

**Glencoats Primary School**

School Improvement Plan

2025/26

Planning framework

As part of Children’s Services, Glencoats Primary School has developed this school improvement plan in line with the national and local priorities listed below.

**National Improvement Framework Key Priorities**

* Placing the human rights and needs of every child and young person at the centre of education;
* Improvement in children and young people’s health and wellbeing;
* Closing the attainment gap between the most and least disadvantaged children and young people;
* Improvement in skills and sustained, positive school-leaver destinations for all young people; and
* Improvement in achievement, particularly in literacy and numeracy.

**National Improvement Framework 7 Key Outcomes**

* A globally respected, empowered, and responsive education and skills system with clear accountability at every level that supports children, young people and adult learners to thrive. The system enables the development of their knowledge, skills, values and attributes that give them the best opportunity to succeed and contribute to Scotland’s society and economy.
* Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children’s services and other partners, families, and communities, in line with the GIRFEC approach.
* Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all.
* High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap.
* Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs.
* Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.
* An education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally skilled workforce and tackling digital inequality.

**Renfrewshire Council Plan Strategic Outcomes**

Cross cutting theme: Improving outcomes for children and families

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| 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 **values** driven  organisation, where we all  understand and value our  contributions, and we are  passionate about making a  difference for Renfrewshire. |

**Renfrewshire Council’s Values**

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| 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. |

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| **Children’s Services Vision**  Working together to get it right for children, families and communities –  protecting, learning, achieving and nurturing | | | | | |
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| **Renfrewshire’s Education Improvement Plan Priorities** | | | | | |
| **Reduce child poverty in Renfrewshire and improving outcomes for children and families currently living in poverty** | **Place children and young people’s human rights at the heart of the planning and delivery of services that affect them** | **Protect the most vulnerable members of our communities, including children and young people who are at risk** | **Support and nurture our children, families and communities** | **Create the best possible learning estate to allow children and young people to thrive** | **Raise attainment and enhance learning and teaching in an inclusive environment** |

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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.

