



Renfrewshire Council Children's Services

**Cochrane Castle**  
Improvement Plan

2022-2023

# Planning framework

As part of Children's Services, Cochrane Castle Primary School has developed this establishment improvement plan which provides a framework for how we intend to achieve Children's Services' vision of *working together to get it right for children, families and communities – Protecting, learning, achieving and nurturing*.

## **National Priorities**

We also have to take account of the Scottish Government's national improvement framework which provides a vision for education in Scotland, namely to:

- 1. place the human rights and needs of every child and young person at the centre of education;**
- 2. improve attainment, particularly in literacy and numeracy;**
- 3. close the attainment gap between the most and least disadvantaged pupils;**
- 4. improve children's health and wellbeing; and**
- 5. improve children and young people's employability skills so that they move into positive and sustained destinations.**

## **Renfrewshire's Education Priorities**

Our priorities will also align with the Renfrewshire Council Plan and Education Improvement Priorities listed on 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 Vision, Values and Aims

Our vision, values and aims were created in partnership with pupils, parents, staff and our school community. Our school vision encourages all learners to “aim high and be all you can be!”

We aspire, through a caring approach and high quality learning and teaching, to create an ethos which ensures a positive, respectful and stimulating environment where everybody matters and fun is had by all. We nurture every child towards reaching their full potential and to prepare them for life, through our shared values of:

**SAFE HEALTHY ACHIEVING RESPECT PERSEVERANCE CONNECTED**

Our values are integral to the life of the school, our parents have reported that the values help support them in bringing up their children. We have values stickers that the children receive for demonstrating a school value. The sticker then prompts conversation with the child around why they received it and in turn contributes to their understanding of each value.

Our aims of [we look and see](#), [we listen and hear](#) and [we nurture and care](#). along with our vision and values, are summed up in our dream poster below



### Who did we consult?

To identify our priorities for improvement, we sought the views of all our stakeholders, namely the pupils, parents/carers, partners and staff. We used a variety of methods of getting the views of those who are involved in the life and work of Cochrane Castle Primary, including:

<p><b>Staff</b></p> <ul style="list-style-type: none"> <li>• Planned calendar of in-service training events and CPD opportunities, staff meetings &amp; collegiate sessions.</li> <li>• Regular meetings to discuss school improvement and progress being made</li> <li>• Excellence and Equity meetings</li> <li>• Evaluation of the service using How Good Is Our School? (HGIOS) 4</li> <li>• Regular review of School Improvement Plan</li> <li>• Annual Professional Review and Development meetings</li> <li>• Cluster arrangements</li> </ul>	<p><b>Parents/Carers</b></p> <ul style="list-style-type: none"> <li>• Annual Report feedback</li> <li>• Parental Questionnaires/Surveys</li> <li>• Parents' Meetings/Phone Calls</li> <li>• School Website and Social Media feeds</li> <li>• Parental evaluations of school events</li> <li>• Induction Days</li> <li>• Team Around the Child Meetings (TAC) meetings</li> <li>• Open days</li> </ul>
<p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• Learning conversations with their teacher and SLT</li> <li>• Focus Groups</li> <li>• Class discussions</li> <li>• Pupil Voice meetings</li> <li>• Captain and Vice Captain Meetings</li> <li>• Pupil questionnaires/surveys</li> </ul>	<p><b>Partners</b></p> <ul style="list-style-type: none"> <li>• Place2Be School Counsellor</li> <li>• Active Schools coach</li> <li>• Educational Psychology Service – meetings, discussions</li> <li>• Social Work department – meetings and discussions to support learners and families</li> </ul>

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:

