ul style="list-style-type: none"> • Pupil support plans contain evidence of appropriate approaches to support pupils and also utilisation of new techniques/approaches. • Tracking and monitoring meetings – discussion of pupils needing extra support, what is working and what next steps are needed and how to achieve these. • Class visits evidence the support children are being offered and use of support staff. • Daily observations <ul style="list-style-type: none"> • Pupil questionnaires demonstrate an understanding of Children’s Rights. • Pupil focus groups demonstrate an understanding of Children’s Rights and our next steps towards RRSA award • Direct observations in class and playground of children utilising knowledge of their rights 	<ul style="list-style-type: none"> • Refresh training where needed for use of Circle resource in P1-7 classrooms and Up, up and away resource in ELCC. • Pupil support plans to include support strategies and topics from these resources. • Staff to receive training on Dyslexia assessments and how to complete the paperwork for these. (HT and Ed Psych) • Further collegiate time towards use of PATHs resources across ELC Class and school. • All staff to have knowledge of the updated GIRFEC policy and how this impacts on support for pupils. Staff training to be given regarding completion of support plans and audits using nee format. (HT) <ul style="list-style-type: none"> • Make links to UNCRC and articles through assemblies and raise awareness amongst all stakeholders. (HT and PT-Lynn) • Pupil support plans and Early Intervention Plans to contain HWB targets if applicable. • Staff to share expertise on supporting ASN at collegiate sessions/ CPD. Invite experts/specialist e.g., Educational Psychologist to offer training when appropriate/needed e.g. ASD, ADHD. • Resources to be shared with parents/carers and further information to be provided to them / opportunity for them to seek further clarification/ask questions.
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Cluster Priority – Develop consistent approaches to managing and using information			
HGIOS/HGIOELC QIs 1.3, 2.6, 3.1, 3.2	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 <ol style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information 	
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>Increased partnership working will be of benefit to children and young people throughout their learning journey. Using a consistent approach across the Gleniffer Cluster will allow staff to build a strong picture of children and young people's achievements and ensure all stakeholders are engaged in planning for a successful learning experience.</p>	<p>Data will be used to moderate teacher professional judgements, ensuring consistency in application and encouraging professional dialogue on levels of achievement. Planning of teaching and learning will reflect achievement pathways, ensuring all learners are being appropriately challenged to achieve their best outcomes. Targeted interventions will be put in place for children and young people identified as being "off-track" to address attainment gaps and improve outcomes. Data will be shared via P7 transition, allowing secondary colleagues to use a wide range of data to inform planning of teaching and learning.</p> <p>High-quality plans will be developed over the session, ensuring clearly identifiable support strategies are recorded with evidence of impact. Children, young people, families and staff will have a clear understanding of the additional support needs and strategies in place to meet needs.</p>	<ul style="list-style-type: none"> Staff self-evaluation states that they are developing a consistent approach and cluster schools are working closer together to do this. Feedback from transition meetings with Gleniffer High School staff and internal tracking meetings highlights that staff are working closer together and a consistent approach is being utilised. Evidence within staffs' long term plans that staff are working closer together and a consistent approach is being utilised Pupil support plans will evidence clear support strategies, interventions and impact 	<ul style="list-style-type: none"> All cluster schools to use the GL Assessment package to moderate teacher professional judgements in BGE. DHTs/Pupil Support Coordinators will meet once per term to share practice and moderate child's plans using new Staged Intervention Framework.

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