**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.

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| **Improvement Priority 1 – To raise attainment in Literacy** | | | | |
| **NIF Priorities**  Placing the human rights and needs of every child and young person at the centre of education  Improvement in children and young people’s health and wellbeing  Closing the attainment gap between the most and least disadvantaged children and young people  Improvement in skills and sustained, positive school-leaver destinations for all young people  Improvement in achievement, particularly in literacy and numeracy | | **NIF 7 Key Outcomes** - see page 2 for full descriptors  Develop knowledge, skills, values and attributes to support children and young people to thrive  Excellent partnerships in line with GIRFEC  Inclusive and relevant curriculum and assessment  High levels of achievement across the curriculum with action to close the poverty-related attainment gap  Highly skilled practitioners and leaders driving excellent learning, teaching and assessment  Improving relationships behaviour and attendance with increased engagement in learning  Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality Highlight as appropriate | | |
| **Rationale for change** | **Outcome and Expected Impact** | | **Measures** | **Interventions** |
| **The Education Endowment Foundation demonstrates the importance of Phonics as a high impact, low-cost component in the development of early reading skills, particularly for children from disadvantaged backgrounds.**  **Last session, our evaluation of children’s progress and attainment in reading demonstrated a need to secure a progressive approach to the teaching and assessment of phonics and common words across all stages. As a result, we used our Pupil Equity Fund to create a Project Leader role with a focus on developing a progressive and systematic phonics and common word programme and assessment resource in line with our North Lanarkshire Spelling Programme that builds on prior learning. There is now a need to implement this programme consistently across the school.**  **Our recent staff and parental surveys identified phonics as a key improvement priority to support reading and spelling and for Family Learning events.**  **Research shows the importance of handwriting, not only in developing presentation of writing but in the development of motor skills, strengthening the skills of reading and spelling and in supporting memory and cognitive development.**  **Our evaluation of children’s written work identified motor skills and handwriting as barriers to learning for a significant number of children, often related to their additional support needs resulting in a need to improve the quality of children’s handwriting and presentation. Furthermore, our evaluation of children’s progress and attainment in literacy overall demonstrates a need to make explicit the reciprocal nature of reading and writing skills. We recognise the importance of reducing the barrier of difficulties in handwriting to enable our children to focus their energy on the higher-level aspects of writing such as content and spelling as well as improving children’s motivation to write and their engagement in learning both of which can be impacted by difficulties in the physical act of writing.**  **Professional dialogue and a recent teacher survey on improvement priorities demonstrates an agreed need to develop a consistent and progressive approach to developing children’s handwriting across the school.**  **A recent survey on improvement priorities for this session identified handwriting as an area of importance for parents.** | **By October 25 –**   * **All teachers will have a clear understanding of the agreed progression of the teaching of phonics and common words from early to second level in line with North Lanarkshire Spelling Programme and will be confident in using our recently developed assessment resource to track pupil progress.**   **By June 26 –**   * **Almost all children will make good progress over time at their individual level of phonics skill.** * **Almost all children will maintain or improve their current attainment levels in reading.** * **Almost all parents/carers who attend the Family Learning event will have an understanding of the importance of phonics and sight vocabulary as key components of the teaching of reading and an understanding of how to support the learning of phonics skills at home.**   **By Oct 25 –**   * **All teachers will have a clear understanding of the agreed progression of the teaching of handwriting from early to second level and will teach handwriting regularly in line with our Literacy Policy.**   **By June 26 -**   * **Almost all children will make good progress in relation to handwriting and presentation of work at their own working level.** | | * **Assessment data in reading including Running Records and Microsoft Reading data.** * **Phonics and Common Word assessment data.** * **Cohort attainment tracking information of attainment in reading over time.** * **Reading bands attainment tracking data.** * **Whole school attainment tracking data in reading.** * **Parent/carer evaluations from Family Learning event.** * **Handwriting jotters across all stages + written work across other subject areas** * **Cohort attainment tracking in writing (handwriting and presentation milestone tracking)** * **Handwriting Family Learning information** * **Parent survey on Family Learning resource** | * **Implement use of new phonics and common word progression programme and assessment resource (Staff Meeting to introduce Aug 25 – WTA)** * **PT and Literacy Leaders to plan and lead Family Learning event to share information on phonics and reading resources and home learning Oct 25.** * **PT and Primary 3 & 4 teachers to engage in authority Targeted Attainment Schools reading interventions including CLPL from literacy development officer** * **Internal moderation of reading milestones in cohort tracker to further enhance assessment and teacher judgement of attainment of a level** * **Purchase Nelson Handwriting progressive programme for use across the school.** * **Implement agreed approach to teaching of handwriting across all stages, including introduction of Handwriting jotter to enhance monitoring.** * **Literacy Leaders to develop Handwriting Family Learning resource for parents/carers.** * **Acting PT to provide CLPL for teachers to support the use of ICT for identified children where handwriting continues to be a significant barrier to progress and engagement in writing.** |
| **Improvement Priority 2 – To improve children’s attainment and achievement in Numeracy** | | | | |
| **NIF Priorities**  Placing the human rights and needs of every child and young person at the centre of education  Improvement in children and young people’s health and wellbeing  Closing the attainment gap between the most and least disadvantaged children and young people  Improvement in skills and sustained, positive school-leaver destinations for all young people  Improvement in achievement, particularly in literacy and numeracy | | **NIF 7 Key Outcomes** - see page 2 for full descriptors  Develop knowledge, skills, values and attributes to support children and young people to thrive  Excellent partnerships in line with GIRFEC  Inclusive and relevant curriculum and assessment  High levels of achievement across the curriculum with action to close the poverty-related attainment gap  Highly skilled practitioners and leaders driving excellent learning, teaching and assessment  Improving relationships behaviour and attendance with increased engagement in learning  Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality Highlight as appropriate | | |
| **Rationale for change** | **Outcome and Expected Impact** | | **Measures** | **Interventions** |
| **A recent staff survey on our Curriculum Rationale showed that almost all staff identified manageability of coverage of the curriculum as a challenge, including the teaching of numeracy and maths. This highlighted a continuing need to evaluate our approaches to learning, teaching and assessment in this area to ensure that we are maximising opportunities to use IDL as a meaningful context in which to teach numeracy and maths and that these opportunities are sustainable and progressive.**  **A recent Education Scotland report, ‘Enhancing the quality of mathematics education in Scotland’ makes clear that importance of real-life contexts of maths and interactive and collaborative learning for children as well as the importance of the use of digital technologies to enhance learning.**  **A recent pupil voice survey identified the increased use of technology and outdoor learning as key priorities for our Pupil Improvement Plan, including the use of learning apps in numeracy and maths.**  **Our attainment tracking meetings and attainment data in numeracy and maths demonstrate a need to further moderate our assessment and tracking approaches to ensure that our data informs next steps for learners and that our teacher judgement is robust.**  **Changes to staffing and movement of stages session 25/26 highlights the need for ongoing engagement in CLPL in numeracy and maths to ensure that our learning, teaching and assessment reflects best practice.** | **By June 26 –**   * **All teachers will be confident in assessing children’s progress and identifying gaps in numeracy and maths using improved and moderated cohort milestone trackers.** * **All teachers will be confident in teaching maths through planned IDL (Turbo Topics) and Outdoor Learning contexts, supporting a sustainable approach to curriculum coverage.** * **Almost all children will be able to demonstrate and discuss their development and application of maths skills in real-life contexts using Digital Profiling.** * **Almost children will maintain or improve their current attainment levels in numeracy and maths.** | | * **Evidence of moderation of numeracy and maths assessment and tracking, including cohort tracker milestones.** * **IDL (Turbo Topic) context planners.** * **Teacher Forward Planning of Numeracy / Maths and Outdoor Learning.** * **Attainment Tracking meetings – professional dialogue and attainment data.** * **Pupils’ work in numeracy / maths including digital profiling of Must Do and Choice Challenge learning.** | * **Moderation of numeracy / maths milestones – cluster intervention including West, Wallace & Castlehead colleagues (WTA / collegiate calendar)** * **Planning of numeracy / maths in real-life contexts – stage/level planning, including Turbo Topic planning (WTA / collegiate calendar)** * **Planning of numeracy / maths through Outdoor Learning – cluster intervention with West PS (Oct IS Day – WTA / collegiate calendar)** * **Implementation and monitoring of Digital Profiling, including pupil learning conversations** * **Purchase numeracy and maths digital apps to support learning** * **All teachers to engage in identified authority CLPL in numeracy including refreshed Number Talks and SEAL sessions (WTA / collegiate calendar)** * **PT and Acting PT to engage in authority Numeracy Recovery CLPL to support targeted interventions** * **Acting PT and Primary 1 teachers to engage in authority Targeted Attainment Schools interventions including CLPL from numeracy development officer** |

