



# Glencoats Primary School

## School Improvement Plan

### 2024/25

## Planning framework

As part of Children's Services, **insert establishment name** 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 <b>place</b> , attracting others to move here and share in the opportunities Renfrewshire has to offer.	We will support a strong and flexible local <b>economy</b> —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 <b>fair</b> 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 <b>greener</b> 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 <b>values</b> driven organisation, where we all understand and value our contributions, and we are passionate about making a difference for Renfrewshire.
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## Renfrewshire Council's Values

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

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

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

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

## Children's Services Vision

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

## Renfrewshire's Education Improvement Plan Priorities

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

**Our vision** at Glencoats Primary School is to provide an education of the highest quality within a happy, safe, nurturing and inclusive environment that enables all of our children to learn, grow and succeed and in which everyone is equal and all achievements are celebrated.

## **Our School Aims:**

1. To promote a happy, nurturing and safe environment that meets the needs of all learners
2. To continually embrace current educational thinking to enable life-long learning
3. To develop our children's social and emotional skills to support a caring, resilient school community
4. To foster a sense of identity and pride in our school and to develop positive partnerships with parents, agencies and our community

## **Our School Values:**

**We work together at Glencoats Primary School to reach the stars!**

**S**upporting our children, families and each other

**T**eamwork

**A**chievement and **a**ttainment

**R**espect, **r**esponsibility and **r**elationships

**S**uccess for all our children

## **Who did we consult?**

To identify our priorities for improvement, we sought the views of staff, pupils, parents and carers. We also used a variety of methods to gather the views of those who are involved in the life and work of Glencoats Primary School such as:

- Self-Evaluation using HGIOS4
- Parental, Pupil and Partner Questionnaires
- Parent Council Meetings/Discussions
- Staff Meetings and collegiate sessions

## **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 -

- Monitoring pupils' work
- Monitoring of Pupil Learning Targets (Stepping-Stones to Success)
- Monitoring of Learning & Teaching and Pupil Experiences
- Monitoring of Forward Planning & Assessment
- Attainment Tracking Meetings and Attainment Data (Cohort Data/ Whole School Data in Literacy & Numeracy)
- Learning Conversations with children
- Personalised Support Meetings
- Staff Self Evaluation using HGIOS
- SEEMIS Data
- Collegiate Sessions
- Moderation sessions
- Staff, parent/carer, pupil and partner surveys

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

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 – To raise attainment in listening and talking			
HGIOS/HGIOELC QIs	NIF Priorities	NIF Drivers	
Rationale for change		Outcome and Expected Impact	Measures
<p>National evidence demonstrates that one of the key factors driving the attainment gap is the high prevalence of early difficulties in language ability among disadvantaged children (Law et al., 2017).</p> <p>Language ability during the formative years has long been recognised as important for later attainment and outcomes. A considerable body of research has demonstrated that poor early language ability is associated with low educational attainment, in turn affecting individuals' employment prospects and health (Howieson and Iannelli, 2008; Ritchie et al., 2015).</p> <p>Education Scotland make clear that listening and talking are core skills for learning and are central to teaching and learning in all subject areas. In order to make good progress in these skills young people require frequent and varied experiences of listening and talking activities.</p> <p>As a result of professional dialogue and evaluation of our current Listening &amp; Talking curriculum, we have identified a need to develop a progressive oracy curriculum as well as our learning, teaching and assessment approaches to ensure consistency across all stages.</p>	<p>By June 25 –</p> <ul style="list-style-type: none"> <li>Teachers will have a clear understanding of standards and expectations at each level in key listening and talking skills.</li> <li>Almost all children engage in regular experiences to develop their listening and talking skills and will make good progress over time across their individual pathway.</li> <li>Almost all children attending Flexi Skills group will make progress over time in key talking and listening skills.</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring of pupil learning experiences including peer visits.</li> <li>Forward planning &amp; assessment demonstrate regular opportunities for children to learn and apply listening and talking skills in discreet and IDL contexts.</li> <li>Attainment Tracking Meetings and listening &amp; talking/social skills data.</li> </ul>	<ul style="list-style-type: none"> <li>Literacy leaders/PT/whole staff to develop a progressive context planner for the learning, teaching and assessment of listening &amp; talking skills including active listening, group discussions and individual talk. (Collegiate calendar/WTA)</li> <li>All teachers to engage in moderation of listening &amp; talking milestones to support the assessment and tracking of children's progress and attainment. (WTA)</li> <li>All teachers to use new listening &amp; talking cohort tracker to support robust teacher judgement of progress and attainment.</li> <li>PT to lead CLPL in listening &amp; talking skills in partnership with literacy development officer (Julie Paterson). (collegiate calendar/WTA)</li> <li>HT to develop current Flexi Skills Programme to provide further planned opportunities for children with ASN to develop talking &amp; listening skills in small group context through planned experiences led by ASNAs linked to E/Os/benchmarks.</li> </ul>

