



Cochrane Castle Primary School

School Improvement Plan

2023/24

Planning framework

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

National Priorities

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

1. **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 pages 3 and 4.

Pupil Equity Funding

Our school receives 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

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| 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. | 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. | 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. | 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. | 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 |
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Our Vision, Values and Aims

Vision

Cochrane Castle is a safe school where children are loved, welcomed and interested in their learning.

Values

Kindness – We care about each other. We value and respect each other. We think about the impact our words and actions have on each other, this includes when people are unhappy or not getting on well. We will always respond to this with kindness and love.

Ambition – We want to try our best and achieve our goals. We recognise that success means different things to different people. We measure success in terms of effort, hard work, achieving your goals and commitment.

Fairness – everyone gets the help that they need. We believe that everyone should get the same chance to learn and recognise that some may need extra support to get this. We value the voice of our pupils and we will listen to them. We trust each other and we are honest.

Aims

We will listen to each other, respect everyone and always try our best.

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:

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| Staff <ul style="list-style-type: none">• Planned calendar of in-service training events and CPD opportunities, staff meetings & collegiate sessions.• Regular meetings to discuss school improvement and progress being made• Excellence and Equity meetings• Evaluation of the service using How Good Is Our School? (HGIOS) 4• Regular review of School Improvement Plan priorities – visible on a working wall in HT office• Annual Professional Review and Development meetings• Cluster arrangements | Parents/Carers <ul style="list-style-type: none">• Annual Report feedback• Parental Questionnaires/Surveys• Parents' Meetings/Phone Calls• School Website and Social Media feeds• Parental evaluations of school events• Induction Days• Team Around the Child Meetings (TAC) meetings• Open afternoons• Education Scotland Feedback |
| Pupils <ul style="list-style-type: none">• Learning conversations with their teacher and SLT• Focus Groups• Class discussions• Pupil Voice meetings• Captain and Vice Captain Meetings• Pupil questionnaires/surveys | Partners <ul style="list-style-type: none">• Place2Be School Counsellor• Active Schools coach• Educational Psychology Service – meetings, discussions• Social Work department – meetings and discussions to support learners and families• Campus partners: Adult Learning, West Johnstone ELCC, St David's Primary School• Orbis Consultancy• Amey Workforce• Education Scotland Inspection Report. |

All information gathered is collated and used to assist us to identify next steps and areas for improvement.

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 – Raising Attainment in Writing

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| HGIOS/HGIOELC Qis 1.1, 1.2, 2.3, 2.4, 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 <table><tr><td>1. School Leadership</td><td>4. Assessment of Children's Progress</td></tr><tr><td>2. Teacher Professionalism</td><td>5. School Improvement</td></tr><tr><td>3. Parental Engagement</td><td>6. Performance Information</td></tr></table> | 1. School Leadership | 4. Assessment of Children's Progress | 2. Teacher Professionalism | 5. School Improvement | 3. Parental Engagement | 6. Performance Information |
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| 2. Teacher Professionalism | 5. School Improvement | | | | | | | |
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| Rationale for change | Outcome and Expected Impact | Measures | Interventions |
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| <p>Attainment data for session 2022/23 shows the following percentage of pupils achieving the expected level in writing:</p> <p>P1 – 55% P2 – 41% P3 – 47% P4 – 47% P5 – 41% P6 – 58% P7 – 52%</p> <p>This data and the Summarised Inspection Report from Education Scotland (November 2022) Identifies the need for writing to be an area of improvement in Cochrane Castle Primary School.</p> <p>88% of children (current p1-6) who have not achieved the expected attainment in writing live in deciles 1-3.</p> | <p>By June 2024 the increase % to pupils achieving the expected level in writing will be.</p> <p>P1 55-73% P2 41-86% P3 47-60% P4 47-59% P5 41-73% P6 58-63%</p> <p>Increased confidence in teaching staff following input and training from Talk for writing, working party and moderation approaches leads to increases in attainment.</p> <p>By June 2024 children in p1-6 living in SIMD 1-3 who are not on track will decrease from 8%- 64%</p> | <p>indicate % increase in attainment as detailed in the Outcomes column</p> <p>SNSA writing assessment data will show children achieving expected levels as demonstrated in column 2.</p> <p>Termly excellence and equity meetings will show that targeted pupils are making expected progress.</p> <p>Moderation feedback between Cochrane castle and St David's will show that teacher judgement is accurate and aligned with benchmarks.</p> <p>Data from writing confidence Survey for staff August 2023 and June 2024 will show increased confidence in planning, teaching and assessing writing.</p> | <p>All teaching staff to attend talk 4 writing training in our shared campus (28.8.23) to refresh approach for planning and progression across all stages.</p> <p>Collegiate time in Working Time Agreement for a short life working party (6hrs) to support planning, teaching and assessment, ensuring progression across all stages</p> <p>Collegiate time in Working Time Agreement for moderation (6 hrs) both within and out with establishment, including opportunities for peer visits.</p> <p>Cluster Plan Literacy champion to participate in writing assessment tool working party. This will create a consistent approach to the assessment of writing across the cluster schools. Targeted groups supported by Teaching staff (PEF) and support staff (Classroom Assistant/Early Learning Childcare Officer PEF) to identify gaps in learning and provide support to overcome these barriers.</p> |

