



East Fulton Primary School and Early Learning and  
Childcare Centre

# Establishment Improvement Plan

2024/2025

# Planning framework

As part of Children's Services, East Fulton Primary School and Early Learning and Childcare Centre 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 **value** driven organisation, where we all understand and value our contributions, and we are passionate about making a difference for Renfrewshire.

## Renfrewshire Council's Values

We are **fair**, we treat each other and everyone we deal with respectfully and work hard to build trust in Renfrewshire Council.

We are **helpful**, we care about getting things right and are always approachable.

We are great **collaborators**; we work as one team and with people who care about this place.

We value **learning** to help us innovate, improve and deliver better services.

## Children's Services Vision

Working together to get it right for children, families and communities – protecting, learning, achieving and nurturing

### Renfrewshire's Education Improvement Plan Priorities

<p>Protecting the most vulnerable members of our communities including children and young people who are at risk. Work will progress to ensure Renfrewshire keeps the Promise and delivers improved outcomes for individuals who are care experienced. Where possible children will be kept within their families and priority given to securing provision for kinship care.</p>	<p>Family supports and focussing on early intervention, by equipping parents and carers with the information, skills and support they need to ensure positive outcomes for children and young people in their care, whilst providing opportunities for parents and carers to shape the services that impact them.</p>	<p>Enhancing supports around mental health and wellbeing, including the school-based mental health and wellbeing programme and the Ren10 network of staff and volunteers who provide early help services to those in need.</p>	<p>Enhance learning and teaching, delivering a meaningful, relevant and progressive curriculum that supports a wide range of learner pathways by placing the rights and needs of every child and young person at the centre of education. Efforts will focus on raising attainment while ensuring equity for all. There will be a sustained focus on delivering a curriculum that equips all children and young people to achieve success in life.</p>	<p>Through a shared vision and understanding of inclusion, children and young people will experience inclusive learning experiences and supportive relationships which lead to positive life outcomes.</p>
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## Our Vision, Values and Aims

At East Fulton, we are One Team

**Children will be loved, and they will be welcomed. We support our children to have the best experience they can.**

### Our Values

Our values are how we behave at East Fulton

We are **Kind** - We care about other people. We think about the impact our words and actions have on others. We are patient and we help each other. We will listen to each other; we take turns, and we always act with respect and care.

We are **Honest** - we try and do the right thing. We tell the truth, and we will ask for help when we need it. If we can do better, we will try. We learn from our mistakes.

We are **Inclusive** - You are all welcome at East Fulton. We value the diversity and uniqueness of our pupils and community. We are a nurturing school, and we value caring relationships. Everyone is welcome here, no matter who they are or how they learn.

We are **Committed** - we are hard-working, we value effort and doing the best we can. We support each other, we know that some children learn differently from others, and we make sure everyone gets the help they need. We are always learning at East Fulton.

**The aims of East Fulton Primary and ELCC are:**

- To offer education of the highest quality and to provide each child with a broad balanced curriculum in conjunction with national and local guidelines.
- Within the above to enable all pupils to achieve their maximum potential.
- To provide teaching of quality using a variety of challenging approaches to motivate and build on previous experience.
- To provide support for pupils in all areas so that they show respect and care for themselves and others.
- To create, promote and sustain a sense of identity and pride in the school by encouraging partnership amongst staff, pupils, parents, Parent Council and all members of the community and to encourage high expectations of positive behaviour.
- To provide both caring, enthusiastic, well-trained staff and ample well-organised resources to foster a stimulating, happy and safe environment for learning to take place.
- To manage the school effectively through strategies and systems for planning, implementation, monitoring and evaluation of agreed policies

### **Who did we consult?**

To identify our priorities for improvement, we sought the views of community (staff, children, families and partners). We used a variety of methods of getting the views of those who are involved in the life and work of East Fulton Primary School and ELCC such as