<p>Our Listening and Talking data June 24 demonstrates a reduction in the % of children who are on track to achieve national standards across the school, in particular at stages 2, 4 and 5.</p>	<p>Our current attainment data shows expected outcomes in T/L as follows</p> <p>–</p> <p><b>June 24 - June 2025?</b></p> <p>P2 – 96 – 96%</p> <p>P3 – 74 – 84%</p> <p>P4 – 62 – 69%</p> <p>P5 – 61 – 61%</p> <p>P6 – 79 – 79%</p> <p>P7 – 61 – 66%</p>		<ul style="list-style-type: none"> <li>• HT to create Flexi skills tracker to support tracking of skills including listening &amp; talking/social skills.</li> <li>• Support staff to lead Flexi skills session for identified children with ASN including The Attention Bucket to develop listening and talking skills.</li> <li>• ELCOs to lead targeted Listening and Talking interventions focused on specific, identified milestones for children in P1 &amp; 2.</li> </ul>
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Improvement Priority 2 – To improve children’s attainment and achievement of skills for LLW through the development of STEM				
HGIOS/HGIOELC QIs	NIF Priorities		NIF Drivers	
	<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>		<ul style="list-style-type: none"> <li>1. School Leadership</li> <li>2. Teacher Professionalism</li> <li>3. Parental Engagement</li> </ul>	<ul style="list-style-type: none"> <li>4. Assessment of Children’s Progress</li> <li>5. School Improvement</li> <li>6. Performance Information</li> </ul>
Rationale for change	Outcome and Expected Impact	Measures	Interventions	
<p>Building the Curriculum 4 tells us that the skills and attributes which children and young people develop should provide them with a sound basis for their development as lifelong learners in their adult, social and working lives, enabling them to reach their full potential.</p> <p>Our school context, attainment data and monitoring of pupil experiences demonstrate that, in addition to a focus on attainment, there is a continuing need to have a clear focus on the wider achievement and the development of skills for learning, life and work including social and meta skills.</p> <p>Education Scotland tells us the skills learned through STEM education are valued by many employers including those in non-STEM related industries and that STEM is key to all Scotland’s economic sectors. As such, we believe that the development of STEM education in Glencoats Primary School will provide a meaningful context for our children to develop and apply a wide range of skills.</p>	<p>By June 2025 –</p> <ul style="list-style-type: none"> <li>• Teachers will have improved confidence in teaching and assessing STEM activities.</li> <li>• Learning conversations with pupils and pupil voice activities show regular engagement in STEM experiences and increased pupil awareness of STEM skills.</li> <li>• Monitoring of learners’ experiences shows high quality STEM lessons being delivered at almost all stages.</li> <li>• The school will achieve 2 out of 5 elements of the STEM National Award programme -</li> </ul> <p>1. Leadership in STEM 2. STEM Family Learning 3. Employability and partnership working in STEM.</p>	<ul style="list-style-type: none"> <li>• Professional dialogue using Education Scotland Self Evaluation framework (<a href="https://education.gov.scot/media/ty0byqsk/sci43-stemselfevaluationframeworksummary.pdf">https://education.gov.scot/media/ty0byqsk/sci43-stemselfevaluationframeworksummary.pdf</a>)</li> <li>• Pupil voice survey activities linked to STEM, SLT class visits &amp; learning conversations reflect positive impact of STEM.</li> <li>• Monitoring of learners’ experiences and SLT feedback.</li> <li>• Maths Burst data/numeracy &amp; maths cohort tracker and data.</li> </ul>	<ul style="list-style-type: none"> <li>• Implement Education Scotland STEM Self-evaluation and Improvement framework to support ongoing collegiate SE (Collegiate calendar/WTA – baseline August 24 / follow up June 25).</li> <li>• Audit and purchase resources from self-evaluation.</li> <li>• STEM leaders/SMT to develop progressive STEM pathway curriculum planner/context planners. (WTA)</li> <li>• STEM leads/SMT to develop sustainable planned opportunities for children to learn and apply key STEM skills, e.g., coding through whole school approaches such as STEM Turbo Topic and Super Skills.</li> <li>• HT/STEM leaders to deliver CLPL on Education Scotland &amp; RAISE resources to support planning, learning, teaching &amp; assessment (Collegiate calendar/WTA).</li> <li>• Feb 25 - SERC CLPL – Electrical Circuits (WTA)</li> <li>• STEM Family Learning Day – Electricity and Electrical Circuits (March 25)</li> </ul>	

