

Renfrewshire Council Children's Services

**Gallowhill Primary School and
Nursery Class**

Improvement Plan

2019-2020

Planning framework

As part of Children's Services, **Gallowhill Primary School and Early Learning & Childcare Class** 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 improve learning, teaching and assessment and 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. Dive Into reading approach will feature across P4-7 as an agreed and consistent approach Ensure that <i>inference</i> is regularly highlighted to enhance pupils' dissection and understanding of text 	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 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"> continue to 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

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

	3.1, 3.2	<ul style="list-style-type: none"> continue to 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. Create opportunities for learners to use Literacy skills to demonstrate understanding of IDL topics (SAY, WRITE aspects of assessment) 		<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
		<p>Literacy Framework</p> <ul style="list-style-type: none"> continue to develop our bespoke Literacy framework to include Talking and Listening: teaching of Listening Skills being a first step Roll out the Literacy Framework format as a planning tool/format across the school (2 teachers piloted this last term and evaluated it as very useful) 		<p>Learners</p> <ul style="list-style-type: none"> greater consistency of experience will experience an appropriately challenging literacy curriculum <p>Staff</p> <ul style="list-style-type: none"> greater consistency of learning and teaching across the school staff confidence will be increased. 	
4 5	1.1, 1.3 2.2, 2.3	<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 		<p>Learners:</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>

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

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

	3.1, 3.2	<ul style="list-style-type: none"> 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. 		Attainment in Literacy will increase.	<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 Burt/Edinburgh Reading Tests teacher professional judgement surveys
5 4	3.2 2.3	<p><u>Early Learning & Childcare Class</u></p> <ul style="list-style-type: none"> Literacy opportunities will continue to be developed throughout the playroom/outdoors with a clear focus on developing creative thinking strategies Staff will continue to provide more real life contexts for developing writing and provide opportunities for early mark-making throughout the playroom and outdoor area. Raise Literacy awareness with parents/carers through Home Link bags and Story sessions 	DHT ELCC staff EY Teacher EY Graduate	<p><u>Learners</u></p> <p>Children's literacy skills will improve.</p> <p>There will be an increase in children using the Story corner meaningfully.</p> <p>Children's emergent writing will improve.</p> <p><u>Staff</u></p> <p>Staff will be more confident in identifying and providing literacy opportunities throughout the playroom and providing real life contexts for writing.</p> <p><u>Families</u></p> <p>Will have more understanding of how Literacy is developed through play and will be more confident supporting their child at home</p>	<ul style="list-style-type: none"> Tracking information Playroom monitoring Feedback from children

NIF Key Drivers: 1 = School Leadership, 2 = Teacher Professionalism, 3 = Parental Engagement, 4 = Assessment of Children's Progress, 5 = School Improvement, 6 = Performance Information (PEF) denotes interventions/activities funded through Pupil Equity Funding

Action Plan

School priority 2: To improve learning, teaching and assessment and raise attainment in Numeracy and Mathematics					
NIF key driver	HGIOS 4 / HGIOE LC 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. • Ensure frequent and regular opportunities for application of mathematics within real life contexts such as Outdoor Learning and budgeting Eg MacMillan Coffee Morning 	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> <ul style="list-style-type: none"> • will receive regular updates on developments Numeracy & Mathematics as Champions engage in development tasks/activities then cascade back at school level 	<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	<p><u>PEF Interventions</u></p> <p>Recruitment of an additional teacher with focus on closing the gap in numeracy</p> <ul style="list-style-type: none"> • 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 	HT	<p><u>Impact on Learners:</u></p> <ul style="list-style-type: none"> • Gaps in learning can be identified and targeted support packages implemented to narrow/close the gap. 	<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

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

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

	3.1, 3.2	numeracy vocabulary and increasing confidence in number. Support for SEAL maths			<ul style="list-style-type: none"> •quality assurance activities - classroom visits, sampling of pupil work & pupil learning conversations •SNSA assessment data •teacher professional judgement surveys
5 4	3.2 2.3	<p><u>Early Learning & Childcare Class</u></p> <ul style="list-style-type: none"> • Staff will continue to embed SEAL strategies throughout the playroom/outdoors and participate in further training opportunities. • Continue to develop numeracy awareness with parents and carers through Home Link Bags and Parent sessions 	DHT ELCC staff EY Teacher EY Graduate	<p><u>Learners</u></p> <p>Children's early numeracy skills will improve.</p> <p><u>Staff</u></p> <p>Staff will show increased confidence in using SEAL strategies in everyday activities and in providing SEAL opportunities throughout the playroom/outdoors.</p> <p><u>Families</u></p> <p>Will have more understanding of how Literacy is developed through play and will be more confident supporting their child at home</p>	<ul style="list-style-type: none"> • Tracking information • Playroom monitoring