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| **Improvement Priority 3 – To raise attainment and achievement through continued improvement in children’s skills development** | | | | |
| **NIF Priorities**  Placing the human rights and needs of every child and young person at the centre of education  Improvement in children and young people’s health and wellbeing  Closing the attainment gap between the most and least disadvantaged children and young people  Improvement in skills and sustained, positive school-leaver destinations for all young people  Improvement in achievement, particularly in literacy and numeracy | | **NIF 7 Key Outcomes -** see page 2 for full descriptors  Develop knowledge, skills, values and attributes to support children and young people to thrive  Excellent partnerships in line with GIRFEC  Inclusive and relevant curriculum and assessment  High levels of achievement across the curriculum with action to close the poverty-related attainment gap  Highly skilled practitioners and leaders driving excellent learning, teaching and assessment  Improving relationships behaviour and attendance with increased engagement in learning  Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality Highlight as appropriate | | |
| **Rationale for change** | **Outcome and Expected Impact** | | **Measures** | **Interventions** |
| **Skills Development Scotland makes clear that providing a learning environment where visibility of skills, meaningful discussion and reflection of skills and the opportunity to profile skills experiences will support children with their ability to understand, recognise and articulate their skills development, empowering them to develop across the 4 Capacities and ultimately reach their full potential.**  **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**  **This position is particularly relevant to our school context. Currently around 40% of our children have an identified Additional Support Need. Skills development is crucial for children with ASN. By focusing on individual strengths and needs, skills development can improve self-esteem, enhance learning and support independence and social inclusion.**  **Furthermore, the Education Endowment Foundation highlights the importance of the development of Non-Cognitive Skills. According to the EEF, a large body of research shows that non-cognitive skills are associated with positive outcomes for young people. Factors such as self-control and school engagement are correlated with academic outcomes, financial stability in adulthood and reduced crime, all relevant factors in improving life chances for the children in our school context.**  **A recent staff survey demonstrated that all teachers believed Skills Development, particularly Social Skills, to be an ongoing key priority for improvement. The monitoring of learning experiences demonstrates an inconsistency in children’s ability to identify and discuss skills development and application therefore there is a need to revisit our practice to bring about greater consistency in classroom practice and improved awareness and understanding in children.** | **By June 26 –**   * **Almost all children P4 – 7 will be able to name, identify and discuss the development of skills and demonstrate how they have applied skills using evidence from digital profiling** * **Almost all children attending Skills Academy and Flexi Skills sessions will demonstrate good progress in social skills and will be able to evidence application of skills for LLW in Floor Book and/or Digital Profile** * **All teachers will implement agreed approaches to planning skills development for children resulting in improved consistency in the provision of high-quality learning experiences for children across the school** * **The school will achieve national STEM award -**  1. **Leadership in STEM** 2. **STEM Family Learning** 3. **Employability and partnership working in STEM.** 4. **STEM curricular and learner pathways** 5. **Equity and equality in STEM**  * **Monitoring of learners’ experiences will demonstrate high quality STEM experiences being delivered at all stages with a clear focus on the development of skills and employability** | | * **Attainment tracking data** * **Skills Tracking data (Academy, Flexi, Key Worker)** * **Achievement Tracking data** * **Teachers’ Forward Planning, including Choice Challenge experiences** * **Monitoring of learners’ experiences including Skills Academy & Flexi Skills sessions and Pupil Learning Conversations** * **Evidence of children’s learning, including Floor Books & Digital Profiling** | * **Collegiate session to review planning and implementation of Pupil Led Learning approaches including Choice Challenge experiences and visibility of skills in learning environments (WTA / collegiate calendar)** * **Update Learning, Teaching and Assessment Policy to set out expected practice in Skills Development and Pupil Led Learning approaches, including regular, planned opportunities for children to reinforce and apply literacy and numeracy knowledge and skills (Practice Pod)** * **All staff engage in CLPL in ‘Tinkering’ early – 2nd level (WTA / collegiate calendar)** * **Collegiate development of learning spaces at first and second level departments, including identification and purchasing of resources, to enhance skills development opportunities** * **STEM Leaders to plan pupil experiences in relation to key elements of the National STEM Award and lead STEM Fortnight Turbo Topic** * **STEM Leaders to support Young STEM Leaders to lead Coding Clubs and other pupil experiences at early, first and second level with a focus on promoting the inclusion of girls and care experienced children** |