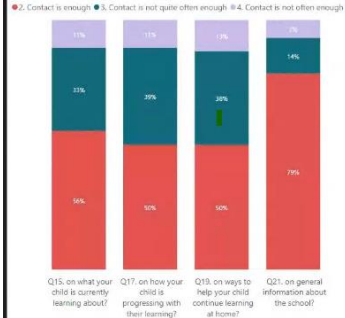
- Creation of, and regular reflecting against the school monitoring calendar
- Regular staff meetings and curriculum meetings
- In-Service day self -evaluation activities reflecting against HGIOS4 and GTCS standards.
- Monitoring of attainment through termly tracking meetings(Excellence and Equity meetings)
- Monitoring of pupil wellbeing through termly tracking meetings to assess the need for early intervention
- Termly evaluation of IEPs to monitor the impact of interventions
- Regular interrogation of school data including tracking information, the data dashboard, and standardised assessments
- TAC(Team around the Child) meetings
- Moderation of teaching and learning through in house and cluster moderation activities
- Moderation of teaching and learning through Peer and SMT learning visits
- Staff and pupil target setting conversations
- Regular meetings with the Pupil Council, Pupil Groups and the Parent Council

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- To raise attainment in numeracy.			
HGIOS/HGIOELC QIs	NIF Priorities	NIF Drivers	
Q.I 1.2 – Leadership of Learning Q.I 2.2 - Curriculum Q.I 2.3 – Learning, Teaching, Assessment Q.I. 3.2 – Raising attainment and achievement	<ul style="list-style-type: none"> <li>Placing the human rights and needs of every child and young person at the centre of education</li> <li>Improvement in attainment, particularly in literacy and numeracy</li> <li>Closing the attainment gap between the most and least disadvantaged children</li> <li>Improvement in children's and young people's health and wellbeing</li> <li>Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ul>	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>School attainment Data and Renfrewshire end of pathway assessment data demonstrates that numeracy is a key area for improvement. Teacher judgement data shows that the most significant gap appears in second level</p> <p>First level - 68 % of pupils on track Second level – 57% of pupils on track</p> <p>Parent Involvement and engagement Census (PIE) carried out in session 21 22 shows that 50 % of parents and carers stated that they disagreed or strongly disagreed that the school provided them with the information required on how their child was progressing with their learning.</p>	<p>By June 2023 the attainment of pupils in first level will improve by 17%.</p> <p>By June 2023 the attainment of pupils in second level will improve by 13%</p> <p>By June 2023 staff survey results will show that all teachers are confident in and delivering SEAL and Number Talks every day.</p> <p>Feedback from support staff will state that they are confident and skilled in providing in-class numeracy support to the identified target groups.</p> <p>By June 2023, professional discussions and interrogation of data during tracking meetings will show that almost all teachers are more confident in their professional judgement when assessing numeracy in Early, 1<sup>st</sup> and 2<sup>nd</sup> level.</p> <p>By December 2022, almost all pupils will have an understanding of their next steps for improvement in numeracy. Staff, pupils and parents will work in partnership to share children's next steps in learning.</p>	<ul style="list-style-type: none"> <li>Teacher Professional Judgement Data</li> <li>Maths Recovery Assessment Data</li> <li>Pre and Post Intervention Survey data</li> <li>Long Term Planning documents and professional dialogue</li> <li>Monitoring and tracking numeracy termly data submissions</li> <li>Standardised assessment data including SNSA/GL across all stages</li> <li>Class formative assessment</li> <li>Levels of staff engagement with CLPL</li> <li>Pre/post evaluations on staff confidence and understanding</li> <li>Peer/SLT class visit feedback</li> <li>Learner feedback – target group</li> </ul>	<p>The appointment of 0.6 FTE PEF teacher (August - March) £23,071), Support staff (£15,391.98)- and ELCO (£14,738.020) and cost to provide targeted interventions to the identified groups in numeracy, writing and reading.</p> <p>The teacher providing targeted support will work alongside the modelling and coaching officer to :</p> <ul style="list-style-type: none"> <li>Assess pupils using maths recovery assessments.</li> <li>Work with support staff to upskill and support ongoing interventions.</li> <li>Model good practice all classes. (Number Talks/Seal)</li> <li>Organise and deliver an input to parents/cares on how to support their child in numeracy.</li> </ul> <p>Almost all teaching staff and support staff will have undertaken Professional Learning with the Numeracy Modelling and Coaching Officers.</p>

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

How satisfied are you with the number of communications you get from the school



PIE census data 2022/23 will show an improved percentage of parents who agree or strongly agree that the school shares ways they can support their child in their learning.