NIF Key Drivers: 1 = School Leadership, 2 = Teacher Professionalism, 3 = Parental Engagement, 4 = Assessment of Children's Progress, 5 = School Improvement, 6 = Performance Information (PEF) denotes interventions/activities funded through Pupil Equity Funding

Action Plan

School priority 3: To improve professional judgement on learners' progress through rigorous tracking and moderation processes					
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>Monitoring & Tracking</u></p> <ul style="list-style-type: none"> Continue to work with local authority management information officer to develop and implement a bespoke electronic tracking system to meet our local context. Continue to to enhance and improve our data analysis skills. <p><u>Assessment & Moderation</u></p> <p><u>Assessment</u></p> <p>We will:</p> <ul style="list-style-type: none"> Carefully analyse data from the recent SNSA tests at P1, P4 and P7 to look for common themes that require addressing across the school or for targeted teaching input for groups of children or individual learners_ <p><u>Moderation</u></p> <p>We will:</p> <ul style="list-style-type: none"> continue to work together to plan, assess and moderate attainment targets for children and writing, aligned to the benchmarks. continue with a carefully planned programme for staff to participate in high quality CLPL in 	<i>HT Moderation leaders from teaching team</i>	<p><u>Staff</u></p> <ul style="list-style-type: none"> staff know and understand the attainment gaps within their class and identified interventions to narrow or close these gaps. Tracking meetings are much more robust and attainment expectations will be higher. <p><u>Learners</u></p> <ul style="list-style-type: none"> appropriate challenge and support will be provided for all learners. <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 	<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

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

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

		relation to planned period (holistic) assessment at cluster level culminating in a sharing event on the February in-service day		<ul style="list-style-type: none"> will develop shared expectations of learning, standards & progression quality of assessment will be improved leading to more accurate judgements of pupils' progress <p>Families</p> <ul style="list-style-type: none"> will have greater confidence in practitioner judgements in reporting on learners' progress 	
2 4 5	2.3 2.5 2.7 3.2	<p>Early Learning and Childcare Class</p> <ul style="list-style-type: none"> Continue to develop and improve collaborative planning across the early level to ensure seamless curricular transition, in literacy and numeracy, from nursery into Primary1. Continue to support target children and families identified through discussion and core criteria e.g. SIMD, family background and wellbeing areas for development. Provide universal support in literacy and numeracy through play pedagogy. Review and develop Personal Plans and tracking systems in both playrooms 	<p>Early Level Curricular Transition Lead Officer</p> <p>DHT</p> <p>ELCC staff</p> <p>P1 teachers</p>	<p>Learners</p> <ul style="list-style-type: none"> improved early level curricular transition in literacy and numeracy Improved attainment in literacy and numeracy <p>Staff</p> <ul style="list-style-type: none"> Improved information sharing between nursery and primary so there is a continuum in learning and development across the level Improved curricular planning between nursery and primary <p>Families</p> <ul style="list-style-type: none"> Parents will be include and understand in the curricular transition Parents will have the confidence to support their child in literacy and numeracy at home. 	<p>Tracking and monitoring of target children.</p> <p>Tracking and monitoring of ELCC and P1</p> <p>Staff surveys</p> <p>Children's profiles</p>

NIF Key Drivers: 1 = School Leadership, 2 = Teacher Professionalism, 3 = Parental Engagement, 4 = Assessment of Children's Progress, 5 = School Improvement, 6 = Performance Information
(PEF) denotes interventions/activities funded through Pupil Equity Funding

