



Renfrewshire Council Children's Services

Dargavel Primary School

Improvement Plan

2022-2023

Planning framework

As part of Children's Services, Dargavel 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

Creating a sustainable Renfrewshire for all

tackling inequities ensuring opportunities 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



Growing our Community

Achieving our Potential

Shaping our Future

Kindness Respect Acceptance Growth

Aims



For our children to be:

- Safe, happy and nurtured
- Respectful, kind, confident and encouraged to be proud of their own uniqueness
- Ambitious, successful, independent learners who are motivated to learn and to be the best version of themselves
- At the centre of the school and have their voices heard

For our staff to be:

- Nurturing, understanding, supportive and encouraging to all children
- Approachable and sensitive to the needs of all children and their families
- Skilled, motivated, positive and encouraged to be life-long learners
- Valued and respected by the whole school community

For our families to be:

- Welcomed, listened to and respected
- Fully involved and engaged in their child's education and in decisions that affect them
- Valued as partners of the school and their skills and attributes shared to enhance the children's experience.

For our environment to be:

- Safe, welcoming and a happy place to learn and play
- Based on strong and stable relationships
- Stimulating, inspiring, engaging and a place that meets the needs of all learners
- For the outdoors and local community to be respected, cared for and valued as effective learning spaces.

Who did we consult?

Consultation with Children	Consultation with Staff	Consultation with Parents	Consultation with Partners
<ul style="list-style-type: none"> • Pupil Questionnaires • Active Assemblies • Pupil Council • <u>House Representatives</u> • Learning conversations with their teacher and Senior Leadership Team (SLT) • Pupil Focus Groups • Throughout planning for curricular activities, Mind Mapping, Floorbooks and other appropriate methods) 	<ul style="list-style-type: none"> • Staff meetings • Annual Professional Review and Development meetings • Evaluation of the service using How Good Is Our School (HGIOS) 4 • Identifying strategic actions for School Improvement Plan collegiately. • Staff Questionnaires • Regular children's progress/target setting meetings. • Attainment and Getting It Right For Every Child (GIRFEC) meetings. 	<ul style="list-style-type: none"> • Induction Days • Parent Workshops • Team Around Child (TAC) meetings • Family Learning Sessions • Parent Council • Parents' meetings • Questionnaires • Fortnightly Newsletters 	<ul style="list-style-type: none"> • Questionnaires • Cluster meetings

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:

- Quality Assurance calendar which ensures a rigorous approach to monitoring improvement
- Regular staff meetings
- Monitoring of planning and evaluations of learning
- Target setting for each child (regular reviews)
- Monitoring and tracking of children's learning and attainment at termly attainment meetings
- Termly GIRFEC meetings to monitor impact and/or identify early intervention and personalised support.
- Termly pupil learning conversations and individual target setting.
- Analysis of assessment data from ongoing class assessments, summative assessments and standardised assessments
- Collegiate and in-service training (INSET) self-evaluation activities using HGIOS 4 and Education Scotland guidance/resources.
- Education Scotland and other in-house devised questionnaires to staff, parents, children and partners and analysis of results to inform improvements.
- Monitoring and moderation of standards of pupil/children's work, targets, displays and evaluations.
- Monitoring of learning and teaching during classroom visits, including Focus Groups
- Peer learning visits
- Liaison with external partners who provide support for children and pupils (e.g. Speech and Language Therapy, Nurture) to ensure best provision for 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.



