

Renfrewshire Council Children's Services

**Gallowhill Primary School and
Nursery Class**

Improvement Plan

2018-2019

Planning framework

As part of Children's Services, Gallowhill 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. **improve attainment, particularly in literacy and numeracy;**
2. **close the attainment gap between the most and least disadvantaged pupils;**
3. **improve children's health and wellbeing; and**
4. **improve children and young people's employability skills so that they move into positive and sustained destinations.**

Local Priorities

- **Reshaping our place, our economy and our future;**
- **Building strong, safe and resilient communities;**
- **Tackling inequality, ensuring opportunities for all;**
- **Creating a sustainable Renfrewshire for all.**

Renfrewshire's Education Priorities

Our priorities will also align with Renfrewshire Council's education strategic priorities listed below.

- **Develop high quality learning & teaching that leads to improved levels of attainment and achievement in all of our establishments;**
- **Reduce inequalities and deliver improved health & wellbeing outcomes for children & young people;**
- **Support self-evaluation and performance improvement throughout our establishments;**
- **Develop high quality leadership for staff at all levels;**
- **Support high numbers of our young people to enter positive destinations and sustained post-school destinations.**

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.

Our school's Vision, Values and Aims

Our vision is for everyone to have the best educational experience possible, with the highest possible attainment.

Our values are articulated to demonstrate trust, openness, generosity, empathy, tolerance, honesty, encouragement and respect: *TOGETHER we are determined to achieve our best.*

Our aims are:

- 1 To provide a curriculum which enables learners to achieve their full potential.
- 2 To motivate all learners in their own learning and development and actively involve parents, carers and families in the life of the school.
- 3 To support and enable all staff from Nursery to P7 to provide a high quality experience through improvement planning and self-evaluation.
- 4 Through careful planning and assessment, provide a range of learning and teaching approaches which meet the needs of all children from Nursery to P7 so that our whole school community has high expectations and values achievement.
- 5 To deploy our staff team effectively to meet the needs of learners and to improve provision.
- 6 To utilise additional funding appropriately to affect positive change in raising attainment for all learners.

Who did we consult?

To identify our priorities for improvement, we sought the views of staff, parents, pupils and partners. We used a variety of methods of getting the views of those who are involved in the life and work of Gallowhill Primary and Nursery Class such as questionnaires, focus groups, online survey, 1:1 discussions

We have also consulted with our partners across and outwith the Council to assist us in the delivery of our priorities by e-mail communication, 1:1 discussions.

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:

- Adhering to our Monitoring Calendar
- Undertaking summative and formative assessments
- Making good use of Standardised Assessments
- Audit progress of our plan

Each year we also complete a standards and quality report and self-evaluation document which are monitored by Renfrewshire Council Children's Services' staff

Action Plan

School priority 1: To raise attainment in Literacy					
NIF key driver	HGIOS4 / HGIOELC QIs	What are we going to do?	Who will be responsible for implementation?	What is the expected impact? (on children & young people; staff; families etc)	How will we measure this?
5	1.1, 1.3 2.2, 2.3 3.1, 3.2	<p><u>Primary Literacy Coaching Programme & Dive into Reading</u></p> <p>We will:</p> <ul style="list-style-type: none"> continue to embed & extend evidence-based approaches to the teaching of reading as highlighted within the Primary Literacy Coaching Programme (P1-3) & Dive into Reading (P4-7) strategies 	HT Class teachers Additional teachers through SAC and PEF	<p><u>Learners</u></p> <ul style="list-style-type: none"> will be exposed to more challenging texts will demonstrate increased engagement, practice, attainment, confidence, equity & funds of knowledge <p><u>Staff</u></p> <ul style="list-style-type: none"> will extend their range of formal & informal reading strategies will demonstrate increased equity of provision through evidence-based interventions will be more confident about responsive comprehension teaching <p><u>Families</u></p> <p>will have more enriched & more relaxed conversations about reading with each other, their children & school staff</p>	<p>We will measure the impact of this intervention through:</p> <ul style="list-style-type: none"> monitoring of long & short-term planning progress/target setting/tracking meetings analysis of reader engagement surveys quality assurance activities - classroom visits, sampling of pupil work & pupil learning conversations SNSA/G.L assessment data teacher professional judgement surveys
5	1.1, 1.3 2.2, 2.3	<p><u>Dive into Writing</u></p> <p>We will:</p> <ul style="list-style-type: none"> implement evidence-based approaches to the teaching of writing 	HT Class teachers Additional teachers through SAC and PEF	<p><u>Learners</u></p> <ul style="list-style-type: none"> will have improved vocabulary/writing outcomes 	<p>We will measure the impact of this intervention through:</p> <ul style="list-style-type: none"> monitoring of long & short-term planning

