Logo, company name

Description automatically generated

Howwood Primary School

School Improvement Plan

August 2025/26

Planning framework

As part of Children’s Services, Howwood 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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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**

|  |
| --- |
| 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** | | | | | |
| **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** |

|  |
| --- |
| **Our Vision, Values and Aims**  Our vision at Howwood Primary School is to Create Great Citizens. Pupils describe a Great Citizen as someone who is:  Helpful  A good friend  Supportive  Welcoming  Volunteers  Stands up for others  Shares  Has good manners  Tries their best  Helpful in the local community  Our school values have been in place for 6 years and support the ethos of the whole school community. They are:  Respect  Kindness  Ambition  Fun  All children will tell you that Kindness is the most important.  C:\Users\phwormonds1\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Outlook\Z3Q71SR5\Values Logo (002).jpg |

This School Improvement plan has been moderated by R Lawson (HT Thorn PS). Consultation took place on the final draft with parents and pupils.

Who did we consult?

To identify our priorities for improvement, we sought the views of pupils, staff, partners, parents and carers we used a variety of methods of getting the views of those who are involved in the life and work of Howwood Primary School. These are recorded in the table below.

|  |  |
| --- | --- |
| Consultation with Children | Consultation with Staff |
| * Pupil questionnaires relating to School Improvement priorities -digital surveys, HWB surveys and learners leading the learning surveys. * Pupil participation in self-evaluation through HGIOS-Child Friendly Version * Learner focus groups during SLT Learning and Attainment visits * Learner focus groups to measure improvement in digital learning * Pupil Council meetings * Pupil Nurture Group Meetings * Class committee groups-Eco Committee, Respect Committee, Reading School Committee, Health Committee * HT feedback meetings with committee representatives * Partnership planning with pupils in curricular areas and school events and initiatives (KWHL, mind mapping, floor book, charity events, World Book Day, Eco day and Spanish week) * Daily wellbeing check ins * Wellbeing evaluation through GMWP and Shanarri wheel * Verbal consultation regarding nurture strategies * Whole school pupils survey based on Education Scotland format * Pupil groups for analysis of survey results * Participation in Young Leaders of Learning programme-collaboration with Lochwinnoch and Dalry primary school. * Pupil feedback on attendance at PEF Learning Clubs | * Staff engagement and confidence questionnaires relating to School Improvement priorities * Whole staff survey based on Education Scotland format * Staff feedback on pupils who attended PEF learning clubs * Self-evaluation of service using How Good Is Our School (HGIOS) 4 * Collegiately identifying strategic actions for School Improvement Plan and follow on training sessions * Staff audit of Standards and Quality document * SLT Learning and Teaching visits * Tracking meetings * Forward Planning meetings * Transfer of Information meetings * Termly GIRFEC meetings * Team Around the Child meetings * Annual Professional Review and Development meetings * HT consultation meetings with staff regarding shared leadership role * Dialogue around visits to other school to observe good practice |
| Consultation with Parents | Consultation with Partners |
| * Renfrewshire parent survey * Whole school parent survey based on Education Scotland format * Parent groups for analysis of survey results * Meet the Teacher afternoon, Parents’ evening * Regular engagement over SEESAW and school Facebook page * Open Afternoons and school events * Parent Council Meetings * HT consultation with Parent Council regarding School Improvement Plan and Standards and Quality report * JHS transition programme * Team Around the Child meetings * Primary 1 transition programme | * Partners survey based on Education Scotland format * Active Schools data on engagement and participation * P7 JHS transition programme pupil and parent feedback * Educational Psychology working agreement * Cluster LISN meetings * Cluster Meetings * Education Manager/HT quality Assurance visits * Small school Learning Set * West Partnership Collaboration programme |

All information gathered is collated and used to assist us to identify next steps and areas for improvement. The priorities and actions within our school improvement plan meet the needs of the school and articulate with the local and national priorities.