- Planned calendar of in-service activities
- Staff Collegiate Time
- Self-Evaluation activities
- Professional dialogue
- Parent Council Meetings
- Questionnaires/Surveys using Microsoft & Google Forms – Staff, children and parents
- Newsletters
- PEF Consultation
- Pupil progress meetings/tracking
- Team Around the Child Meetings
- Committee meetings
- Pupil Focus Groups
- Staff Focus Group

We have also consulted with our partners across and out with the Council to assist us in the delivery of our priorities:

- Cluster Meetings
- Head Teacher Meetings
- Quality Assurance Visits from HQ
- Care Inspectorate visit – January 2024
- Orbis Consultancy & Training
- Link Educational Psychologist

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

### **How will we know if we are achieving our aims?**

We will measure and evaluate the progress we are making to achieve the key outcomes set out in this plan. We do this using quality assurance activities that include

- QI visits from HQ
  - HT Cluster Meetings
  - Staff evaluation and discussions/professional dialogue
  - Pupil evaluations on learning experiences
  - Staff/pupil/parents' views
  - Planned calendar of monitoring, evaluation, and feedback (including SLT Learning Visits)
  - Photographs/reports on activities
  - Continuous robust Quality Assurance programme
  - Evidence of quality learning and teaching experiences and outcomes within short and long-term planning
  - Tracking and attainment meetings
  - Minutes of staff collegiate meetings
  - Transition assessments
  - Staff display working knowledge of new policies and procedures
  - Staff will complete CLPL record in line with GTC requirements
  - Ongoing professional dialogue.

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 – Reducing barriers to learning and increasing learner engagement

<b>HGIOS/HGIOELC QIs</b> QI 3.1: Ensuring Wellbeing, Equality & Inclusion QI 2.4: Personalised Support QI 2.5: Family Learning	<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 young people</li> </ul>	<b>NIF Drivers</b> <ol style="list-style-type: none"> <li>School Leadership</li> <li>Teacher Professionalism</li> <li>Parental Engagement</li> <li>Assessment of Children's Progress</li> <li>School Improvement</li> <li>Performance Information</li> </ol>
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>Recent staff self-evaluation provided the following information:</p> <p>A continued need to ensure consistent approaches to ensuring wellbeing, equality, and inclusion across the school and ELCC class.</p> <p>The quality of staged intervention plans is inconsistent across the ELCC and school which has shown we need more robust assessment for some children to identify their needs and create more appropriate and effective targets.</p>	<p>By June 2025 all staff will be confident in using the agreed approaches in the relationships policy and there will be a reduction in referrals by 50% to SLT both in school and ELCC.</p> <p>By June 2025 all school and ELCC staff will be using assessment information including learner participation scale from CIRCLE framework and Up, Up and Away to write and update staged intervention plans. This will result in targets in staged intervention plans being SMART and needs of targeted children are being met.</p>	<p>Staff questionnaires will measure staff confidence using the relationships policy and its effectiveness at the beginning and end of the year.</p> <p>SLT to record number of children completing reflection sheets each week.</p> <p>Staged intervention plans will show a clear link between assessment information and targets.</p>	<p>Create new establishment aims that reflect our commitment to ensuring wellbeing, equality and inclusion.</p> <p>Refresh of relationships policy for all staff during August in service day.</p> <p>Audit of staff training needs to be taken and training to be organised as required.</p> <p>All middle and upper school staff to agree consistent use of reflection sheets. ELCC and infant staff to agree a consistent approach to reflection time.</p> <p>Information session for parents to launch the relationships policy.</p> <p>Termly professional learning</p> <ul style="list-style-type: none"> <li>on writing appropriate targets for children requiring staged intervention plans.</li> <li>on CIRCLE framework and Up, Up and Away.</li> </ul> <p>Leadership team to ensure quality assurance across the school and nursery with staged intervention plans</p>