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Council

Improvement Priority 1 Raising attainment in Literacy and Numeracy			
HGIOS/HGIOELC QIs	NIF Priorities	NIF Drivers	
2.3 3.2	<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 	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>25% of learners across the school are not on track to achieve their expected level in writing.</p> <p>Across the school, girls (92%) are attaining significantly higher than boys (84%) in writing.</p> <p>Attainment in writing at second level is lower than other areas. Approximately 31% of learners are not on track to achieve Second level. Compared with 22% at First level and 27% at Early level.</p> <p>Pupil Views</p> <p>75% of learners (P4-7) prefer the teaching of Reading and Numeracy as opposed to Writing. Only 18% of learners (P4-7) feel more confident in Writing as opposed to Reading (36%) and</p>	<p>By June 2023, attainment in writing across the whole school will have increased by 3% to 80% and by June 2024 by 10% to 87%</p> <p>By June 2023, boys' attainment in writing will have increased by 4% to 88%</p> <p>Across the school, writing attainment will increase by:</p> <p>Primary 1:</p> <ul style="list-style-type: none"> Writing – 86% (5%+) <p>Primary 2:</p> <ul style="list-style-type: none"> Writing – 87% (6%+) <p>Primary 3:</p> <ul style="list-style-type: none"> Writing – 84% (2%+) <p>Primary 4:</p> <ul style="list-style-type: none"> Writing – 76% (5%+) <p>Primary 5:</p> <ul style="list-style-type: none"> Writing – 81% (4%+) <p>Primary 6:</p> <ul style="list-style-type: none"> Writing – 78% (4%+) <p>Primary 7:</p>	<ul style="list-style-type: none"> Pre/post teacher judgement data Writing assessment scores Pre/post pup learning conversations (individual target setting, focus groups etc.) Pre/post reading and writing engagement surveys Standardised assessment data including SNSA/ACEL at P4 and P7 STAR Reading assessments Reading Eggs ongoing assessments Accelerated Reader ongoing assessments Class formative assessment Levels of staff engagement with CLPL Working/focus/support group minutes – school/cluster/authority level Ongoing evaluation of staff confidence, understanding and progress with implementation Tracking meetings 	<p>Talk for Writing</p> <p>Provide professional learning for all teaching and support staff (Talk for Writing) in March '22 & Oct '22</p> <p>Calendar of writing CLPL (in-service, collegiate activities, professional reading and working parties) will be finalised by Sep '22 and implemented throughout the session.</p> <p>Project Leads to undertake CLPL on leading effective implementation of Talk for Writing.</p> <p>Project Leads will participate in quartile working groups to support implementation, collaboration and moderation of the Talk for Writing approach.</p> <p>By August '22, all staff will be provided with evidence-based research relating to writing via the CLPE 'What We Know Works: Writing in Primary Schools' research document What We Know Works: Writing in Primary Schools</p>

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

<p>Numeracy (32%)</p> <p>Only 3% of learners at P6 feel confident when taking part in a writing lesson as opposed to Reading (41%) and Numeracy (38%)</p> <p>Across P4-7, 40% of learners find the generating of ideas challenging with 29% finding the use of correct punctuation challenging</p> <p>Almost half of learners in P5 and P6 find the generating of ideas the trickiest part of Writing</p>	<ul style="list-style-type: none"> • Writing – 83% (38%+) <p>Confidence levels across the school in Writing will increase by 10% by June 2023 (by a further 10% by June 2024)</p> <p>Enjoyment and engagement levels in Writing across First and Second Level learners will increase by 10% by June 2023 (to 35%) and by a further 10% by June 2024 (45%)</p>	<ul style="list-style-type: none"> • Peer class visit feedback • Learner feedback - target group • Target group writing journals • Use of library resources 	<p>Creation of an operational plan, by October '22, for implementation of the Talk for Writing approach.</p> <p>Audit resources for writing (whole school and targeted) by Dec '22. Identify and purchase/create resources required.</p> <p>Project Leads to team teach with staff across all classes, modelling good practice. PEF – 0.5FTE (£19, 225) teacher to release project leads from their classes. PEF teacher also used to provide additional support in writing</p> <p>Other Literacy interventions to raise attainment and engagement in reading:</p> <ul style="list-style-type: none"> • Accelerated Reading – P4-7 • Reading Eggs – P1-3 • Targeted Interventions: <ul style="list-style-type: none"> ○ Toe by Toe ○ 5 Minute Box ○ IDL Spelling
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Improvement Priority 2 – Learning, Teaching & Assessment Approaches			
HGIOS/HGIOELC QIs	NIF Priorities		NIF Drivers
2.3	<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 		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>Staff Self-Evaluation data advocates a requirement for a consistent approach to play across the P1-3 stages; including a shared understanding and vision for Play pedagogies</p> <p>Staff Self-Evaluation data in April 2022 strongly advocates a requirement for consistency across the school in terms of assessment approaches and timescales. Almost all teaching staff advised that this should be a priority for next session.</p> <p>Learner engagement in specific assessments throughout the year was</p>	<p>Play Pedagogy in P1-3</p> <p>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 bases. Increased engagement will improve behaviour and learners' social skills in both P3 classes and P2C and P2D <p>Year 2:</p> <ul style="list-style-type: none"> Attainment in P2 Reading, Writing and Numeracy will increase by between 3% - 8% <ul style="list-style-type: none"> Reading – 93% (3% +) Writing – 89% (8%+) Numeracy - 93% (4%+) 	<ul style="list-style-type: none"> Direct observations Quality Assurance activities Leuvens Scale Assessment Data Tracking Meetings PRD Learners' targets and evaluations Pupil Focus Groups Monitoring of forward plans Staff surveys – pre and posts CLPL 	<p>Play Pedagogy in P1-3</p> <ul style="list-style-type: none"> Play Champions in P2 and P3 to lead, role model and support staff Staff to attend P1 Play Pedagogy training provided by Local Authority Environments will be well resourced and conducive to the play experience which will result in increased engagement measured by Leuvens Scale. Create a consistent planning format which is purposeful and responsive Training for all P1-3 staff on effective use of observations, assessment approaches and floorbooks for evidencing progress.