Almost all teaching staff will engage with the Maths Recovery programme as outlined in the Working Time Agreement.

All support staff will engage in the Maths Recovery Programme in February In - service day.

All support staff will attend refresh training in SEAL practices from Renfrewshire Numeracy and Maths coaching officer.

Renfrewshire modelling and coaching officer will use the evidence based maths recovery programme to raise attainment in numeracy for the identified target groups. **0.6 PEF teacher will be trained in maths recovery and will use this evidence based approach to raise attainment in numeracy for the identified target groups. (PEF £23,071)** Support staff will receive refresher training in SEAL and will use this evidence based approach to raise attainment in numeracy. Including PEF CA **£15,391.98**

An audit and review of current resources will be undertaken by December 2022 to ensure we have the right resources for all pupils.

Monitoring and tracking folders will be created to ensure that consistent and robust assessment data is gathered and used to inform teacher judgment.

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## Improvement Priority 2 – To raise attainment in Writing

<b>HGIOS/HGIOELC QIs</b> Q.I 2.3 – Learning, Teaching, Assessment Q.I 2.4-Personalised Support. Q.I. 3.2 – Raising attainment and achievement	<b>NIF Priorities</b> <ul style="list-style-type: none"> <li>Placing the human rights and needs of every child and young person at the centre of education</li> <li>Improvement in attainment, particularly in literacy and numeracy</li> <li>Closing the attainment gap between the most and least disadvantaged children</li> <li>Improvement in children's and young people's health and wellbeing</li> <li>Improvement in employability skills and sustained, positive school leaver destinations for all</li> </ul>	<b>NIF Drivers</b> <table border="0"> <tr> <td>School Leadership</td> <td>Assessment of Children's progress</td> </tr> <tr> <td>Teacher Professionalism</td> <td>School Improvement</td> </tr> <tr> <td>Parental Engagement</td> <td>Performance Information</td> </tr> </table>	School Leadership	Assessment of Children's progress	Teacher Professionalism	School Improvement	Parental Engagement	Performance Information
School Leadership	Assessment of Children's progress							
Teacher Professionalism	School Improvement							
Parental Engagement	Performance Information							

Rationale for change	Outcome and Expected Impact	Measures	Intervention												
<p>School attainment data shows that writing is the main area for improvement across the school.</p> <table border="1" data-bbox="91 647 439 815"> <tr> <td colspan="2">Writing data Aug 22</td> <td>18-19 pre covid</td> </tr> <tr> <td>Early</td> <td>60%</td> <td>58%</td> </tr> <tr> <td>First</td> <td>43%</td> <td>72%</td> </tr> <tr> <td>Second</td> <td>41%</td> <td>68%</td> </tr> </table> <p>The impact of school closures and online learning could be attributed to the decline of attainment in writing.</p> <p>Quartile comparison data appears to show that Cochrane Castle is 5% below the average in early level, 14 % below the average in first level and 20% below the average in second level.</p> <p>Consultation with staff prior to 2022 identified writing as a key area for development in</p>	Writing data Aug 22		18-19 pre covid	Early	60%	58%	First	43%	72%	Second	41%	68%	<p>By June 2023, attainment of pupils within a targeted group (early level) will improve by 10%.</p> <p>By June 2023, attainment of pupils within a targeted group (first level) will improve by 10%.</p> <p>By June 2023, attainment of pupils within a targeted group (second level) will improve by 17%.</p> <p>By June 2023, almost all teachers will be more confident and skilled in the teaching of writing.</p> <p>Almost all support staff will be more confident and skilled in providing in-class support to the identified groups.</p> <p>Through discussion with their class teacher, all pupils will identify their next steps in writing.</p> <p>Through Class dojo, all parents and carers will read about their child's next steps in writing.</p>	<ul style="list-style-type: none"> <li>Pre/ post teacher judgement data</li> <li>Body of Evidence</li> <li>Assessment information</li> <li>Attainment data (spreadsheet)</li> <li>Pre/ post pupil surveys/learning conversations with all stages</li> <li>Standardised assessment data (GL/SNSA)</li> <li>Class formative assessment</li> <li>Levels of staff engagement with CLPL</li> <li>Pre/post evaluations on staff confidence in the teaching of writing</li> <li>Cluster moderation</li> <li>Moderation feedback between St David's and Cochrane Castle</li> <li>Tracking meetings with class teachers</li> <li>Learning visit records</li> <li>Learner feedback – target groups (First/Second)</li> <li>Target group writing journals</li> <li>The Class Dojo journal of all pupils</li> <li>IEPs</li> <li>Support Staff Timetables</li> <li>DHT Pupil Support Calendar.</li> </ul>	<p>The appointment of 0.6 FTE PEF teacher (August - March) £23,071), Support staff (£15,391.98)- and ELCO (£14,738.020) and cost to provide targeted interventions to the identified groups in numeracy, writing and reading.</p> <p>Two members of staff will take the lead (Project Lead) on the implementation of Talk for Writing across the school.</p> <p>The collegiate calendar will include 8 hours for writing development and moderation, including 4 hours from the working time agreement for cluster moderation. Information from these sessions will create a writing policy in conjunction with feedback from parents/ carers and pupils to support the consistency of teaching and learning of writing across the school.</p> <p>Next steps in writing will be shared with parents and carers via class dojo.</p> <p>Talk for Writing Non-Fiction training will take place for all teaching staff on October In-Service Day.</p>
Writing data Aug 22		18-19 pre covid													
Early	60%	58%													
First	43%	72%													
Second	41%	68%													