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| <p>Attendance Session 2022/23</p> <p>The overall attendance for the school averages at 89%.</p> <ul style="list-style-type: none"> Overall, 45% of pupils not achieving the expected levels in writing have below 90% attendance. In primaries 1-6 , 41% of children not achieving the expected levels in writing have attendance at below 90% The staged intervention framework has been used to identify these children as the targeted group. | <p>Targeted group who have attendance at 90% or lower and are not on track to achieve the expected level in writing will decrease by 13% from 41% to 28%</p> | <p>Learner feedback from targeted groups shows that they understand their own writing targets and have clear next steps.</p> <p>The Circle document for inclusive learning will demonstrate that the children's environment supports learning.</p> <p>Fortnightly Semis reports to identify concerns with attendance and anyone who falls below 95% will be contacted and supported by Keyworker, Health and wellbeing assistant, and Senior Management Team in improving attendance</p> | <p>Weekly meetings to interrogate data and plan for support. Monthly updates to parents via Class Dojo, to inform parents and carers of writing targets.</p> <p>Use of The Circle Framework Document to create inclusive learning environments to meet the needs of the pupils.</p> <p>Fortnightly Seemis reports to identify concerns with attendance and inform actions for SMT to address barriers to learning through attendance.</p> <p>Keyworker (PEF) and Health and Wellbeing Assistant (PEF) will support families of targeted children in improving attendance by identifying and removing barriers and making referrals for further support as required.</p> <p>Clerical staff will follow procedures for absence and in addition will call targeted families of targeted pupils to confirm a return date.</p> <p>School communication will detail procedures for absence and the steps that the school will take to improve attendance.</p> |
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Improvement Priority 2 – To raise attainment in Reading

| HGIOS/HGIOELC Qis 1.1, 1.5, 2.2, 2.3, 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 <div><div>1. School Leadership</div><div>2. Teacher Professionalism</div><div>3. Parental Engagement</div></div> <div><div>4. Assessment of Children's Progress</div><div>5. School Improvement</div><div>6. Performance Information</div></div> | | |
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| Rationale for change | | Outcome and Expected Impact | Measures | Interventions |
| <p>Reading</p> <p>Attainment data for session 2022/23 shows the following percentage of pupils achieving the expected level in reading:</p> <p>P1 – 55%</p> <p>P2 – 50%</p> <p>P3 – 73%</p> <p>P4 – 71%</p> <p>P5 – 68%</p> <p>P6 – 71%</p> <p>P7 – 74%</p> <p>This data and the Summarised Inspection Report from Education Scotland (November 2022) identifies the need for reading to be an area of improvement in Cochrane Castle Primary School.</p> | | <p>By June 2024 the increase % to pupils achieving the expected level in reading will be.</p> <p>P1- 55-73%</p> <p>P2- 50-86%</p> <p>P3- 73-80%</p> <p>P4- 71-71%</p> <p>P5-68-73%</p> <p>P6-71-75%</p> | <p>Indirect Dyslexia Learning data will show progress in spelling and reading ages for targeted children as demonstrated in column 2.</p> <p>Teacher judgement data will indicate % increase in attainment as detailed in the Outcomes column</p> <p>SNSA reading assessment data will show children achieving expected levels as demonstrated in column 2.</p> <p>Termly excellence and equity meetings will show that targeted pupils are making expected progress</p> <p>Reader Engagement Survey P3-P7 will show an increase for targeted pupils who currently are below 50%.</p> | <p>In term 1 a review of what reading looks like in every classroom will be undertaken. This information will be used to inform a new school position statement.</p> <p>GL testing used to produce diagnostic reports of assessment to create a targeted plan to support the target group.</p> <p>A reading position statement will be created in consultation with pupils, staff and parents.</p> <p>Renfrewshire Library Services will support visits to the local library for each class. Dates have been agreed and are included in the school online calendar.</p> <p>Skoobs bus visits arranged for each class including a stay and read session for children and families after school to increase reader engagement and involve parent engagement in reading.</p> <p>With support from the literacy Development Officer, a new reading scheme will be purchased for P4-7. (PEF)</p> <p>School librarian Committee established and will run a lunchtime reading club.</p> |