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<p>very low and the data provided was not purposeful or used to inform future planning.</p> <p>Direct observations of learning and teaching demonstrated inconsistencies in approaches to all aspects of the Moderation Cycle, including, creation of Learning Intentions, Success Criteria and in the feedback provided to learners.</p> <p>Direct observations and pupil focus groups concluded that some children are not engaged in their learning and are not leading aspects of their learning.</p> <p>Parent Focus Groups concluded that face to face sessions in numeracy and literacy would be beneficial</p>	<ul style="list-style-type: none"> • Attainment in P3 Reading, Writing and Numeracy will increase by 2% - 5% <ul style="list-style-type: none"> • Reading – 86% (3%+) • Writing – 86% (4%+) • Numeracy – 86% (3%+) <p>Learning Teaching & Assessment Year 1:</p> <ul style="list-style-type: none"> • Increased staff confidence in bundling Es & Os, resulting in higher quality IDL experiences • Higher quality learning and teaching across the school, with all lessons having a LI linked to the E & O and co-constructed SC • All teachers will be more skilled at creating and implementing high quality assessment within Literacy, Numeracy and IDL. • Across the school, assessment evidence is valid, reliable and there are shared standards of expectations for standards to be achieved. • All learners are provided with high quality feedback and have an accurate understanding of their progress in learning and 		<p>Learning, Teaching & Assessment Moderation Cycle</p> <ul style="list-style-type: none"> • Staff CLPL <ul style="list-style-type: none"> ○ Bundling Experiences & Outcomes (Es & Os) ○ Inter Disciplinary Learning (IDL) (refresh) ○ Learning Intentions (LI)& Success Criteria (SC) (refresh) ○ Assessment ○ Effective Feedback • Create an assessment calendar, appropriate to each stage with timescales and type/ method of assessment. <p>Learners' Engagement & Family Learning</p> <ul style="list-style-type: none"> • Target Setting – learner-teacher-parent/carer • Pupil Voice – IDL planning, responsive planning, Pupil Improvement Plan, Citizenship
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	<p>what they need to do to improve.</p> <ul style="list-style-type: none"> • Families feel more confident in supporting their child's learning at home through active approaches to learning and teaching. <p>Year 2: Impact on Attainment</p> <p>Primary 1:</p> <ul style="list-style-type: none"> • Reading – 93% (3%+) • Writing – 88% (7%+) • Numeracy – 93% (4%+) <p>Primary 2:</p> <ul style="list-style-type: none"> • Reading – 93% (3% +) • Writing – 89% (8%+) • Numeracy - 93% (4%+) <p>Primary 3:</p> <ul style="list-style-type: none"> • Reading – 86% (3%+) • Writing – 86% (4%+) • Numeracy – 86% (3%+) <p>Primary 4:</p> <ul style="list-style-type: none"> • Reading – 85% (5%+) • Writing – 78% (7%+) • Numeracy – 88% (3%+) <p>Primary 5:</p> <ul style="list-style-type: none"> • Reading – 83% (5%+) • Writing – 83% (6%+) • Numeracy – 80% (8%+) <p>Primary 6:</p>		<p>Groups</p> <ul style="list-style-type: none"> • Family Learning <ul style="list-style-type: none"> • Literacy & Numeracy sessions • Paired reading
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	<ul style="list-style-type: none">• Reading – 85% (7%+)• Writing – 80% (6%+)• Numeracy – 96% (0%+) Primary 7: <ul style="list-style-type: none">• Reading – 100% (0%+)• Writing – 85% (40%+)• Numeracy – 89% (0%+)		
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Improvement Priority 3 Improvement in children's health and wellbeing			
HGIOS/HGIOELC QIs	NIF Priorities		NIF Drivers
3.1	<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 		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>A consistent approach to nurture and to positive relationships was identified through staff self-evaluation activities.</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>Approximately 50% of the staff are trained in RNRA and restorative practices. In order to create consistency, all staff must be trained in both.</p>	<ul style="list-style-type: none"> A shared understanding and a consistent approach across the whole school in delivering RNRA. 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. For children with ASN, there will be an increase in the amount of time they spend in class. For the identified children with significant ASN, there will be an increase in their engagement and in their readiness to learn. GMWP evaluations/ reviews will demonstrate improved scores, specifically among the learners that have targeted interventions. All classroom environments will use a consistent approach to visuals, the physical environment, including a 'quiet space' in each learning base. There will be an increase in the 	<ul style="list-style-type: none"> Boxall Profiles Classroom visits RNRA questionnaires – start of year/ end of year GMWP Tracking Meetings GIRFEC Meetings Leuven Scale RICE evaluations Pre and Post parent evaluations 	<p>Renfrewshire's Nurturing Relationships Approaches</p> <ul style="list-style-type: none"> All staff to participate in initial RNRA training Robust self-evaluation of current nurture practices A nurture principle to be implemented across the school All staff to be trained in restorative practices and to implement restorative conversations <p>Renfrewshire's Inclusive Communication Environment (RICE)</p> <ul style="list-style-type: none"> All staff will receive initial training on the approach and will focus on the first two indicators: <ul style="list-style-type: none"> A physical environment that enhances and promotes opportunities for speech, language and

