



Renfrewshire Council Children's Services

**Gallowhill Primary School and Early
Learning and Childcare**

Improvement Plan

2023-2024

Planning framework

As part of Children's Services, Gallowhill Primary School and ELCC has developed this establishment improvement plan which provides a framework for how we intend to achieve Children's Services' vision of *working together to get it right for children, families and communities – Protecting, learning, achieving and nurturing*.

National Priorities

We also have to take account of the Scottish Government's national improvement framework which provides a vision for education in Scotland, namely to:

1. **place the human rights and needs of every child and young person at the centre of education;**
2. **improve attainment, particularly in literacy and numeracy;**
3. **close the attainment gap between the most and least disadvantaged pupils;**
4. **improve children's health and wellbeing; and**
5. **improve children and young people's employability skills so that they move into positive and sustained destinations.**

Renfrewshire's Education Priorities

Our priorities will also align with the Renfrewshire Council Plan and Education Improvement Priorities listed on the next page.

Pupil Equity Funding

Our school received Pupil Equity Funding (PEF) to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap. This funding enables us to plan additional interventions to those which were already planned. These interventions are highlighted throughout this improvement plan using the (PEF) abbreviation.

The priorities and actions within this improvement plan address the needs of our school and articulate with local and national priorities.

Renfrewshire's Council Plan 2017-2027

Working together for a thriving and connected Renfrewshire, creating opportunities for all

Reshaping our
place, our
economy, our
future

Building strong,
safe and resilient
communities

Tackling inequality,
ensuring
opportunities for all

Creating a
sustainable
Renfrewshire for all

Working together
to improve
outcomes

Renfrewshire Council's Values

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

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

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

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

Children's Services Vision

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

Renfrewshire's Education Improvement Plan Priorities

Develop high quality
learning and teaching that
leads to improved levels of
attainment and
achievement in all of our
establishments

Reduce inequalities and
deliver improved health and
wellbeing outcomes for
children and young people

Develop high quality
leadership to promote
empowerment at all levels

Improve employability skills
and support all of our
young people to enter
positive and sustained
destinations

Our Vision, Values and Aims

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 School such as pupil focus groups, online surveys for parents/carers, questionnaires and self-evaluation discussion staff forums using HGIOS4 and How Good Is OUR School.

We have also consulted with our partners across and outwith the Council to assist us in the delivery of our priorities. We consulted with Home Link and our local Afterschool provider via discussion and evaluation using HGIOS4 and How Good Is OUR School.

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

Improvement Priority 1 Raise attainment in Literacy -specifically Writing			
HGIOS/HGIOELC QIs 2.3, 3.2	NIF Priorities <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children's and young people's health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for all young people 		NIF Drivers School Leadership Assessment of Children's progress
			Teacher Professionalism School Improvement Parental Engagement Performance Information
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>Whole staff team scrutiny of CfE data identified that Writing continues to be a priority for us with the biggest dips being at our current P4 and P6. Overall, our attainment in Writing remains as “good” at P4-7 but our aim is for this to be “very good” as it is at P1-3. Talk For Writing is beginning to have an impact at P1-3 and P5.</p>	<p>By June 2024 attainment could potentially increase as follows at: P2 by 10% equating to 88% P3 by 11% equating to 90% P4 by 10% equating to 90% P5 by 29% equating to 97% P6 by 18% equating to 85 % P7 by 21% equating to 83% As a result of PEF, we are able to employ one additional teacher and 2.0 FTE additional PSAs who will support pre-identified pupils to reach their expected level in Writing.</p>	<p>HT will scrutinise teacher judgement data three times per school session (September, January, May)</p> <p>Class teachers will assess pieces of writing on a weekly basis using our agreed criteria.</p> <p>SNSA assessments will be administered in October for P7, April for P4 and in May for P1. These assessments will be used formatively.</p>	<p>Appoint 1.0 FTE teachers (PEF funded £62005) Continue to fund 2.0FTE Pupil Support Assistants and 0.4 Health and wellbeing worker to provide targeted support to those pupils who are underachieving, particularly at P4 and P7. (PEF funded £56471)</p> <p>Continue to dedicate significant time from WTA to ensure all teachers attend CLPL sessions: Talk for Writing including October In-service day input from Talk For Writing specialist.</p> <p>Project Leads will continue to lead on effective implementation of Talk for Writing, including monitoring and evaluating impact across the school.</p> <p>Project Leads will participate in working groups, where appropriate, to support implementation, collaboration and moderation of the Talk for Writing approach.</p> <p>Monitor and amend where required the operational plan, for implementation of the Talk for Writing approach on a termly basis.</p>