<p><b>RNRA</b></p> <p>Some teaching and ELCC staff report that despite the positive impact of creating safe spaces in classrooms and playrooms a few children struggle to self-regulate in class which can have a negative impact on learning. Single/multi agency plans show that many of these children have language difficulties.</p> <p>Self evaluation of the relationship policy was positive overall but showed inconsistency across the school and ELCC with certain aspects such as restorative conversations and the use of visuals.</p>	<p>By June 2025, all ELCC and school staff will be actively implementing the school's Renfrewshire Nurturing Relationships Approach (RNRA) action plan which has a focus on the nurture principle 'Language is a Vital Means of Communication'. This will be evident through the use of restorative conversations and the use of language scripts.</p>	<p>Staff in nursery and infant stages will have visuals to support consistency and non verbal prompts.</p> <p>Staff questionnaires pre and post nurture principle implementation will measure increase in staff confidence and understanding of the principle.</p> <p>Measures will be identified by the RNRA core group for each action in the RNRA action plan after initial training.</p>	<p>Nurture principle training for all staff on in service day.</p> <p>RNRA core group to be established with staff from ELCC &amp; school.</p> <p>RNRA action plan will be created formed from pupil, staff and parent voice around language and communication.</p> <p>Spaces in each play and classroom will be identified to support restorative conversations.</p> <p>Language scripts will be created for all stages to support conversations about emotions and regulation.</p> <p>All classes and playrooms will establish 'Ways I Can Ask for Help' visuals to give pupils the tools they need to seek support.</p>
<p><b>EBSA</b></p> <p>Analysis of our attendance data shows that some children who have attendance that is less than 80% have a single/multi agency plan and have an additional support need.</p> <p>Staff questionnaires from educational psychologist show inconsistency across the school team around the importance of the role of the school with attendance.</p>	<p>By October 2024 all school staff will have a good understanding of Emotionally Based School Avoidance (EBSA) and their responsibilities with the approach.</p> <p>By January 2025 targeted children's attendance will have increased 5% from the same period 2023-2024.</p>	<p>Staff questionnaires will measure any increase in knowledge and awareness of responsibilities related to EBSA.</p> <p>All target children will have targets linked to attendance included in their plans which are measurable.</p>	<p>Input from educational psychologist staff to increase school staff's understanding of the Emotionally Based School Avoidance project.</p> <p>Attendance data to be shared with school staff at tracking periods.</p> <p>All staff aware of scripts to be used with identified target group for EBSA project.</p> <p>CLPL input for staff around writing targets to support attendance.</p>

<p><b>Emotionworks</b></p> <p>Pupil focus group feedback and show me your learning visits showed that the introduction of emotion works last year had a positive impact on almost all pupil's ability to discuss their emotions and the links between feelings and behaviours.</p> <p>Some teaching staff report that despite the positive impact of emotion works a few children struggle to self-regulate in class which can have a negative impact on learning.</p>	<p>By June 2025 all school and ELCC staff will be using Emotion Works consistently across all stages. This will enhance children's emotional literacy, problem solving skills and ability to self-regulate.</p> <p>By June 2025 all school and ELCC staff will be able to use Emotion Works consistently with individual children who require extra support with their emotional literacy.</p> <p>By June 2025 parent questionnaires will evidence a growing awareness of how emotion works is being used in classes and with individual children when appropriate.</p>	<p>Pupil focus groups, show me your learning and class and playroom visits will have a focus on the effectiveness of Emotion Works.</p> <p>Target children's individual plans will have measurable targets that will be reviewed at regular intervals.</p>	<p>ELCC staff to participate in CLPL activities to support with the implementation of Emotion Works. ELCC to complete all aspects of the getting started with Emotion Works guide.</p> <p>School staff are working towards a silver Emotion Works award. They will do this by:</p> <ul style="list-style-type: none"> <li>• Participating in CLPL sessions on each of the Cog modules</li> <li>• P1-3 have engaged in lessons for the first 5 Emotion Works Cogs</li> <li>• P4-5 have engaged in lessons for the first 5 Emotion Works Cogs plus the intensity Cog</li> <li>• P 6-7 have engaged in lessons for the first 5 Emotion Works Cogs plus the intensity and influence Cog</li> <li>• Each class has a dedicated learning display featuring cog language/visuals</li> <li>• Class teachers track the progress learners are making with the Emotion Works programme using EW Progression Document</li> </ul> <p>Parent information session to be held to inform parents of the programme and how it can help support pupils.</p>
<p>A few children in ELCC with additional support needs are requiring support with regulation in the playrooms. Almost all ELCC staff have indicated that they would like further training on supporting children with ASD.</p>	<p>By June 2025 all ELCC and P1-3 staff will be using consistent visuals to support children with language and communication difficulties.</p> <p>By June 2025 there will be an increase of 17% for ELCC children on the health and wellbeing progression tool I can express my needs, feelings and concerns to others.</p>	<p>Pupil focus groups, class/playroom visits, staff questionnaires will measure use and effectiveness of visuals.</p> <p>Baseline in June 2024 on progression toolkit compared to baseline April 2025.</p> <p>ELCC observations and floorbooks.</p>	<p>Working group for ELCC and infant staff to agree visuals to be used in classroom and playrooms. All staff to have visuals on their lanyard for use with individual children.</p> <p>Consistent visuals to be evident in playroom and P1-3 classrooms.</p> <p>ELCC staff to participate in skills network ASD training and support staff ilearn modules.</p> <p>Children identified from tracking and GIRFEC meetings will work with ASNA on targeted skills interventions.</p>