	<p>4. STEM curricular and learner pathways</p> <p>5. Equity and equality in STEM</p> <ul style="list-style-type: none"> <li>Almost all children in P4 will make progress in identified maths outcomes through engagement in the Maths Burst project.</li> </ul>		<ul style="list-style-type: none"> <li>Work with STEM Ambassador to support planning and delivery of Family Learning Day.</li> <li>Engage in the Young STEM Leader Programme (P5 - 7).</li> <li>Engagement in STEM National Award Programme</li> <li>Engage in Maths Burst project with Glasgow University/Angela Stevenson – Primary 4 (WTA).</li> <li>Collaboration with Royal Navy – British Science Week (P5 – 7)</li> <li>P5 – 7 to use James Dyson resources as part of STEM Turbo Topic.</li> <li>Engage in Insight into Industry with cluster as part of P7 transition events. (May 25)</li> </ul>
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Improvement Priority 3 – To improve attainment through effective learning, teaching and assessment			
HGIOS/HGIOELC QIs	NIF Priorities	NIF Drivers	
	<p>• Placing the human rights and needs of every child and young person at the centre of education</p> <p>• Improvement in attainment, particularly in literacy and numeracy</p> <p>• Closing the attainment gap between the most and least disadvantaged children</p> <p>• Improvement in children's and young people's health and wellbeing</p> <p>• Improvement in employability skills and sustained, positive school leaver destinations for all young people</p>	<p>1. School Leadership</p> <p>2. Teacher Professionalism</p> <p>3. Parental Engagement</p>	<p>4. Assessment of Children's Progress</p> <p>5. School Improvement</p> <p>6. Performance Information</p>
Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. (Education Endowment Fund)</p> <p>Our recent quality improvement self-evaluation identified a need to re-visit our Learning, Teaching &amp; Assessment Strategy to ensure consistency across the school including the effective use of learning intentions/success criteria, differentiation, feedback, and personal targets for children.</p> <p>Learning conversations with children, feedback from staff and SLT monitoring demonstrated the positive impact of pupil led learning approaches on learners' engagement, motivation and independence as well as providing opportunities to learn and apply skills. We have developed our approaches over session 23/24 including engagement in the Play Beyond P1 CLPL. There is now a need to implement our newly developed approaches and to further evaluate these to ensure best practice.</p>	<p>By Dec 24 –</p> <ul style="list-style-type: none"> <li>• Almost all children P3 – 7 will be able to identify their own learning targets in reading, writing and numeracy.</li> <li>• Almost all children in P3 – 7 will be able to say what they are learning and identify success criteria during learning visits.</li> <li>• Almost all children P4 – 7 will be able to demonstrate examples of self and peer assessment across different areas of learning during learning visits and learning conversations.</li> <li>• Almost all children P3 – 7 will be able to discuss their progress and next steps in reading, writing and numeracy using Stepping-Stones during learning conversations.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring of pupil learning experiences including peer visits.</li> <li>• Learning conversations with pupils.</li> <li>• Digital Profiling of children's learning.</li> <li>• Monitoring of children's work.</li> <li>• Monitoring of children's learning targets.</li> <li>• Professional dialogue and feedback during learning, teaching and assessment meetings.</li> <li>• HGIOS for Learners part 2 survey results.</li> <li>• Forward planning and assessment information.</li> <li>• Pre/Post outdoor learning self-evaluation in relation</li> </ul>	<ul style="list-style-type: none"> <li>• Update Learning, Teaching &amp; Assessment Strategy to provide clear guidelines and expectations for teachers. Teachers develop classroom environment to support implementation of agreed approaches including visible LI/SC and pupil led learning. (IS Day Aug 24)</li> <li>• Teachers to collegiately moderate Learning Intentions for writing in relation to The Write Stuff approaches. (IS Day Aug 24)</li> <li>• Teachers to discuss/ evaluate and develop learning, teaching &amp; assessment with colleagues through planned Sharing the Learning Meetings. (3 x per year – Collegiate calendar/WTA)</li> <li>• Use HGIOS for learners Part 2 to carry out further pupil voice surveys on learning, teaching and assessment. (November 24 - collegiate calendar)</li> <li>• Monitoring of learners' experience visits to be carried out involving SLT, teacher peers and EM. (Collegiate calendar - Oct 24)</li> </ul>