NIF Key Drivers: 1 = School Leadership, 2 = Teacher Professionalism, 3 = Parental Engagement, 4 = Assessment of Children's Progress, 5 = School Improvement, 6 = Performance Information

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	3.1, 3.2	<ul style="list-style-type: none"> • establish clear links between reading & writing using the 3 Domain Model • develop a knowledge-rich, literacy-rich curriculum providing high quality literacy experiences across all curricular areas 		<ul style="list-style-type: none"> • will demonstrate increased engagement, practice, attainment, confidence, equity & funds of knowledge <p>Staff</p> <ul style="list-style-type: none"> • will extend their range of writing opportunities that maximise connections between reading & writing & promote children as writers • will demonstrate increased equity of provision through use of 'Dive into Writing' strategies & the 3 Domain model for planning, assessment & evaluation of provision • will be more confident about the teaching of writing <p>Families</p> <p>will have increased engagement & interaction with their child's writing</p>	<ul style="list-style-type: none"> • progress/target setting/tracking meetings • analysis of reader engagement surveys • quality assurance activities - classroom visits, sampling of pupil work & pupil learning conversations • SNSA assessment data • teacher professional judgement surveys
4 5	1.1, 1.3 2.2, 2.3 3.1, 3.2	<p>PEF Interventions</p> <ul style="list-style-type: none"> • Recruitment of an additional teacher with focus on closing the gap in reading and writing • Retention of 4 additional classroom assistants to support learners attending to tasks and giving 1:1 support where required. • Retention of Early Years' Officer to support learners in P1 and P2 with developing rich vocabulary and increasing confidence in oral expression. 		<p>Impact on Learners: Gaps in learning can be identified and targeted support packages implemented to narrow/close the gap.</p> <p>Attainment in Literacy will increase.</p>	<p>We will measure the impact of this intervention through:</p> <ul style="list-style-type: none"> • monitoring of long & short-term planning • progress/target setting/tracking meetings • analysis of reader engagement surveys • quality assurance activities - classroom visits, sampling of pupil work & pupil learning conversations • SNSA assessment data

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					<ul style="list-style-type: none">• Burt/Edinburgh Reading Tests• teacher professional judgement surveys
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Action Plan

School priority 2: To improve attainment in Numeracy and Mathematics					
NIF key driver	HGIOS4 / HGIOELC QIs	What are we going to do?	Who will be responsible for implementation?	What is the expected impact? (on children & young people; staff; families etc)	How will we measure this?
5	1.1, 1.3 2.2, 2.3, 2.6 3.1, 3.2	<p>We will:</p> <ul style="list-style-type: none"> • continue to embed & extend evidence-based approaches to the teaching of Numeracy & Mathematics, by engaging with Numeracy DO & staff network at Numeracy Champion meetings (five meetings across each school session for Numeracy Champions) • continue to embed SEAL Numeracy strategies in Nursery to P3 and extend SEAL principles into P4-7, facilitating training for staff either in-house or at Local Authority level. 	HT PT Class Teachers	<p><u>Learners</u></p> <ul style="list-style-type: none"> • will demonstrate increased engagement, practice, attainment, confidence, equity & funds of knowledge <p><u>Staff</u></p> <p>will receive regular updates on developments Numeracy & Mathematics as Champions engage in development tasks/activities then cascade back at school level</p>	<p>We will measure the impact of this intervention through:</p> <ul style="list-style-type: none"> • monitoring participation of schools in Champion meetings • continuing with cycle of evaluation at Champion meetings to meet school needs • SNSA assessment data • teacher professional judgement surveys
4 5	1.1, 1.3 2.2, 2.3, 2.6 3.1, 3.2	<p><u>PEF Interventions</u></p> <ul style="list-style-type: none"> • Recruitment of an additional teacher with focus on closing the gap in numeracy • Retention of 4 additional classroom assistants to support learners attending to tasks and giving 1:1 support where required. • Retention of Early Years' Officer to support learners in P1 and P2 with developing rich numeracy vocabulary and increasing confidence in number. Support for SEAL maths 	HT	<p><u>Impact on Learners:</u></p> <p>Gaps in learning can be identified and targeted support packages implemented to narrow/close the gap.</p>	<p>We will measure the impact of this intervention through:</p> <ul style="list-style-type: none"> • monitoring of long & short- term planning • progress/target setting/tracking meetings • quality assurance activities - classroom visits, sampling of pupil work & pupil learning conversations