<p>PASS assessment data has shown P4 and 5 children who are off track in literacy, numeracy or both have scored particularly low in 4 key areas - perceived learning capability, self regard as a learner, confidence in learning, response to curriculum demands.</p>	<p>By April 2025 all targeted pupils will have made a 20% increase in the development of tracked skills and participation in small group. <b>(PEF)</b></p>	<p>Individual skills trackers will reflect progress made from beginning of intervention period.</p>	<p>1 x teacher input per week and 2 x follow up with ASNA on metacognition with a focus on learner identity and perception of self as a learner. <b>(PEF)</b></p>
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## Improvement Priority 2 – Raise attainment through high quality learning, teaching, play and assessment

<b>HGIOS/HGIOELC QIs</b> Q.I 2.3 Learning, teaching and 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 young people</li> </ul>	<b>NIF Drivers</b> <table border="0"> <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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Rationale for change	Outcome and Expected Impact	Measures	Interventions
Moderation audit carried out in February 2023 with teaching staff identified learning, teaching and assessment as a priority for development.	<p>By April 2025 all teachers will be engaging with the learning, teaching and assessment cycle at tracking, planning and collegiate sessions.</p> <p>By December 2024 all teaching staff will be more knowledgeable about identified key features of high-quality learning, teaching and assessment. All teachers will have engaged in a peer visit which focuses on an identified feature.</p>	<p>The West Partnership self-evaluation toolkit stage 1 section <i>Engaging with the Learning, Teaching and Assessment Cycle</i> will show all areas have moved from red (less than half) to green (most).</p> <p>Staff questionnaires will show an increase in confidence and knowledge about the key features of high-quality learning, teaching and assessment.</p> <p>Feedback from peer visits will identify strengths and next steps.</p> <p>Class visits will show improvements in classroom practice.</p> <p>Pupil focus groups/show me your learning visits will evidence key features being regularly used in all classes.</p>	<p>Create new establishment aims that reflect our commitment to raising attainment and high-quality teaching, learning, play and assessment, and play.</p> <p>Strong leadership will ensure</p> <ul style="list-style-type: none"> <li>The learning teaching and assessment cycle is audited each year and professional learning needs are identified from this.</li> <li>Practitioners use the learning, teaching and assessment cycle when planning individually and with others.</li> <li>The learning teaching and assessment cycle is embedded in school frameworks such as tracking meetings, learning visits, GIRFEC planning.</li> <li>Benchmarks and gradients of learning are a feature of moderation discussions.</li> </ul> <p>Professional learning for teaching staff on</p> <ul style="list-style-type: none"> <li>Questioning</li> <li>Learning Intentions and success criteria</li> <li>Effective feedback</li> <li>Differentiation</li> <li>Retrieval Practice</li> </ul>