**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

Quality Assurance

* Monitoring of planning
* Monitoring of learning and teaching through class observation visits
* Termly meetings with SLT to track attainment
* Termly ASN staff/SLT meetings
* Pupil, staff and parent self-evaluation activities using HGIOS 4
* Renfrewshire and in-house devised questionnaires to staff, parents, children and partners and analysis of results to inform improvements
* Regular review of Child’s Plans in terms of new GIRFEC refresh. Ensure clear target setting and regular review of interventions and impact.
* SLT monitoring of Seesaw and class jotters
* SLT presence in class
* Pupil Focus groups reflecting SIP progress

Pupil Progress

* Termly tracking meetings to monitor progress in listening and talking, reading, writing, numeracy
* Termly GIRFEC meetings to monitor progress and support required in health and wellbeing.
* ACEL teacher professional judgement
* Tracking of daily check in and use of Safe Space
* Progress made through standardised assessment data including NSA, GL assessment, end of topic and end of pathway assessments, SEAL assessments, writing assessments, GMWP results, IDL and Sumdog diagnostic tests and spelling assessments.
* Termly progress meeting for targeted pupils attending Learning clubs
* Liaison with external partners who provide support for children ( Speech and Language Therapy, Educational Psychologist, CAMHS) to ensure best provision for children

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.