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					<ul style="list-style-type: none">•SNSA assessment data•teacher professional judgement surveys
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Action Plan

School priority 3: To improve professional judgement on learners' progress through rigorous moderation process					
NIF key driver	HGIOS4 / HGIOELC QIs	What are we going to do?	Who will be responsible for implementation?	What is the expected impact? (on children & young people; staff; families etc)	How will we measure this?
2 4 5	2.3 3.2	<p><u>Assessment & Moderation</u></p> <p><u>Assessment</u></p> <p>We will:</p> <ul style="list-style-type: none"> provide a programme for staff to participate in high quality CLPL in relation to planned period (holistic) assessment at cluster level <p><u>Moderation</u></p> <p>We will:</p> <ul style="list-style-type: none"> develop a detailed understanding of the moderation cycle through participation in authority moderation processes linked to writing 	<i>HT Moderation leaders from teaching team</i>	<p><u>Learners</u></p> <ul style="list-style-type: none"> will benefit from more accurate professional judgements of achievement leading to more appropriate support & challenge will have increased opportunities to develop breadth, challenge & application across learning <p><u>Staff</u></p> <ul style="list-style-type: none"> will gain an improved understanding of moderation processes will demonstrate greater confidence in professional judgements ensuring greater consistency will develop shared expectations of learning, standards & progression quality of assessment will be improved leading to more accurate judgements of pupils' progress <p><u>Families</u></p> <ul style="list-style-type: none"> will have greater confidence in practitioner judgements in reporting on learners' progress 	<p>We will measure the impact of this intervention through:</p> <ul style="list-style-type: none"> monitoring of long & short-term planning progress/target setting/tracking meetings teacher surveys throughout moderation process school overview of 'Facilitator Moderation' feedback teacher professional judgement surveys parental feedback from variety of reporting methods e.g. feedback from parents' evenings, report cards, open days, sharing of learning logs

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Action Plan

School priority 4: To improve overall learner wellbeing					
NIF key driver	HGIOS4 / HGIOELC QIs	What are we going to do?	Who will be responsible for implementation?	What is the expected impact? (on children & young people; staff; families etc)	How will we measure this?
5	2.1 2.4 3.1	<ul style="list-style-type: none"> Engage in Renfrewshire Nurturing Relationships Approach 	<i>Whole staff team</i>	Learners will be more engaged in their learning and have improved self-esteem	Well-being meetings with learners' views shared
4,5	2.1 2.4 3.1	<ul style="list-style-type: none"> Embed our approaches child wellbeing by ensuring children are supported to evaluate their own wellbeing against the SHANARRI Indicators on a termly basis. These evaluations are reflected in termly wellbeing meetings class teachers will have with SMT 	DHT Class Teachers	<p>Learners will be more articulate in expressing their views and feelings.</p> <p>Appropriate supports can be directed to children and families</p>	Well-being meetings with learners' views shared
3,4,5	3.1	<p><u>PEF Intervention:</u></p> <ul style="list-style-type: none"> Recruitment of a Pupil Inclusion Officer to support attendance and late-coming and also to encourage parental engagement in learning and school involvement 	HT DHT	<p>Late-coming will be reduced for targeted children</p> <p>Parents will be supported to be more involved in their children's learning</p>	<p>Late-coming will improve for targeted pupils</p> <p>Greater parental involvement in the school</p>

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