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Howwood Primary School

School Improvement Plan

2023/24

Planning framework

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

**National Priorities**

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

1. **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

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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 | | | | |
| **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 at Howwood Primary School**  A picture containing text, clipart  Description automatically generated |

Who did we consult?

To identify our priorities for improvement, we sought the views of staff, parents, pupils, cluster partners and our current education manager. We used a variety of methods of getting the views of those who are involved in the life and work of Howwood Primary such as

Self-Evaluation using HGIOS4/ HGIOS child friendly version

Parental, staff and pupil questionnaires

Parent Council Meetings

Staff Meetings and collegiate sessions

Pupil, parents and staff evaluations

Quality Improvement Framework feedback

We have also consulted with our partners across and out with the Council to assist us in the delivery of our priorities.

Cluster schools

Education manager

Small School learning set

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:

Monitoring of Pupil Targets (Pupil Tracking through data collection in literacy, numeracy and HWB)

Monitoring of Learning & Teaching and Pupil Experiences

Monitoring of Forward Planning & Assessment

Monitoring of Staged Intervention identified actions

Staff and pupil Self Evaluation using HGIOS4

SEEMIS Data

Measuring impact of School Improvement Plan priorities

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

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| **Improvement Priority 1 Improvement in attainment in writing.** | | | | |
| **HGIOS/HGIOELC QIs**  **1.2,1.3,1.5,2.3,3.2** | **NIF Priorities**   * 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   *Highlight as appropriate* | | **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** |
| ***As a result of professional discussion, teacher questionnaire results and classroom observations further time is needed to allow TFW to be delivered with confidence and skill and embedded in the teaching of writing, thus having the desired impact on attainment in writing.***  ***Through teacher feedback at cluster moderation activities it has been identified that a writing assessment tool is required for further effective moderation.***  ***There has been an increased progress and attainment of levels seen in targeted pupils through the introduction of TFW however there is still further progress to be made to ensure targeted pupils are on track or remain on track.*** | ***By June 2024:***  ***All staff will feel*** ***confident in teaching TFW for all genres and the TFW programme will be embedded in the writing programme throughout the school.*** ***Therefor almost all pupils will be motivated and enjoy writing.***    ***Almost all pupils in identified groups in each class will be on target, or have made significant progress, by June 2024 or earlier.***  ***June 2023 on track June 2024 on track***  ***P1- 25//26 P2- 26/26***  ***P2- 13/15 P3- 14/15***  ***P3- 14/18 P4- 16/18***  ***P4- 12/13 P5 12/13***  ***P5- 10/18 P6 16/18***  ***P6 - 13/17 P7- 18/18( role increased)*** | **August-December**  **To demonstrate excellent understanding of planning and teaching of Talk for Writing as a tool to support learning:**  **2 collegiate meetings for planning and discussion.**  **Monitor FP for consistent planning input**  **Monitor writing jotters to identify use of TFW strategies.**  **TFW classroom observations demonstrate competence in the teaching of TFW and pupil voice will reflect increased engagement and enjoyment.**  **Jan-March 2024**  ***Staff questionnaire on delivery of Talk for Writing will report increased confidence in teaching, planning and assessment for writing.***  **Cluster questionnaires reflect that staff found the sessions supportive in helping them to accurately assess writing.**  **Pupil consultation on TFW impacts on enjoyment and engagement in writing.**  **November 2023, February 2023 and June 2024 Tracking targeted pupils in each class reflects expected targets in writing, demonstrating an impact from TFW.** | | ***Collegiate meetings to address planning for each module.***  ***A consistent planning format will be used throughout.***  ***Cluster working party to create writing assessment tool.***  ***Peer observations in school and out with, to share good practise in implementation of TFW***  ***Teacher writing groups will be established within the cluster to share good practise, resources and assessments and carry out moderation activities.***  ***PEF funded support groups will support identified pupils from P3-P7 in writing.***  ***PEF funded classroom assistant will support identified pupils in P6 and P7 during writing lessons.*** |

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| **Improvement Priority 2 Improvement in attainment and lifelong skills for work through digital learning.** | | | | |
| **HGIOS/HGIOELC Qis**  **1.1,1.2,1.3, 2.2, 2.3,2.5,3.2, 3.3** | **NIF Priorities**   * 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 Highlight as appropriate   *Highlight as appropriate* | | **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** |
| ***As a result of pupil and staff questionnaires, self-evaluation and classroom observations a need to embed digital technology to enhance all children’s educational experience throughout the curriculum has been identified.***    ***Through revisiting the school curriculum rationale and themes across QI 2.2 a* need to improve digital skills for learning, life and work has been identified.** | ***Staff confidence and skills will significantly improve, with staff confidently delivering the Renfrewshire Digital Literacy programme in all stages of the school. As a result of this almost all children’s educational experience will have improved. Through embedding digital technology in learning pupils will demonstrate increased motivation and engagement to learn.***  ***All children will experience the opportunity to develop skills for learning, life and work through increased learning opportunities in digital technology and computing science. They will be able to describe the skills that they are learning and begin to confidently link these to the world of work by June 2025.*** | ***September -December***  ***HGGGIOS self-evaluation tool on digital technology.***  ***Forward planning will record an increased use of digital tools throughout the curriculum.***  ***Tracking meetings will identify impact on use of maths and literacy tools.***  ***January- March 2024***  ***Peer classroom observations demonstrate the use of digital technology to enhance learning.***  ***Forward Planner monitoring identifies an increased use of digital learning experiences throughout the curriculum.***  ***March-June 2024***  ***HGGGIOS self-evaluation tool on digital technology will reflect that staff are confidently embedding digital tools throughout the curriculum to improve educational experiences. This will be compared to a baseline questionnaire conducted in September 2023.***  ***Pupil questionnaire will reflect an increase in confidence, frequency of use and an impact on learning through the use of maths and literacy tools. This will be compared to the pupil questionnaire conducted in June 2023.***  ***Classroom observations and pupil learning conversations reflect the use of digital technology to enhance learning and a link to careers standard throughout the lesson.***  ***Pupil questionnaire will reflect that they are experiencing digital learning throughout the curriculum to improve educational experiences and can identify the link from digital learning to skills for learning, life and work. Pupil will report an increased motivation and engagement in learning.*** | | ***August -October***  ***Staff training needs identified and actioned. A training calendar will be produced. Collegiate meetings and CPD opportunities identified for training.***  ***Training and CPD will begin from digital training calendar.***  ***October-December***  ***Staff Training from digital training calendar.***  ***Implementation of training in class.***  ***Staff familiarise themselves with the Careers Standard.***  ***January-March***  ***Staff Training from digital training calendar.***  ***Implementation of training in class.***  ***Peer observations to share good practice.***  ***March-June***  ***Staff Training from digital training calendar.***  ***Implementation of training in class.*** |