<p>Our Care Inspectorate visit in January 2023 identified the need for a more consistent approach to play and learning in the ELCC.</p> <p>ELCC progression toolkit discussions and school tracking meetings show there is a continued need to develop data analysis skills for all staff. This would ensure more robust self-evaluation with a more consistent approach to identifying success with improvement priorities.</p>	<p>By April 2025 all ELCC staff will have greater understanding of the progression toolkit and how this links to quality play and learning experiences at ELCC planning sessions.</p> <p>Progression toolkit will show</p> <ul style="list-style-type: none"> <li>• 23% increase in success with <i>I can identify and tap out syllables</i> from 23-24.</li> <li>• 17% increase in <i>I can draw a picture with detail and tell my own story about it.</i></li> </ul> <p>Children at risk of not achieving are tracked closely and supported to achieve their milestones.</p> <p>By May 2025 self-evaluation evidence will be based on data analysis and have a stronger focus on school attainment and ELCC progression with</p>	<p>Staff questionnaires will evidence increased knowledge about the tracker and ELCO role with tracking.</p> <p>ELCC planning sheets will show an increase in breadth, depth and challenge being offered in play experiences.</p> <p>Playroom monitoring will evidence quality play and learning experiences being offered to expose children to experiences that have been identified as area for development from the tracker.</p> <p>Information from self-evaluation activities reflects data from the progression toolkit and the school tracker alongside other information.</p>	<p>Cluster moderation visits to take place between East Fulton and Woodlands staff with a focus on one of the above.</p> <p>All teaching staff will undertake a practitioner enquiry on an aspect of improving learning and teaching in their classroom.</p> <p>Professional learning opportunities for all ELCC staff on progression toolkit.</p> <p>Termly tracking meetings using the progression toolkit with DHOC and ELCO. Challenge questions will be used consistently.</p> <p>Leadership team to ensure progression toolkit is integral to planning meetings.</p> <p>Graduate and senior to model experiences for ELCOs linked to syllables and drawing a picture with detail.</p> <p>Children at risk of not achieving will be discussed with graduate at four week intervals and interventions agreed.</p> <p>Calendar of professional learning opportunities for all staff on data analysis to be created.</p> <p>Moderation calendar updated to ensure all senior leaders are tracking consistently and intervening in a timely manner if concerns arise.</p>
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	<p>learning. More robust self evaluation will lead to priorities being identified that will lead to effective planning and high quality learning, teaching and play experiences for all children.</p>	<p>Planning and floorbooks will show an increase in areas that require more focus e.g. syllables, drawing</p> <p>Tracking meetings will show an increased confidence in staff discussing data.</p>	<p>Senior leaders to share data with staff regularly to ensure data informs self-evaluation.</p>
<p><b>Reading</b></p> <p>Literacy audits show there is a need to refocus on the consistent methodology of learning and teaching in reading.</p> <p>Professional dialogue and learning visits show a need for more differentiated learning to increase pace and challenge in reading and to ensure the text level is right when using a stations approach.</p> <p>Teacher judgement and GL assessments demonstrate that there is a need to raise attainment and achievement for all in literacy and close the poverty related attainment gap. Tracking and moderation meetings with teaching staff show a growing confidence and consistency in teacher professional judgement. However, for some children who are off track and are experiencing poverty related challenges there is a lack of robust assessment evidence to support teacher</p>	<p>By December 2024 learning visits will show a consistent approach (based on the Renfrewshire Primary Literacy Approach) to teaching reading in the infant department and in the middle/upper department</p> <p>Increase in reading attainment across all stages through improved professional judgement and more consistent approach to literacy.</p> <p>By June 2025 we will maintain our increased attainment from last year whilst continuing to strive to reach our aspirational targets</p> <p><b>P2 90%-94%</b></p> <p><b>P3 71%-85%</b></p> <p><b>P4 73%-84%</b></p> <p><b>P5 77%-90%</b></p> <p><b>P6 67%-78%</b></p> <p><b>P7 63%-70%</b></p>	<p>Class visits will show children being exposed to more challenging texts. Teachers will have an evidence base to reflect getting the text level right eg running records, reader engagement surveys, 3 domain model, standardised assessment results.</p> <p>Running records and class-based reading assessments will reflect improvements in attainment in reading which will be recorded on the tracker.</p> <p>GL and NSA assessments will confirm school judgements.</p>	<p>Provide opportunities for staff to engage with professional reading about effective teaching of reading</p> <ul style="list-style-type: none"> <li>• P4-7 reading comprehension</li> <li>• P1-3 effective reading coaching strategies</li> </ul> <p>P1-2 collegiate planning to focus on effective teaching of reading.</p> <p>P3-7 collegiate planning to focus on getting the text level right particularly when using a stations approach.</p> <p>Identified children in P3 will receive daily input from classroom assistant on 5 minute box. Daily records to be maintained. <b>(PEF)</b></p>