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<p>their practice and highlighted the need for a shared and progressive approach from P1 to P7.</p> <p>Consultation with pupils prior to August 2022 identified that learner confidence was at its lowest in writing.</p> <p>HGIOS?4 Self-evaluation activities with staff and professional dialogue in tracking meetings highlights teachers desire to increase confidence and accuracy when assessing pupil progress in accordance with national benchmarks.</p> <p>Cluster collaboration to moderate numeracy and literacy will support our internal moderation procedures which will subsequently inform and develop good practice across the cluster practice.</p> <p>The Locality model promotes collegiately and a consistency of approaches. By planning as a cluster in this way, we will be working towards ensuring the principles of the model are adhered to.</p>	<p><u>Cluster Plan</u></p> <p>Comparison of pre and post practitioner confidence survey will show almost all teaching staff have increased confidence regarding progression through a level by June 2023.</p> <p>As pupil work will be moderated across the Cluster Primaries, pupils will demonstrate an improved understanding of their strengths and areas for development by June 2023.</p> <p>By June 2023 all pupils will achieve or make progress towards the achievement of targets set in August 2022.</p> <p>Increased confidence of Associated Secondaries in the consistency of achievement data across Cluster Primaries.</p> <p>Increased confidence at Local Authority and National Level of data capture across Cluster Primaries.</p>	<p><u>Cluster Plan</u></p> <p>Practitioner confidence survey: Baseline Data Capture in September 2022 compared to Endpoint Data Capture in June 2023.</p> <p>Excellence and Equity Tracking Results in June 2022 (Baseline) compared to June 2023 (Endpoint).</p> <p>Pupil Target setting approaches, as outlined in Cluster Primaries Quality Assurance Calendars</p>	<p>Talk for Writing training will be delivered virtually to all support staff on 24<sup>th</sup> and 25<sup>th</sup> August.</p> <p>The DHT will ensure that IEPs are regularly reviewed and shared with pupils and their families.</p> <p>HT with support from the digital champion will ensure that all teaching and support staff are able to support pupils when using the accessibility tools on glow as an aid to writing.</p> <p><u>Cluster Plan</u></p> <p>To assign 4 hours from the Working Time Agreement:</p> <ul style="list-style-type: none"> <li>• Moderation groups to meet at Kilbarchan Primary.</li> <li>• There will be four hours allocated.</li> <li>• JHS English dept staff to work with second level teachers in order to ensure that levels are being accurately judged and shared across the cluster.</li> <li>• 1 hour to co-plan a Literacy Lesson and complete overview with Cluster colleagues. Tuesday 17<sup>th</sup> January- 3.15-4.15</li> <li>• 1 hour to uploading writing on Teams and to discuss impact of high-quality Literacy learning and teaching approaches. Tuesday 7<sup>th</sup> February-3.15-4.15</li> <li>• 2 hours for moderation. Tuesday 28<sup>th</sup> February 3.15-5.15pm</li> <li>• Ongoing review of process during Cluster Head Meetings.</li> </ul>
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<p>Data from JHS shows that there is an increase in in pupils in secondary who are working at early level. JHS English dept staff to be included in first level group as there is an increase in pupils in secondary school at this level.</p>			<p>JHS staff to join first level working party working party to support their pupils who are working at this level.</p>
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### Improvement Priority 3 To raise attainment in Reading

