Renfrewshire Council Children's Services

Dargavel Primary School

Improvement Plan

2023-2024

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 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

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

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
• Pupil Questionnaires • Active Assemblies • Pupil Council • House Representatives • 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)	• 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.	• Induction Days • Parent Workshops • Team Around Child (TAC) meetings • Family Learning Sessions • Parent Council • Parents' meetings • Questionnaires • Fortnightly Newsletters	• 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.

Improvement Priority 1 Raising attainment in Literacy

HGIOS/HGIOELC QIs	NIF Priorities	NIF Drivers
2.3 *3.2*	• 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

24% of learners across the school are not on track to achieve their expected level in writing.
 	
68% of those not attaining in writing are boys.
 	
The most significant dip in writing attainment happened at P3 this session. Their writing attainment dropped by 14% on last year. Other stages dropped an average of 7% on last year.
 	
Data shows that overall, writing attainment is increasing at second level but dipping at an average of 5% at first level.
 	
Evidence shows that when a child moves school, their literacy attainment can dip by up to 6 months.
	By June 2024, attainment in writing across the whole school will have increased by 2% to 78% and by June 2025 by 4% to 80%.
	
	By June 2024, boys' attainment in writing will have increased by 10% to 78%.
	
	Across the school, writing attainment will increase by (stretch aims):
	Primary 1:
	  • Writing – 88% (3%+)
	Primary 2:
	  • Writing – 85-87%
	Primary 3:
	  • Writing – 78-80%
	Primary 4:
	  • Writing – 69-70%
	Primary 5:
	  • Writing – 69-71%
	Primary 6:
	  • Writing – 75- 78%
	Primary 7:
	  • Writing – 75-78%
		• Pre/post teacher judgement data
		• Writing assessment scores
		• Pre/post pupil baselines
		• learning conversations (individual target setting, focus groups etc.)
		• Pre/post reading and writing engagement surveys
		• Standardised assessment data including NSA/ACEL at P1, 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
			Talk for Writing
			Provide professional learning for new teaching staff
			
			Provide refresher training for current staff
			
			Implement Dargavel's Talk for Literacy approach. Introduce on 14th August
			
			All classes to implement 8 units of Talk for Writing across the session (4 Fiction and 4 Non-Fiction)
			
			Literacy working party set up with associated action plan to take forward various aspects of Talk for Writing, including timetabling, resourcing and making links with our reading approaches.
			
			Creation of an operational plan, by October '23, for implementation of the Talk for Writing approach (fiction and non-fiction) to include key features e.g.:

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

Pupil Views The majority (70%) of our P3-7 learners are happy with the quality of teaching in the school. Most (79%) of P3-7 learners enjoy learning at school Staff Views Most 75% of current teaching staff have identified Talk for Writing as a development priority for next session, focussing on confidence when delivering, resources and time for planning with colleagues.	Increase the pupils' views of the quality of learning and teaching from 70% to 80% Increase the pupils' views of enjoying learning from 79% to 90% Increase staff confidence in delivering Talk for Writing from 75% to 85%	• Peer class visit feedback • Learner feedback - target group • Target group writing journals • Use of library resources • Moderation exercises	- create/maintain a whole school reading spine - create/maintain a whole school overview with resource linked units - adapt templates for unit planning to align with existing planning approaches - establish teaching non-negotiables and ensure consistent implementation across the school establish/maintain effective procedures for quality assurance of the approach Significant amount of hours from WTA dedicated to Talk for Writing specifically for planning with colleagues. Embed the assessment approaches introduced in session 22/23 and provide opportunities for moderation across stages. Provide guidance to parents on the approach; pedagogy, assessment etc Implement literacy interventions and learning support (where possible) to support the attainment of target groups i.e. boys
READING 19% of learners across the school are not on track to achieve their expected level in reading. 60% of those not attaining in reading are boys.	READING By June 2024, attainment in reading across the whole school will have increased by 24% to 85% and by June 2025 by 2% to 87%	READING • Pre/post teacher judgement data • Accelerated Reading Star Reader scores • Reading Eggs Assessment scores	READING Implement Dargavel's Talk for Literacy approach.

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

The most significant dip in reading attainment was at P3 this session. Their reading attainment dropped by 14% on last year.- Other stages dropped an average of 6% on last year.

Data shows, that overall, reading attainment is decreasing across the school at an average of 6%.

Evidence shows that when a child moves school, their literacy attainment can dip by up to 6 months.

Pupil Views (as above)

Less than half (36%) of P3-7 identified their work as being hard enough all of the time.
Less than half (47%) of P3-7 identified their work as being hard enough some of the time
Few (13%) identified their work as not being hard enough.

Staff Views
Majority (50%) of current teaching staff have identified Reading as a development priority for next session, focussing on consistency, resources and timetabling. | By June 2024, boys' attainment in reading will have increased by 4% to 80%

Across the school, reading attainment will increase by (stretch aims):
Primary 1:
  • Reading – 90% (2%+)
Primary 2:
  • Reading – 88-90%
Primary 3:
  • Reading – 81-85%
Primary 4:
  • Reading – 77-79%
Primary 5:
  • Reading – 74-76%
Primary 6:
  • Reading – 80- 83%
Primary 7:
  • Reading – 72-74%

Increase the pupils' views of the quality of learning and teaching from 70% to 80%

Increase the pupils' views of enjoying learning from 79% to 90%

Increase staff confidence in delivering Reading | • Running Reading Records
• learning conversations (individual target setting, focus groups etc.)
• Pre/post reading and writing engagement surveys
• Standardised assessment data including NSA/ACEL at P4 and P7
• 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
• Peer class visit feedback
• Learner feedback - target group
• Target group writing journals
• Use of library resources | Implement consistent approaches to reading engagement.