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| **Improvement Priority 4 – To improve children’s wellbeing through continued development of inclusive practices and rights-based education** | | | | |
| **NIF Priorities**  Placing the human rights and needs of every child and young person at the centre of education  Improvement in children and young people’s health and wellbeing  Closing the attainment gap between the most and least disadvantaged children and young people  Improvement in skills and sustained, positive school-leaver destinations for all young people  Improvement in achievement, particularly in literacy and numeracy | | **NIF 7 Key Outcomes -** see page 2 for full descriptors  Develop knowledge, skills, values and attributes to support children and young people to thrive  Excellent partnerships in line with GIRFEC  Inclusive and relevant curriculum and assessment  High levels of achievement across the curriculum with action to close the poverty-related attainment gap  Highly skilled practitioners and leaders driving excellent learning, teaching and assessment  Improving relationships behaviour and attendance with increased engagement in learning  Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality Highlight as appropriate | | |
| **Rationale for change** | **Outcome and Expected Impact** | | **Measures** | **Interventions** |
| **Our continued engagement in Renfrewshire’s Nurturing Relationships Approaches (RNRA) has had a very positive impact on the universal support of children’s wellbeing across our school and informs our personalised support for children with ASN, bringing about positive outcomes for our young people. It is important to continue to build on our current very good practice through continuing engagement in the RNRA accreditation programme. We have identified a trend in the ASN profile of our children that shows an increasing number of children with neurodiversity. Although all staff have engaged in a range of CLPL supported by our link Educational Psychologist, there is a need to build on and enhance our current good practice to meet the needs of our children and to support our staff within an informed and inclusive learning environment.**  **The values and principles of the UNCRC are key features of our school, including our work in RNRA, which has been recognised through our Silver Rights Respecting School Award. This work is**  **particularly relevant to our own school context in providing a framework for understanding and protecting children’s**  **rights and fostering a more equitable and supportive learning environment. Embedded within our UNCRC work is the importance of promoting pupil voice and leadership opportunities, empowering our children to have a say in how they learn and to seek support when they need it. Furthermore, it helps to foster a culture of respect, inclusivity and equity where all of our children feel valued and respected.**  **The promotion of health and wellbeing in schools is widely recognised as underpinning children’s attainment and achievement however, significant change and loss experiences including separation and bereavement can impact on children’s wellbeing and can be a barrier to learning and progress. We currently work in close partnership with our Family Wellbeing Team to provide targeted interventions such as Seasons for Growth to support children to manage loss and grief however we recognise the benefits that whole school training can provide in further enhancing our inclusive approaches to supporting children’s wellbeing, including our most vulnerable pupils.** | **By June 26 –**   * **Almost all children with a neurodiverse profile will make good progress in relation to their own attainment level/pathway and/or individual learning targets in literacy and numeracy** * **Almost all children with a preverbal profile will be able to engage with planned interventions to support communication and pupil voice to share their views and ideas in relation to key aspects of school improvement.** * **All teachers will have an increased understanding of personalised support in relation to neurodiversity, in particular children who are pre-verbal and those with ADHD needs and will confidently implement appropriate interventions resulting in effective inclusion and engagement.** * **Our pupil leaders will promote pupil voice and contribute to an identified area of school improvement bringing about positive outcomes for our learners through ongoing participation in the Young Leaders of Learning programme** * **We will achieve Rights Respecting Schools Gold Award** * **All staff will have an improved understanding of the impact of loss and bereavement on children’s wellbeing, attainment and achievement and an increased knowledge of whole school interventions and approaches that can be used to meet the needs of children and minimise barriers to learning and inclusion**   **By October 25 –**   * **School will achieve RNRA Gold Accreditation** | | * **Ed Psych baseline and follow-up questionnaires** * **Attainment Tracking Meetings – professional dialogue and attainment data** * **SCERTS data** * **Young Leaders of Learning Action Plan and evidence** * **RNRA Action Plan and evidence** * **RRS Action Plan and evidence** | * **Link Ed Psych to deliver SCERTS training overview in relation to tracking individual milestones (WTA / Collegiate session** * **Link Ed Psych to work in partnership with Acting PT to implement SCERTS Assessment for identified pupils to support the assessment and tracking of progress** * **Link Ed Psych to deliver CLPL in relation to neurodiversity with specific focus on preverbal children and children with ADHD needs (WTA/collegiate calendar)** * **Acting PT will lead Young Leaders of Learning Programme in partnership with another school in authority to bring about positive change in relation to identified QIs using HGIOS for Learners** * **Link Ed Psych will deliver whole school CLPL on Loss and Bereavement (WTA / collegiate calendar)** |