<p><b>HGIOS/HGIOELC QIs</b></p> <p>Q.I 2.3 – Learning, Teaching, Assessment          Q.I 2.4-Personalised Support.          Q.I. 3.2 – Raising attainment and achievement</p>	<p style="text-align: center;"><b>NIF Priorities</b></p> <ul style="list-style-type: none"> <li>Placing the human rights and needs of every child and young person at the centre of education</li> <li>Improvement in attainment, particularly in literacy and numeracy</li> <li>Closing the attainment gap between the most and least disadvantaged children</li> <li>Improvement in children's and young people's health and wellbeing</li> <li>Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ul>	<p style="text-align: center;"><b>NIF Drivers</b></p> <p>School Leadership      <b>Assessment of Children's progress</b></p> <p><b>Teacher Professionalism</b>      <b>School Improvement</b></p> <p><b>Parental Engagement</b>      <b>Performance Information</b></p>
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Rationale for change	Outcome and Expected Impact	Measures	Intervention												
<p>School attainment data shows that reading is an area for improvement in the school.</p> <table border="1" data-bbox="89 694 436 861"> <tr> <td colspan="2">Reading data Aug 22</td> <td>18-19 pre covid</td> </tr> <tr> <td>Early</td> <td>60%</td> <td>76%</td> </tr> <tr> <td>First</td> <td>51%</td> <td>80%</td> </tr> <tr> <td>Second</td> <td>56%</td> <td>71%</td> </tr> </table> <p>The impact of school closures and online learning could be attributed to the decline of attainment in reading.</p> <p>Quartile comparison data appears to show that Cochrane Castle is 9% below the average in early level, 14 % below the average in first level and 9% below the average in second level. Consultation with pupils prior to August 2022 identified that</p>	Reading data Aug 22		18-19 pre covid	Early	60%	76%	First	51%	80%	Second	56%	71%	<p>By June 2023, attainment of pupils within a targeted group (early level) will improve by 10%.</p> <p>By June 2023, attainment of pupils within a targeted group (first level) will improve by 24%.</p> <p>By June 2023, attainment of pupils within a targeted group (second level) will improve by 15%.</p> <p>By June 2023 a reading engagement survey will demonstrate that most pupils will have increased engagement in reading.</p> <p>By June 2023 all teaching and support staff will be more confident and skilled in the use of accessibility tools in Glow to support children with challenges in reading.</p> <p>Through discussion with their class teacher, all pupils will identify their next steps in reading. Staff, pupils and parents will work in partnership to share children's</p>	<ul style="list-style-type: none"> <li>Pre and post teacher judgement data</li> <li>Tracking folders (Body of evidence)</li> <li>Assessment information</li> <li>Attainment data</li> <li>Pre and post pupil surveys / learning conversations across all stages.</li> <li>Class formative assessment.</li> <li>Pre and post staff evaluation on staff confidence in the teaching of reading.</li> <li>Professional dialogue in Tracking and monitoring meetings (Excellence and Equity)</li> <li>Learner visit records</li> <li>Running records</li> <li>Professional dialogue and evaluation of the strategies used in Renfrewshire Reading Approach</li> <li>Pupil feedback- target groups</li> <li>Class dojo journal</li> <li>IEPs</li> <li>Support staff timetables</li> <li>DHT Support Calendar</li> <li>Reader engagement survey results</li> <li>PIE Census Information</li> <li>Support staff timetables.</li> </ul>	<p><b>The appointment of 0.6 FTE PEF teacher (August -March) £23,071), Support staff (£15,391.98)- and ELCO (£14,738.020) and cost to provide targeted interventions to the identified groups in numeracy, writing and reading.</b></p> <p>The teacher providing targeted support will work alongside literacy development officer to</p> <ul style="list-style-type: none"> <li>Measure reading engagement through the reader engagement survey.</li> <li>Work with support staff to upskill and support ongoing interventions.</li> <li>Model good practice in all classes with strategies from Renfrewshire Reading Approach</li> <li>Organise and deliver an input to parents/cares on how to support their child in reading at parents' evening.</li> </ul> <p>Whole school community consultation will take place to audit the current approaches to teaching reading including the current scheme used. This will include research</p>
Reading data Aug 22		18-19 pre covid													
Early	60%	76%													
First	51%	80%													
Second	56%	71%													