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

<p>Parents/carers attend school events but we would like to extend this attendance to curricular and wellbeing sessions. A recent survey showed that parents/carers are happy with the range of opportunities we offer but the time slots could be in early evening.</p> <p>Attendance is a barrier to attainment for a significant number of pupils: 16%</p> <p>SLT observations in classrooms and information from tracking and wellbeing meetings (including pupil self-evaluation against SHANARRI) show that a significant number of pupils' (6%) attainment is being impeded by challenging behaviour and/or emotional outbursts.</p> <p>Over recent years in our Early Years provision we have observed our youngest learners really engaged in writing activities and we want to further develop this.</p>	<p>Curricular/wellbeing events will be better attended than last session whereby only 4 parents attended joint workshops with St Catherine's parents. We would aim for a minimum of 30% participation at all curricular events. A register will be taken at events such as class assemblies and we plan to have Literacy/Numeracy workshops in November for P1-3 parents.</p> <p>We will see some improvement in attendance and late-coming for identified pupils.</p> <p>The attainment of these 12 pupils will improve and disruption to their classes will be reduced.</p> <p>By June 2024 the majority of pre-schoolers are demonstrating writing skills consistently. By June 2025 we should see the impact of this in our P1 Writing attainment</p>	<p>Attendance data will be scrutinised by HT on monthly basis</p> <p>Tracking and wellbeing data which is gathered formally three times per session. should show improvement in attitude and attainment with the majority of these pupils being on track.</p> <p>Early Level Progression tool</p>	<p>We will engage with Renfrewshire Educational Psychological Services Emotion Based School Avoidance programme to support a pathway to improved attendance for identified pupils.</p> <p>Monitor and support attendance on a monthly basis for targeted pupils to ensure progress is made. We will be part of EBSA pilot:</p> <p>5 pupils at P2 7 pupils at P3 6 pupils at P4 6 pupils at P5 3 pupils at P6 8 pupils at P7</p> <p>Employment of a Health and Wellbeing Assistant through PEF to support and encourage more positive attitudes towards learning and improved growth mindset in targeted pupils, particularly at P5 and P6.</p> <p>Early years teacher will continue to implement Talk For Writing in 3-5 room and support staff to provide literacy-rich learning opportunities to develop pre-writing skills. Evidence bank of children's journeys will be gathered on a regular basis.</p>
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Improvement Priority 2 Raise Attainment in Numeracy			
HGIOS/HGIOELC QIs 2.3, 3.2	NIF Priorities <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children's and young people's health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for all young people 		NIF Drivers School Leadership Assessment of Children's progress
			Teacher Professionalism School Improvement Parental Engagement Performance Information
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>Whole staff team scrutiny of Numeracy data for session 2022/23 shows that attainment is good overall but there is scope for improvement, particularly at the current P5 stage where attainment is at it's lowest.</p> <p>We set very aspirational targets at the start of session 2022/23 which we met or surpassed at P3 and P6.</p>	<p>By June 2024 attainment could potentially increase as follows at:</p> <p>P2 by 10% equating to 89%</p> <p>P3 by 11% equating to 93%</p> <p>P4 by 10% equating to 93%</p> <p>P5 by 17% equating to 96%</p> <p>P6 by 27% equating to 94%</p> <p>P7 by 13% equating to 95%</p> <p>As a result of PEF, we are able to employ one additional teacher and 2.0 FTE additional PSAs who will support pre-identified pupils to reach their expected level in Numeracy.</p>	<p>HT will scrutinise teacher judgement data three times per school session (September, January, May)</p> <p>Class teachers will assess at the end of Pathways when appropriate.</p> <p>SNSA assessments will be administered in October for P7, April for P4 and in May for P1. These assessments will be used formatively.</p>	<p>Appoint 1.0 FTE teachers (PEF funded £62005)</p> <p>Continue to fund 2.0FTE Pupil Support Assistants and 0.4 Health and wellbeing worker to provide targeted support to those pupils who are underachieving, particularly at P4 and P7. (PEF funded £56471)</p> <p>Extend use of SEAL strategies to P4-7 as an expectation and purchase resources to support this from school budget.</p>
<p>Data from Early Level Progression Tool shows children in our nursery would continue to benefit from concentrated input of SEAL strategies</p>	<p>By June 2024 the majority of pre-schoolers will be demonstrating understanding of numeracy milestones consistently.</p>	<p>Early Level Progression Tool</p>	<p>We will contribute to the continued provision of Numeracy Coaching Officer to support staff in delivering targeted interventions to identified groups. They would also support developing teacher confidence in using the new Numeracy and Maths planners.</p> <p>Early years' teacher will continue to refresh practitioners' knowledge of SEAL strategies to enable them to ensure the playroom is mathematically rich in terms of language and activities. This will be done in an ongoing basis as part of the normal daily routine in the playroom and recorded within planning formats.</p>

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Improvement Priority 3 To improve our children's health and wellbeing and attainment through an inclusive approach			
HGIOS/HGIOELC QIs 2.3, 3.2	NIF Priorities <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children's and young people's health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for all young people 	NIF Drivers <ul style="list-style-type: none"> School Leadership Assessment of Children's progress Teacher Professionalism School Improvement Parental Engagement Performance Information 	
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>Attendance is a barrier to attainment for a significant number of pupils: 16%</p> <p>SLT observations in classrooms and information from tracking and wellbeing meetings(including pupil self-evaluation against SHANARRI) show that a significant number of pupils' (6%) attainment is being impeded by challenging behaviour and/or emotional outbursts</p>	<p>We will see some improvement in attendance and late-coming for identified pupils.</p> <p>The attainment of these 12 pupils will improve and disruption to their classes will be reduced.</p>	<p>Attendance data will be scrutinised by HT on monthly basis.</p> <p>Tracking and wellbeing data should show improvement in attitude and attainment with the majority of these pupils being on track.</p>	<p>We will engage with Renfrewshire Educational Psychological Services Emotion Based School Avoidance programme to support a pathway to improved attendance for identified pupils.</p> <p>Monitor and support attendance for targeted pupils to ensure progress is made: 5 pupils at P2 7 pupils at P3 6 pupils at P4 6 pupils at P5 3 pupils at P6 8 pupils at P7</p> <p>Employment of a Health and Wellbeing Assistant through PEF to support and encourage better behaviour, better attitude and growth mindset in targeted pupils, particularly at P5 and P6 (£9734- included in total above)</p>

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