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| **FLR Improvement Priority 1 – To improve children’s wellbeing through continued development of ASN training for support staff in mainstream schools** | | | | |
| **NIF Priorities**  Placing the human rights and needs of every child and young person at the centre of education  Improvement in children and young people’s health and wellbeing  Closing the attainment gap between the most and least disadvantaged children and young people  Improvement in skills and sustained, positive school-leaver destinations for all young people  Improvement in achievement, particularly in literacy and numeracy | | | **NIF 7 Key Outcomes -** see page 2 for full descriptors  Develop knowledge, skills, values and attributes to support children and young people to thrive  Excellent partnerships in line with GIRFEC  Inclusive and relevant curriculum and assessment  High levels of achievement across the curriculum with action to close the poverty-related attainment gap  Highly skilled practitioners and leaders driving excellent learning, teaching and assessment  Improving relationships behaviour and attendance with increased engagement in learning  Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality | |
| **Rationale for change** | **Outcome and Expected Impact** | **Measures** | | **Interventions** |
| **The number of pupils identified with additional support needs has increased markedly since 2010, with year-on-year increases (Scottish Gov 2024)**  **A shortage of specialist skills among school staff for helping pupils with additional support needs has been highlighted by a Scottish parents’ organisation (TES 28.5.25)**  **To allow our additional support needs staff (ASNAs) to increase their knowledge and skills when supporting children with ADHD and Neurodiversity, there is a need to offer training that is both relevant and easily accessed.** | **By June 26 –**   * **The CLPL course will be completed and ready to be offered as an online course** * **The pilot course will be delivered to FLR / mainstream support staff within Glencoats and evaluations completed**   **By June 27 –**   * **Support staff across Renfrewshire will be more confident, knowledgeable and skilled in supporting children with neurodiverse needs in the mainstream context. As a result, children’s wellbeing and learning needs will be more effectively met leading to greater inclusion** | * **Feedback from FLR and Glencoats support staff will demonstrate an increased confidence and knowledge** * **Pre and post questionnaires completed by staff undertaking the course will demonstrate increased confidence and knowledge** * **Professional dialogue during joint planning meetings will demonstrate a greater understanding of the needs of the children and of support strategies and interventions** | | * **FLR staff will work collegiately to develop a CLPL course for support staff within FLR / across authority** * **Course will be delivered initially to FLR & Glencoats support staff and feedback used to inform developments** |