Implement ERIC whole school reading time

Implement Literacy working party, focusing on timetabling, resourcing and planning.

Hours from WTA dedicated to Reading Engagement, specifically for staff CLPL.

Provide guidance to parents on the approach; pedagogy, assessment etc.

Implement a group of parent volunteers for regular paired reading sessions.

Implement family learning clubs (e.g. Bedtime Reading, Bookbug). |

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

Parent Views Most (78%) of parents agree that there are opportunities for them and their children to work together on aspects of their learning.	Increase parental engagement in literacy. Parental opinion will increase from 78% to 85%		

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

Improvement Priority 2 Improvement in children's health and wellbeing

HGIOS/HGIOELC QIs	NIF Priorities	NIF Drivers		
3.1	• 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 Teacher Professionalism Parental Engagement	Assessment of Children's progress School Improvement Performance Information	

Rationale for change	Outcome and Expected Impact	Measures	Intervention
A consistent approach to nurture and to positive relationships and behaviour was identified through pupil, staff and parent/carer self-evaluation activities. Less than half (35%) of P3-7 agree that children behave well. Less than half (23%) disagree that children behave well (42% didn't know) The majority (59%) of P3-7 children agree that other children treat them fairly and with respect Few (13%) disagree that other children treat them fairly and with respect. The majority (63%) of P3-7 children agreed that the school dealt well with any bullying	By June 2024 • An increase in children feeling safe at school – from 87% to 92% • An increase in children knowing they have someone to talk to – from 83% to 90% • An increase in children feeling they are treated fairly and with respect by other children – from 59% to 75% • An increase in children knowing they are listened to – from 67% to 80% • An increase in children feeling other children behave well – from 35% to 60% • An increase in how children feel about how bullying is dealt with – from 63% to 75% • An increase in how staff evaluate themselves against children's relationships and behaviours – from 45% - 60% • A shared understanding and a consistent approach across the whole school in delivering RNRA.	• Boxall Profiles • SLT Classroom visits • RNRA questionnaires – start of year/ end of year • GMWP – start and end of year • End of year pupil surveys • Tracking Meetings • GIRFEC Meetings • Leuven Scale • RICE evaluations • Pre and Post parent evaluations • HGIOS4 staff surveys • Interrogation of data, including the number of times SLT are called to classes support with behaviour	Renfrewshire's Nurturing Relationships Approaches • All staff to participate in RNRA training for All Behaviour is Communication • Robust self-evaluation of current nurture practices CIRCLE Framework • All staff to evaluate their practice/ environment focusing on the Social Environment • Create action plan and implement consistent approaches across the school • Staff to develop on strategies from Year 1 of the CIRCLE approach • New staff to receive training • Consistent use of Widgit visuals to promote inclusive classrooms environments across the school Non-Violence Resistance

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

Few (13%) of P3-7 children felt that bullying wasn't dealt with properly (23% had never experienced any bullying)

Less than half (45%) of staff evaluated the school as good or above for: "How well do children and young people show consideration for others and demonstrate positive behaviour and relationships."

The majority (50%) of staff identified behaviour, resilience and children's relationships as priorities for next session

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.

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 | • 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 accessing the curriculum
• There will be a reduction in the amount of incidences SLT are called to support with escalated behaviours in the classroom
• GMWP evaluations/reviews will demonstrate improved scores, specifically among the learners that have targeted interventions.
• All staff and all classroom environments will use a consistent approach to visuals and the physical environment, including a 'quiet space' in each learning base. | | • Create a NVR coaching team to provide support to staff and families
• NVR team to attend level 1 and 2 training.

Care Experienced (The Promise)
• Post Adoption Support Group
• Who Cares training – all staff attending in February
• Music Therapy – TBC (when funding is secured)

Positive Relationships Policy
• Develop a Positive Relationships steering group (learners, staff and parents, partners)
• With steering group, create a Positive Relationships Policy based around the principles of RNRA, CIRCLE, UNCRC and When the Adults Change

Nurture Support
• 1.5FTE Key Workers paid through PEF (see plan)
• 1FTE Teacher (funded through LA) to run nurture class within the school, supported by ASNA/ KW |

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

built in for activities, such as structured nurture, including soft starts / ends. Over session 2022-23, there was a high number of referrals to Exchange Counselling and CAMHS. Dargavel has a high number of Care (or previously) Experienced children. Many of whom have experienced significant trauma in their childhood (approx. 17 pupils) Dargavel has a high number of children with a diagnosis of ASD and ADHD.			

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

Improvement Priority 3 – Improvement in employability skills and sustained, positive leaver destinations (Cluster Priority)

HGIOS/HGIOELC QIs 1.2, 2.3, 2.6, 3.2, 3.3	NIF Priorities	NIF Drivers
	• 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	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
We recognise the importance of increasing employability skills so that our pupils understand the value and relevance of the skills they are acquiring for the world of work.	2023-2028 A skills framework is developed within the cluster and pupils will be able to reflect upon the skills they have developed across learning experiences.	Staff evaluations of learning and teaching will demonstrate the impact on learners. Pupil focus groups demonstrate a clear understanding of the skills they are learning and applying in different contexts and those they need to develop further. Cluster baseline and post survey which will demonstrate an increase in awareness and confidence of pupils and staff.	Staff will receive training from PMHS to raise awareness and have a shared understanding of the 6 key skills developed in partnership with local employers. Staff will plan and discuss learning experiences to develop these skills with pupils. Whole-school World of Work Week. Implement a pupil group of developing a whole-school bespoke and progressive skills-based award. Continue partnerships with Rolls Royce, Royal Navy, Glasgow Science Centre and parents.

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