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| <p>Attendance Session 2022/23</p> <p>The overall attendance for the school averages at 89%.</p> <ul style="list-style-type: none"> In primaries 1-6 44% of children not achieving the expected levels in reading have attendance below 90%. The staged intervention framework has been used to identify these children as the targeted group. <p>97% (primaries 1-6) of children who have not achieved the expected attainment in reading live in deciles 1-3.</p> | <p>Targeted group with attendance of 90% or lower and are not on track to achieve the expected result in reading will decrease from 44% - 31%</p> <p>By June 2024 children in p1-6 living in SIMD 1-3 who are not on track for reading will decrease from 97% - 53%</p> | <p>Fortnightly Semis reports to identify concerns with attendance and anyone who falls below 95% will be contacted and supported by Keyworker, Health and wellbeing assistant, and Senior Management Team in improving attendance</p> | <p>Targeted groups supported by Teaching staff (PEF) and support staff (Classroom Assistant/Early Learning Childcare Officer PEF) to identify gaps in learning and provide support to overcome these barriers. Weekly meetings with the identified school attainment team to interrogate data and plan for support. Monthly updates to parents via Class Dojo, to inform parents and carers of reading targets.</p> <p>Joint event arranged with Shared Campus school to celebrate Book Week Scotland to increase reader engagement.</p> <p>Across the week all teachers will read to their class, increasing time that children engage with books and reading.</p> <p>All teaching staff will timetable ERIC time (Everyone Reading in Class) each day to increase time that children engage with books and reading.</p> <p>Fortnightly Seemis reports to identify concerns with attendance.</p> <p>Keyworker (PEF) and Health and Wellbeing Assistant (PEF) will support families of targeted children in improving attendance by identifying and removing barriers and making referrals for further support as required.</p> <p>Clerical staff will follow procedures for absence and in addition will call targeted families of targeted pupils to confirm a return date.</p> <p>School communication will detail procedures for absence and the steps that the school will take to improve attendance.</p> |
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| Improvement Priority 3 – To raise attainment in numeracy | | | |
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| HGIOS/HGIOELC Qis 1.1, 1.2, 2.3, 2.5, 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 | Interventions |

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| <p>Attainment data for session 2022/23 shows the following percentage of pupils achieving the expected level in numeracy:</p> <p>P1 – 64%</p> <p>P2 – 68%</p> <p>P3 – 60%</p> <p>P4 – 76%</p> <p>P5 – 68%</p> <p>P6 – 46%</p> <p>P7 – 70%</p> <p>This data and the Summarised Inspection Report from Education Scotland (November 2022) identifies the need for numeracy to be an area of improvement in Cochrane Castle Primary School.</p> <p>97% of children (current p1-6) who have not achieved the expected attainment in numeracy live in deciles 1-3.</p> <p>Attendance Session 2022/23</p> | <p>By June 2024 the increase % to pupils achieving the expected level in numeracy will be.</p> <p>P1- 64% -64%</p> <p>P2- 68 – 86%</p> <p>P3- 60 – 60%</p> <p>P4- 76 – 94%</p> <p>P5- 68% - 77%</p> <p>P6- 54 %– 58%</p> <p>By June 2024 children in current p1-6 living in SIMD 1-3 who are not on track for numeracy will decrease by 21% (97 – 76%)</p> | <p>Teacher judgement data will indicate % increase in attainment as detailed in the Outcomes column</p> <p>SNSA and GL numeracy assessment data will show children achieving expected levels as demonstrated in column 2.</p> <p>Termly excellence and equity meetings will show that targeted pupils are making expected progress.</p> <p>Learner feedback from targeted groups shows that they understand their own numeracy targets and have clear next steps.</p> | <p>Implement new planners to ensure consistency and progression across all stages.</p> <p>Targeted pupils supported by Numeracy modelling and coaching officer (PEF) to address identified gaps.</p> <p>GL testing used to produce diagnostic reports of assessment to create a targeted plan to support the target group.</p> <p>Numeracy champion will audit resources and ensure each class has appropriate resources for SEAL approaches and number talks.</p> <p>Numeracy champion will model good practice of number talks/SEAL in all classes.</p> <p>A numeracy after school club, led by the Numeracy Champion, will offer support for parents/carers in developing their numeracy skills to allow them to support their child in numeracy.</p> <p>Targeted groups supported by Teaching staff (PEF) and support staff (Classroom Assistant/Early Learning Childcare Officer PEF) to identify gaps in learning and provide support to overcome these barriers.</p> <p>Weekly meetings to interrogate data and plan for support. Monthly updates to parents via Class Dojo, to inform parents and carers of numeracy targets.</p> <p>Purchase of new textbook resource as advised by Renfrewshire Modelling and Coaching officer which are identified in the new planners and will match in with practical activities suggested in planners to show demonstration of transfer of skills.</p> |
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| <p>The overall attendance for the school averages at 89%.</p> <ul style="list-style-type: none"> • Overall, 60% of pupils not achieving the expected levels in numeracy have below 90% attendance. • In primaries 1-6 , 54% of children not achieving the expected levels in numeracy have attendance at below 90% The staged intervention framework has been used to identify these children as the targeted group. | <p>Targeted group who have attendance at 90% or lower and are not on track to achieve the expected level in numeracy will decrease from 55% - 47%</p> | <p>Fortnightly Semis reports to identify concerns with attendance and anyone who falls below 95% will be contacted and supported by Keyworker, Health and wellbeing assistant, and Senior Management Team in improving attendance</p> | <p>Fortnightly Seemis reports to identify concerns with attendance.</p> <p>Keyworker (PEF) and Health and Wellbeing Assistant(PEF) will support families of targeted children in improving attendance by identifying and removing barriers and making referrals for further support as required.</p> <p>Clerical staff will follow procedures for absence and in addition will call targeted families of targeted pupils to confirm a return date.</p> <p>School communication will detail procedures for absence and the steps that the school will take to improve attendance.</p> |
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