<p>judgement and to identify appropriate interventions.</p> <p>Self-evaluation shows that staff in ELCC feel we could have more success with Imagination Library with a renewed focus on promoting reading.</p>	<p>By December 2024 100% of our ELCC children will be signed up for Dolly Parton's Imagination Library. All children and families will have access to books that can be used and discussed in nursery to enhance play and learning experiences and will encourage a love of reading for enjoyment.</p>	<p>Feedback from parent/carers on Imagination library.</p>	<p>Primary 6 reading buddies working with ELCC children.</p> <p>Imagination Library celebration/parental engagement opportunities to promote the Imagination Library.</p>
<p><b>Talk for Writing</b></p> <p>Teacher professional judgement/NSA/standardised assessment/tracking and monitoring data demonstrates an ongoing need to raise attainment and close the poverty-related attainment gap, specifically in relation to writing particularly in P3, 5 and 6.</p> <p>Significant work has been undertaken in relation to building a reading culture. Greater links now need to be established between the teaching of reading and writing to create a coherent, progressive literacy curriculum.</p> <p>Following introductory training in the Talk for Writing approach in session 22/23, a strong focus is required on implementation of the approach across the school and ELCC to ensure a consistent, evidence-based approach to writing across the establishment and maximise the impact on pupil engagement and attainment.</p>	<p>Increase in writing attainment across all stages through improved professional judgement and more consistent approach to literacy.</p> <p>By May 2025 we will have maintained the attainment targets we set this year and have made progress towards our aspirational targets for writing</p> <p><b>P2 84%-94%</b>  <b>P3 71%-82%</b>  <b>P4 73%-84%</b>  <b>P5 73%-90%</b>  <b>P6 56%-67%</b>  <b>P7 77%-87%</b></p> <p>By June 2026 a clear, structured, progressive, consistent approach to fiction and non-fiction writing will be evident at all stages using the Talk for Writing approach in combination with</p>	<p>Ongoing evaluation of staff confidence, understanding and progress with implementation using the 'Confidence in Applying the Talk for Writing Process' survey</p> <p>Cold pieces of writing and hot pieces of writing will evidence improvements in attainment in writing which will be recorded on the tracker.</p> <p>GL and SNA assessments will confirm school judgements.</p> <p>Writer and engagement surveys and 3 domain models will identify areas that identified children may need support with. Further surveys and assessment later in the year will evidence how successful strategies have been.</p> <p>Audit of progress using the Talk for Writing School Improvement Cycle</p>	<p>Project leadership team to undertake a full audit of implementation informed by the Talk for Writing Leadership Toolkit/RAG rating (with staff) to identify areas of strength and areas for further development.</p> <p>By September '24, all teaching staff will be familiar with the Talk for Writing 'Planning, Progression and Assessment' overviews and will use these to plan learner experiences in line with Curriculum for Excellence and inform professional judgements on pupil progress.</p> <p>School and ELCC staff to create a shared understanding of writing across early level to ensure progression while avoiding overlap.</p> <p>ELCC staff will lead parental workshops to support parents/ carers with strategies to support children with early literacy skills of syllables and rhyme.</p>