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<p>learner confidence was low in reading.</p> <p>Consultation with staff prior to 2022 identified reading as a key area for development in their practice and highlighted the need for a shared and progressive approach from P1 to P7. They also highlighted the need to review the current reading materials(reading scheme)as a factor in this progressive approach across the school.</p> <p>Through professional dialogue in tracking and monitoring meetings in September 2022, almost all teaching staff identified the need for training in accessibility tools in Glow to support children with challenges in reading.</p> <p>Consultation with the newly established Parent Council in August 2022, also identified reading as a priority for the school and a request for readings books to be shared at home as the alternative to the current online reading programme Bug Club.</p>	<p>next steps in learning using class dojo as a platform for communication.</p> <p>By April 2023, following consultation with staff, pupils and parents, a progressive approach to reading will be in place across all stages.</p> <p>Pupils will be able to demonstrate their reading skills at home with their parents and carers.</p>		<p>into evidence-based approaches/programmes, looking outwards to what's working well elsewhere and taking into account the views of staff, pupils and parents.</p> <p>A lunchtime reading support homework club will be available twice a week. Peer reading sessions will take place between upper stages and infants. All classes will visit the local library at least once a term and the skoob bus once per term.</p> <p>Reading books from the newly purchased reading scheme will be taken home as part of the school's approach to homework.</p> <p>The pupil council will consult classes to find out the types of texts each class would enjoy and their class libraries will be enhanced with these genres.</p> <p>All teaching staff will access Renfrewshire library topic book bank to support teaching and learning.</p> <p>The literacy development officer will consult with staff and pupils to identify class novels which will be purchased to engage pupils and enhance teaching and learning.</p> <p>All staff trained in the use of the accessibility tools in glow.</p>
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			The DHT will ensure that IEPs are regularly reviewed and shared with pupils and their families.
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## Improvement Priority 4 – Improving Health and Wellbeing across our School Community and Improving Relationships.