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<p>Classroom observations, PRDs and self-evaluation activities concluded that children with ASN are requiring a significant amount of time being supported out of class. They require a timetable with time built in for activities, such as structured nurture, including soft starts/ ends.</p> <p>Over session 2021-22, there was a high number of referrals to Exchange Counselling and CAMHS. The wellbeing survey (May 2022) and GMWP June 22 indicated that some children had a low self esteem</p>	<p>amount of time the 9 children with ASN engage in learning experiences in the class.</p> <ul style="list-style-type: none"> • For parents/ carers to feel ore confident when supporting their child's wellbeing • To provide support from outside agencies/ professionals ensuring children's mental health and wellbeing is supported 		<p>communication for all pupils</p> <ul style="list-style-type: none"> • Adult talk that encourages and promotes participation from all learners • All teaching staff will evaluate their current environment and make adaptations where appropriate. Staff will use the suggested good practice checklists <p>Positive Relationships Policy</p> <ul style="list-style-type: none"> • In consultation with learners, staff and parents, create a Positive Relationships Policy based around the principles of RNRA, RICE and UNCRC <p>Nurture Support</p> <ul style="list-style-type: none"> • PEF ASNA (£12,670) providing targeted nurture support to children with ASN • 0.5FTE PEF teacher (£19,225) to provide targeted nurture support to children with ASN <p>Children's Mental Health</p> <ul style="list-style-type: none"> • Continue to engage with services that will support children's mental health and wellbeing. • Provide Nurture Groups, lunchtime clubs, Friendship Groups, Homelink support,
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			<p>Mindfulness activities to support mental wellbeing of children who</p> <ul style="list-style-type: none"> • Parental Engagement opportunities such as Curriculum Evening and workshops to develop parents/ carers' knowledge of mental health issues and to provide strategies and interventions to support their family.
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Improvement Priority 4: Raise Awareness and develop the children's and staff's knowledge of the UNCRC (Year 1)			
HGIOS/HGIOELC QIs	NIF Priorities		NIF Drivers
3.1	<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 	<p>School Leadership</p> <p>Teacher Professionalism</p> <p>Parental Engagement</p>	<p>Assessment of Children's progress</p> <p>School Improvement</p> <p>Performance Information</p>
Rationale for change	Outcome and Expected Impact	Measures	Intervention

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<p>Scottish Government have made a commitment that Scottish policy, law- and decision-making take account of children's rights and where all children have a voice and are empowered to be human rights defenders. Parents and families, communities, local and national governments, and organisations which work with children and families, all play a critical role in helping children understand and experience their rights.</p> <p>Staff self-evaluation activities indicated that there is a requirement for a consistent approach to Rights based learning.</p> <p>Classroom Observations indicated a lack of consistency in Rights based learning, for example, some classes had charters, in other classes, staff discussed rights through topic work.</p>	<ul style="list-style-type: none"> • The UNCRC will be central to Dargavel's GIRFEC agenda. All staff will be knowledgeable and confident considering the children's rights when making decisions about children. • All children will learn about rights and will be provided with opportunities to exercise their rights • Further embed a school culture of Respect which is based on the UNCRC and the school values of Kindness, Respect, Acceptance and Growth • All children will be encouraged to have their voices heard and valued • Children develop self-esteem and value themselves • The whole school environment is a place where children feel safe and cared for • All relationships across the school community are based on Kindness and respect 	<ul style="list-style-type: none"> • GMWP data • Classroom Visits • Leuven Scale • Pupil Focus Groups • Pre/ Post questionnaires • IDL planners • Classroom Environment • Classroom Environment evaluations – RICE • You going to go for the Rights Respecting Schools status? It's free! 	<p>In Year 1 of our UNCRC journey, we will:</p> <ul style="list-style-type: none"> • All staff will participate in the Education Scotland programme: <i>'Recognising and realising children's rights: A professional learning resource to promote self-evaluation and improvement planning'</i> • All staff will evaluate their current practice and make adaptations to ensure a consistent approach to Rights Based Learning across the school • All teaching staff will create a class charter at the start of the school session • All staff will begin to use the language of the articles within their restorative conversations with children • Families will be made aware of the UNCRC through Right of the Fortnight • Staff will incorporate the articles from the UNCRC into their planning and their learner conversations • Establish a Rights Core Group consisting of children and staff.
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