<p>A recent pupil voice survey using How Good Is OUR School Part 2 identified key approaches/strategies that children believed helped them to learn most effectively and which they would like to see being used consistently in all classes including –</p> <ul style="list-style-type: none"> <li>• Sharing learning intentions and success criteria</li> <li>• Use of WAGOLLS as models when learning</li> <li>• Teacher feedback</li> <li>• Help Desks</li> <li>• Working Walls</li> <li>• Working with others</li> <li>• Having opportunities to lead their learning.</li> </ul> <p><b>'Curriculum for Excellence through Outdoor Learning'</b> makes clear the benefit of outdoor learning in developing successful learners, confident individuals, effective contributors and responsible citizens. It explains how different outdoor learning experiences offer opportunities for personal and learning skills development in areas such as communication, problem solving, information technology, working with others and thinking skills as well as making significant contributions to literacy, numeracy and health and wellbeing. Our forward planning, professional dialogue and monitoring of pupil experiences demonstrates that there is a need across the school to identify meaningful opportunities for Outdoor Learning across the 4 contexts for learning as well as providing CLPL for staff in planning relevant outdoor learning experiences for the children in their class.</p>	<ul style="list-style-type: none"> <li>• Almost all children P3 – 7 will be able to discuss their learning and identify what skill(s) they are learning and using during Must Do/Choice Challenge experiences during learning visits.</li> <li>• Almost all children P4 – 7 will be able to talk about teacher feedback and will be able to give at least 1 example of feedback and how this was used to improve their learning during learning conversations.</li> </ul> <p>By June 25 –</p> <ul style="list-style-type: none"> <li>• Almost all children will be able to give examples of Outdoor Learning they have engaged in and will be able to describe their learning/ identify skills during learning visits and learning conversations.</li> <li>• Almost all children P4 – 7 will be able to demonstrate and discuss their learning through sharing digital learning profiles in literacy, numeracy and IDL during learning visits and learning conversations.</li> </ul>	<p>to Learning through Landscapes CPD</p>	<ul style="list-style-type: none"> <li>• Teachers to develop and implement consistent approaches to pupil learning targets. (Collegiate Session Aug 24 – WTA)</li> <li>• All teachers to engage in Outdoor Learning (Learning Through Landscapes) CLPL. (IS Day Feb 25 – collegiate calendar/WTA)</li> <li>• SMT and Skills Leaders to identify opportunities to engage children in outdoor learning through progressive skills programme and whole school turbo topics.</li> <li>• Acting PT to provide optional CLPL for individual staff as appropriate on Digital Profiling using Seesaw and on agreed approaches to profiling as part of our Learning, Teaching &amp; Assessment strategy. (Aug/Sep 24)</li> </ul>
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