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| **FLR Improvement Priority 2 – To improve children’s wellbeing through trauma informed training and practice** | | | | |
| **NIF Priorities**  Placing the human rights and needs of every child and young person at the centre of education  Improvement in children and young people’s health and wellbeing  Closing the attainment gap between the most and least disadvantaged children and young people  Improvement in skills and sustained, positive school-leaver destinations for all young people  Improvement in achievement, particularly in literacy and numeracy | | | **NIF 7 Key Outcomes -** see page 2 for full descriptors  Develop knowledge, skills, values and attributes to support children and young people to thrive  Excellent partnerships in line with GIRFEC  Inclusive and relevant curriculum and assessment  High levels of achievement across the curriculum with action to close the poverty-related attainment gap  Highly skilled practitioners and leaders driving excellent learning, teaching and assessment  Improving relationships behaviour and attendance with increased engagement in learning  Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality | |
| **Rationale for change** | **Outcome and Expected Impact** | **Measures** | | **Interventions** |
| **Nurturing and trauma-informed approaches can have a positive impact on attainment and social and emotional competences and confidence.**  **Through the professional review and development process, support staff identified the need for further training in trauma informed practice. Although staff feel that they are trauma aware/sensitive and responsive they recognised the need to progress to the trauma informed phase.**  **Education Scotland(2025, Aug 20) state that “Trauma-informed approaches can have a positive impact on attainment and social emotional and cognitive competences and confidence”** [**Nurture and trauma-informed approaches: A summary of supports and resources | Resources | Education Scotland**](https://education.gov.scot/resources/nurture-and-trauma-informed-approaches-a-summary-of-supports-and-resources/)**.**  **Many children attending the FLR face additional challenges and barriers in relation to trauma and require targeted support to enable their transition back to mainstream. It is essential that staff supporting this process have a firm understanding of the needs of our children.** | **By June 26 –**   * **FLR support staff will demonstrate an understanding of trauma informed practice** * **FLR support staff will consistently demonstrate a trauma informed approach** * **Trauma informed approaches will positively impact on children’s inclusion and attainment through effectively meeting their wellbeing and learning needs** | * **PT monitoring of joint placement learning and teaching** * **PRD discussions/ records will demonstrate an increased confidence and understanding in relation to trauma informed practice** * **Staff evaluations/ feedback and/or baseline and follow up questionnaires** | | * **FLR support staff will engage in ongoing CLPL of trauma informed practice throughout the school year (collegiate calendar)** * **New ASNA to complete Attachment, Neuroscience & the Impact of Trauma (with Virtual Reality Case Scenarios collegiate calendar Sep 25)** * **PT to update FLR documentation to include Trauma Informed information / guidance** * **FLR support staff to complete Education Scotland’s Trauma CLPL (collegiate calendar)** |