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"> • Continue to engage in Renfrewshire Nurturing Relationships Approach • Give consideration to ideas gleaned from HT visit to St Francis Xavier Primary in Falkirk eg introduce Lego Station as a de-escalation strategy • Further enhance our Behaviour Policy by introducing Bronze, Silver and Gold Awards termly. • Whole staff team will engage in research using Paul Dix book: <i>When The Adults Change, Everthing Changes</i> as a focus for discussion on how best to support pupils with challenging behaviour 	<i>Whole staff team</i>	<p>Staff</p> <ul style="list-style-type: none"> • Greater understanding of the Nurture Principles and confidence in implementing the agreed Principle. • Greater consistency in approach when interacting with children across the school. <p>Learners</p> <ul style="list-style-type: none"> • Will benefit from consistent nurturing relationships • Learners will be more engaged in their learning, have improved self-esteem and behaviour will be improved across the school. 	<p>Using PDSA</p> <p>RNRA Action Plan</p> <p>Learning visits</p> <p>Well-being meetings</p> <p>Scrutiny and conversations around children's wellbeing self evaluations</p>
4,5	2.1 2.4 3.1	<ul style="list-style-type: none"> • Embed our approaches to 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 • Reward pupils for good attendance and timekeeping on a more frequent basis 	DHT Class Teachers	<p>Staff</p> <ul style="list-style-type: none"> • Will have a greater awareness of how children are feeling and use this to plan and implement interventions <p>Learners</p> <ul style="list-style-type: none"> • Learners will be more articulate in expressing their views and feelings. • All learners will feel supported to feel SHANARRI 	<p>Well-being meetings</p> <p>Scrutiny and conversations around children's wellbeing self evaluations</p> <p>Professional dialogue between teachers and SMT</p> <p>Boxall results</p>

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

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

				<p>Families</p> <ul style="list-style-type: none"> • Appropriate supports can be directed to children and families 	
		<p>Anti-Bullying Policy</p> <p>Monitor the effectiveness of our anti-bullying policy</p>		<p>All stakeholders will work to the principle that bullying will not thrive at Gallowhill Primary School</p>	<p>Parental, learners and staff questionnaires. Quarterly returns on Bullying incidents. Scrutiny and conversations around children's wellbeing self evaluations</p>
3,4,5	3.1	<p>PEF Intervention:</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>Monthly tracking of late-coming and attendance.</p> <p>Parental participation figures and feedback.</p>
3 4 5	3.1	<p>Early Learning & Childcare Class</p> <ul style="list-style-type: none"> • Staff will further develop their own understanding of the SHANARRI wellbeing indicators and use them to assess children's wellbeing and plan appropriate actions. • Staff will embed the language of SHANARRI with children and parents through discussions, activities and meetings. Review and develop • Personal Plans and tracking systems in both playrooms 	ELCC staff	<p>Staff</p> <p>Staff will have a greater understanding of the wellbeing indicators and use this to plan and implement interventions</p> <p>Learners</p> <p>Will have a greater awareness of how children are feeling and use this to plan and implement interventions</p> <p>Children will have the language to talk about their feelings and emotions.</p> <p>Families</p> <p>Parents will understand the wellbeing terms used to assess and plan next steps for their children.</p>	<ul style="list-style-type: none"> • Termly Well-being meetings • Professional dialogue between staff and SMT

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

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

Action Plan

School priority 5: To improve our Curricular provision					
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?
1 2 5	2.2 2.5	<ul style="list-style-type: none"> • Revamp our IDL planning to ensure progression, breadth, challenge and application • Use benchmarks to bundle outcomes within levels • Establish Working Groups to develop IDL progression framework, ensuring progression across key curricular areas starting with Social Subjects and Science 	<i>Whole staff team</i>	<p><u>Staff</u> Will have clearer guidelines on the expectations of progression across targeted curricular areas</p> <p><u>Learners</u> will have increased opportunities to develop breadth, challenge & application across learning</p> <p><u>Families</u> Will have increased opportunities to engage in their child's learning</p>	<p>Staff consultation</p> <p>Scrutiny of Forward Planners</p> <p>Feedback from pupils through learning conversations</p> <p>Parental feedback through questionnaires and 1:1 discussion</p>

NIF Key Drivers: 1 = School Leadership, 2 = Teacher Professionalism, 3 = Parental Engagement, 4 = Assessment of Children's Progress, 5 = School Improvement, 6 = Performance Information (PEF) denotes interventions/activities funded through Pupil Equity Funding