2025/2026 PEF funding is used to support learning clubs before and after school and additional hours for targeted support from support staff. This will not be reflected in the priorities below. A separate PEF plan has been submitted to outline the expected impacted of the funding.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Improvement Priority 1 – To review and develop our vision, value and aims, ensuring these are appropriate for our school community and intrinsic in all areas of school life.** | | | | |
| **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** |
| To review the school vision, values and aims, revisiting them will ensure that our Vision, Values and Aims take account of the views of the current school community  Evidence for change  Vision, values and aims have not been reviewed for six years.  The **majority** of children felt other children treated them fairly and with respect. | By June 2026 **almost all** pupils, staff, parents and carers and partners will have knowledge and understanding of the school vision, values and aims. As these are embedded this will create a positive ethos in our school and wider community, create a sense of belonging and support positive outcomes for our learners.  By June 2026, **almost all** learners will demonstrate increased resilience resulting in the ability to independently resolve conflict and be equipped with the skills to manage challenging situations with increased confidence. | | In school surveys almost all pupils, staff, parents and carers and partners will demonstrate knowledge, understanding and the purpose of the refreshed school vision, values and aims.  SLT observations demonstrate that the new vision, values and aims are being reflected within the culture of the school. This will be apparent though pupil and staff behaviour towards each other and individual pupil attitude. SLT will identify specific behaviours required for each value and collect evidence accordingly.    Pupil focus discussion groups in February and May will identify the impact of the new vision, values and aims. Pupils will report that the school values promote a positive ethos, a sense of belonging and support positive outcomes for our learners. Discussions will focus on all areas of school life.  Through the HMIe survey the number of children reporting that others treat them fairly and with respect will increase from majority to almost all.  Staff playground observations will identify a reduction in unresolved conflict.These will be recorded at support staff meetings.  Teaching staff observations will identify pupils approaching challenging situations with increased confidence.These will be identified through tracking meetings for all pupils. | August-October 2025  SLT will survey parents, pupils, staff and partners to review the school values, vision and aims.  Social Intelligence meta-skills to be introduced to lessons in class to provide opportunities to develop and enhance resilience skills.  Strategies employed to address ‘worries’ in school through RNRA training to ensure consistency in the whole staff team approach.  October-April 2026  Introduce school vison, values and aims to the school community through a variety of promotional events, in class lessons and school assemblies and all communication with parents.  The PT will use the new values as the basis to revamp the school Respectme policy with pupil, staff and parent groups.  Pupil focus groups with PT and HT to create a pupil friendly version of the Respectme policy.  April-June 2026  On the spot surveys to pupils, staff, parents and carers and partners to measure the knowledge and understanding of the revised vision, values and aims.  Pupil focus groups with PT and HT to identify impact of new values.  New/amended values will be reflected in all aspects of school life. |
| **Improvement Priority 2 – Improve the quality and consistency of learning and teaching throughout the curriculum through learners leading the learning.** | | | | |
| **NIF Priorities** Highlight as appropriate  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) Highlight as appropriate  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** |
| **Article 29**  **Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.**  Evidence for change  Education Scotland guidance demonstrated the positive impact on pupil motivation and attainment when there were increased opportunities for learners to lead the learning.  After an initial commitment from SLT and teaching staff to introduce Leading the Learning opportunities to the curriculum, staff identified a need to embed this throughout the school curriculum.  Results from P5-P7 self-evaluation groups rated leadership of learning as good. All groups requested an increase in opportunities to lead the learning, stating this would increase motivation.  A whole school pupil survey showed that 74% of children did not feel that they had adequate opportunities to lead their own learning in school. | By June 2027, **almost all** pupils will show a greater understanding of the purpose of their learning and take increased responsibility in planning what and how to learn across more curricular areas. By June 2027, pupil evaluation groups will rate leadership of learning as very good. This will result in **almost all** pupils being increasingly independent and equipped with skills for life-long learning and work. | | Pupil questionnaire collecting data on pupils’ views on opportunities and understanding of leadership of learning.  Staff questionnaire on skill set and commitment to deliver leading the learning pedagogy and impact on pupils.  SLT monitoring of forward planners for IDL to ensure a consistent approach in pupil voice in IDL planning.  SLT monitor the evidence of class learning journeys to ensure pupil voice has impacted the learning, demonstrating increased responsibility from pupils in planning their learning journey.  SLT led pupil focus groups to monitor improvement in opportunities and understanding of leadership of learning.  SLT classroom observation with a focus of introduction of class topics using child friendly experiences and outcomes will be evident in all classes. | August- December 2025  Staff working party to refresh and adapt the IDL progression planners.  Gather views through pupil and staff questionnaires.  Staff and pupil opportunities to observe good practice.  Collegiate training input on inquiry-based learning.  Staff training on recording of pupil led learning.  All staff to introduce process for IDL planning with pupils.  January-June 2026  Observation of IDL planning lessons (SLT)  Pupil focus groups (SLT)  Monitor forward plans. (SLT)  Monitor learning journeys (SLT)  August-June 2027  Identify other curricular areas and classroom settings which would embed learners’ opportunities to lead learning.  Share good practice in other curricular areas in and out with school.  Staff training to ensure consistency of approach. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Improvement Priority 3 – Improve the quality and consistency of pupil learning experiences throughout the curriculum through adopting and embedding meta-skills.** | | | | |
| **NIF Priorities** Highlight as appropriate  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) Highlight as appropriate  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** |
| **Article 29**  **Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.**  Improve the quality of teaching and learning through embedding skills development in school.  Evidence for Change  Education Scotland advice states “As part of their learner journey, all children and young people are entitled to experience a coherent curriculum from 3-18, in order that they have the opportunities to develop the knowledge, skills and attributes they need to adapt, think critically and flourish in today’s world.”  Through staff audit and self-evaluation, we identified the need to commit to and embed the teaching of the meta-skills framework in order to ensure that pupils can recognise, understand and explore skills essential for lifelong learning and work.  The Young Leaders of Learning group have identified meta-skills as an important part of school improvement. | By June 2026, **almost all** pupils will be able to recognise, demonstrate and understand meta-skills. This will equip pupils with the attributes and skills they will need to identify their own progress, development and areas for improvement in meta-skills.  By June 2028,**almost all** children will be able to identify their own progress, development and areas for improvement in meta-skills. This will equip pupils with the necessary skills and attributes for lifelong learning and work, supporting their transition to be successful in secondary education. | | Multiple choice questionnaire to obtain a baseline of pupil and staff recognition and understanding of meta-skills in August and March. Pupil survey results will reflect a better recognition and understanding of meta-skills.  Staff audit of Skills Development Scotland (SDS) ‘Embedding Skills Toolkit’ to for self-evaluation purposes August and May. This will identify improved knowledge and skills  Ongoing SLT observations of meta-skills sessions will show increased ability for pupils to demonstrate meta-skills.  SLT will undertake pupil learning conversations which will evidence examples of meta-skills across the curriculum. These will demonstrate an increased recognition and understanding of the skills.  Revisit multiple choice questionnaire to obtain progress of pupil and staff recognition and understanding of meta-skills. | August-December 2025- Commitment to meta-skills  Staff training on the meta-skills framework and meta land.  Whole school pupil lessons focusing on the meta-skills framework to ensure understanding and knowledge in classes.  Partnership with Johnstone Cluster to share good practice on the delivery of the meta-skills framework.  Teacher planning and resourcing for daily meta-skills sessions in P6 and P7.  Pilot daily meta-skills sessions with P6 and P7 pupils.P6-P7 pupils will share their learning experience with younger pupils.  P6-P7 teachers visit to out with cluster  P6-P7 teacher to update all staff on meta-skills framework delivery.  January-June 2026  P4-5 adopting good practice from P6-P7 and introducing daily meta-skills sessions.  P1-3 adapt current play pedagogy to incorporate opportunities for meta-skills development linked to the progression framework.  Parental invite to share children’s experiences in meta-skills sessions.  August-June 2027 -Embedding meta-skills  Next steps will reflect staff and pupil SDS audit in May 2026.  August-June 2028 Mainstream embedding meta-skills  Planning will be responsive to assessment and measurements from previous years from self-evaluation. |

Shirley – please consider the comments incorporated and suggestions made above.

Thanks, Amilia