	<p>additional evidence-based reading and writing pedagogies.</p> <p>By May 2025 almost all children will demonstrate increased engagement, knowledge and skill in the writing process.</p> <p>By February 2025 parents/carers will have been provided with opportunities to learn more about the Talk for Writing approach and ways they can support their child to progress in writing. Feedback from parents will show a growing awareness of talk for writing. Parent will have access to a bank of resources to support their child's learning.</p>	<p>Pupil focus group and show me your learning visits will show improvements in children's knowledge and skill in writing. Learning visits will evidence improvements with engagement in writing.</p>	<p>Termly moderation opportunities for ELCC staff and Primary 1 teachers. ELCC literacy champion will meet with ELCC Depute on a regular basis to discuss next steps.</p> <p>Calendar of writing CLPL (in-service, collegiate activities, professional reading and working parties) will be finalised by Sep '24 and implemented/evaluated throughout the session. This will include opportunities to plan, assess and moderate writing experiences and outcomes across our school and ELCC.</p> <p>Creation of an updated operational plan, by October '24, for implementation of the Talk for Writing approach (fiction and non-fiction) to include key features e.g.:</p> <ul style="list-style-type: none"> <li>➤ maintaining/evaluating whole establishment reading spine</li> <li>➤ maintaining/evaluating whole establishment overview with resource linked units</li> <li>➤ adapt templates for unit planning to align with existing planning approaches</li> <li>➤ establish teaching non-negotiables and ensure consistent implementation across the school</li> <li>➤ establish/maintain effective procedures for quality assurance of the approach with a focus on consistency and quality</li> </ul> <p>Focus on shared writing at all stages. Teaching staff will complete the 'Art of Shared Writing' reflection survey and results will be used to inform support</p>
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			<p>required including professional learning, peer visits etc.</p> <p>Depute Head and Principal Teacher will work with class teachers in P 3, 5 and 6</p> <ul style="list-style-type: none"> <li>• discuss assessment data and agree appropriate intervention work</li> <li>• class teachers will work with children weekly for a period of time on agreed evidence based interventions</li> <li>• class teachers will set intervention work for classroom assistants to continue throughout the week for identified pupils</li> </ul> <p><b>(PEF)</b></p>
<p><b>Numeracy/Maths</b> Teacher professional judgement and Renfrewshire maths assessment shows that a more consistent approach to the teaching and assessment of numeracy and mathematics benefited many of our children last year. Feedback from staff shows that staff benefited from the coaching and modelling offered last year.</p>	<p>By February 2025 we will have a school based MCO trained and working with identified classes and children across the school.</p> <p>All staff accessing support from MCO relating to high quality teaching and learning and/or raising attainment and closing the poverty related gap within their own classes.</p> <p>All staff using Renfrewshire planning formats and assessments effectively. This will be evident at tracking conversations.</p> <p>By June 2025 our target children in Primary 3 will achieve at least 70% on Renfrewshire's end of pathway assessment for first level pathway 2.</p>	<p>Class observations and pupil focus groups will evidence impact on engagement.</p> <p>Tracking meetings will show the impact of MCO inputs.</p>	<p>Identify one class teacher for <i>Grow your own Modelling and Coaching Officer (MCO)</i> offer.</p> <ul style="list-style-type: none"> <li>• Receive regular training and support from Maths Development Officer</li> <li>• Team teach in Primary 5 and 6 each week</li> <li>• Use Maths recovery to work with identified children off track in Primary 3</li> <li>• Deliver a termly CLPL session to teaching staff to refresh East Fulton's approach to high quality learning, teaching and assessment in numeracy and Maths</li> <li>• Provide support to staff with planning</li> </ul> <p><b>(PEF)</b></p>