HGIOS/HGIOELC QIs 2.4 Personalised Support 2,7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion	<b>NIF Priorities</b> 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	<b>NIF Drivers</b> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's progress School Improvement Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>Data from Glasgow Motivation and Wellbeing Profile(GMWP) tool demonstrates that an identified target group have challenges in managing their emotions in school.</p> <p>Through professional dialogue at monitoring and tracking meetings and in-service consultation, all staff identified behaviour and relationships as a priority for improvement.</p> <p>Consultation with parents prior to August 2022 identified relationships and behaviour as an area for development.</p>	<p>By June 2023, GMWP data will demonstrate an improvement in the scoring of the targeted group by 1 point.</p> <p>By June 2023 there will be a consistent approach to behaviour and relationships across the school.</p> <p>By June 2023 pupil responses from GMWP will show an improvement in scores of 7 and above from primaries 2-7.</p> <p>By June 2023 the approaches employed by the school through Renfrewshire's Relationships Nurturing Approach will be shared and understood by almost all staff, pupils and parents/carers.</p> <p>By June 2023, almost all pupils are happy, engaged in learning and able to recognise and regulate their emotions.</p> <p>By June 2023 comparison from data collected Aug- Dec2022 and Jan-June 2023 will show a reduction in the number of referrals for support in behaviour and relationships to the SLT</p>	<ul style="list-style-type: none"> <li>• Teachers' planning for health and wellbeing</li> <li>• Levels of parental engagement with school/ Orbis Consultant (Brian Donnelly)</li> <li>• Renfrewshire's Nurturing Relationship Approach (RNRA)core group surveys and Action Plan.</li> <li>• Learning visits, learner conversations and teacher evaluations</li> <li>• Place2Be referral numbers, referral themes, case studies and termly reports.</li> <li>• Data gathered from Glasgow Motivation and Wellbeing Profile in term 1 and Term 4.</li> <li>• Outdoor learning feedback sessions</li> <li>• Baseline measurement of referrals to SLT.</li> <li>• Number of violent and aggressive incidents recorded on Business World.</li> </ul>	<p>Ensure that emotional literacy is explicitly taught at all stages through Emotionworks and our school values.</p> <p>Brian Donnelly ( Orbis Training) to work with all school staff and pupils in P4-7 to enhance the delivery of emotional and social education with a focus on behaviour and relationships including consultation with the school community to update the vision, values and aims. PEF Intervention (£12,000)</p> <p>To promote consistency of approach a new behaviour and relationships policy will be created in consultation with all stakeholders</p> <p>The appointment of an Active School Coach to continue to develop health and wellbeing and the development of social skills across the school with a focus on targeted children. PEF (£15, 000)</p> <p>ASC to support school staff in accessing outdoor learning including outdoor learning/ forest school sessions.</p>

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



<p>Data gathered from all stakeholders via surveys and dialogue demonstrates that a consistent approach to applying the key principles of nurture is an area for development.</p> <p>The school will have a deeper understanding of the importance of nurturing relationships to children's mental health and wellbeing, social and emotional development and attainment.</p> <p>Data gathered from professional dialogue with staff in August 22 identified that continuing to get our pupils to engage in outdoor learning and sport and active activities is an ongoing area for development.</p> <p>Data gathered from evaluations of Place2Be counselling service demonstrates that one of the key themes emerging from the children who access the service is support in</p>	<p>By June 2023 comparison from data collected Aug- Dec 2022 and Jan- June 2023 will demonstrate a reduction in the number of violent and aggressive incidents recorded on business world.</p> <p>Almost all children participating in regular sports and physical activity throughout the school day.</p> <p>Data gathered from targeted pupils through GMWP toolkit and Renfrewshire Active School's data will show that there is an increase of 2 points in their scores which are noted at 5 and below.</p> <p>Data gathered from pupil feedback sessions will demonstrate an increase in pupil's sense of wellbeing when participating in outdoor learning.</p> <p>From August 2022, all pupils requiring intensive counselling support access this without delay. SDQ scores for all children improve.</p> <p>All pupils and staff have support available to them through Place2Talk, Place2Think and Journey of Hope.</p> <p>Targeted parents are better equipped to manage the distressed behaviours of their children.</p>		<p>ASC to resource loose parts play to enhance the outdoor learning experience for children and provide opportunities for children to develop social skills.</p> <p>ASC to target identified pupils to support them to access sport and active sessions in school. Targeted children will also participate in small group activities with the Active sport's Coach (ASC) to develop social skills.</p> <p>Place2Be Counselling Service to provide 1-1 therapeutic counselling, drop-in sessions and consultation support for staff.</p> <p>Place2Be to run an 8-week Journey of Hope groupwork programme for targeted children to develop resilience.</p> <p>Place2Be's Family Practitioner to identify families who would benefit from support through the Personalised Individual Parenting Training (PIPT) intervention for individual parents and their children, working with parent and child together to improve relational warmth and behavioural management. PEF (£5000)</p> <p>Creation of staff Nurture Core group to analyse data and agree whole-school Nurturing Principle by September 2022</p> <p>Nurture Principle Training with Core Group in Sept/2022.</p> <p>Core Group create and implement Action Plan.</p>
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emotional literacy and managing and regulating emotions.			Meeting scheduled x2 per term (1 of these including Educational Psychologist)
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