<p><b>Digital Learning</b></p> <p>Feedback from staff, learning visits and pupil focus groups show that access to digital learning has been inconsistent this year (this has been mainly due to wifi access which has now been upgraded.) Digital learning has been more focused on online games to reinforce learning in other curricular areas rather than skills progression in technology.</p>	<p>By June 2026 a clear, structured, progressive, consistent approach to technology skills will be evident at all stages using the Renfrewshire technologies planners.</p> <p>By June 2025 digital leaders will be supporting with specific skills in identified classes.</p> <p>By June 2026 all school staff will be able to identify strengths and areas for development with digital literacy at their professional reviews.</p>	<p>Show me your learning visits and pupil focus groups will show increased engagement with technology and the teaching of skills.</p> <p>Class visits will show the impact digital learners are having on teaching and learning of technology. Feedback from staff will evidence impact.</p> <p>Staff questionnaires/PRD agendas will show increased awareness of teacher's responsibility with digital technology</p>	<ul style="list-style-type: none"> <li>• Create digital vision for the school.</li> <li>• Professional learning opportunities for staff on using Renfrewshire technology planners.</li> <li>• Re-establish digital leader programme with upper school pupils.</li> </ul>
<p><b>Young Leaders of Learning</b></p> <p>We realise there is scope to involve learners further in evaluation processes using HGIOURS and that the YLL programme presents an opportunity to take the above work a step further by involving learners in reciprocal visits to other schools to identify what is working well, areas for improvement and effective practice and promoting ways that children and young people can be involved in school improvement activities in their own school.</p> <p>The 'Relationships' theme from HGIOURS will be the focus of the above work following feedback from our recent QI visit which identified that in almost all classes relationships between teachers and pupils are positive.</p> <p>Wellbeing meetings with leadership team and staff show a small number of children across</p>	<p>By Aug 2025: We have an improved structure for the inclusion of learner voice into our self-evaluation processes.</p> <p>Young Leaders have improved leadership skills and are driving forward improvement in the school through an action plan developed by them</p> <p>Young Leaders are confident to share practice in their school and are more familiar with the language and processes of school improvement.</p> <p>Young Leaders will have an enhanced range of skills including:</p> <ul style="list-style-type: none"> <li>- communication</li> <li>- team work</li> <li>- resilience</li> </ul>	<p>Local authority staff and learner pre &amp; post YLL programme evaluation</p> <ul style="list-style-type: none"> <li>- shows improvement in pupil leadership skills and use of evaluative language</li> <li>- shows improvement in collaboration and sharing good practice with other schools</li> </ul> <p>Progress in school action plans following the reciprocal visits – areas for development highlighted during the visit are addressed</p>	<p>Our YLL Team comprising 6 x Primary 6 learners will attend YLL training in August 2024 along with our partner school Woodlands Primary</p> <p>Over a series of 3/4 planning meetings (online and face to face) our YLs will develop:</p> <ul style="list-style-type: none"> <li>- a focus for the reciprocal visits from the Relationships theme in HGIOURS.</li> <li>- a set of questions to help them evaluate the focus during the visits.</li> <li>- a programme of activity for the visit to each school (Sept – Nov 2024)</li> </ul> <p>YLs will take part in reciprocal visits in January 2025 and identify:</p> <ul style="list-style-type: none"> <li>- strengths of the focus area in each school</li> <li>- areas for development in each school</li> </ul>

<p>the school need more personalised support from adults across the school.</p> <p>The YLL programme also links to the UNCRC work we are doing in school to obtain our RRS Silver Award</p>	<ul style="list-style-type: none"> <li>- time keeping</li> <li>- organisation</li> <li>- and social skills</li> </ul> <p>Our Young Leaders will be excellent role models and will train a further group of Young Leaders to take part in the programme in 2025-26</p> <p>An enhanced relationship with Woodlands Primary School by August 2025 will allow:</p> <ul style="list-style-type: none"> <li>- further sharing of good practice</li> <li>- more collaborative opportunities such as moderation and further YLL opportunities</li> </ul>		<p>Yls will produce an action plan to take forward the areas for development within their own school. This will be led by them. (Term 4 2025 onwards)</p>
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