



Renfrewshire Council Children's Services

## **Inchinnan Primary School**

### **Improvement Plan**

**2021-2022**

# Planning framework

As part of Children's Services, Inchinnan 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. improve attainment, particularly in literacy and numeracy;**
- 2. close the attainment gap between the most and least disadvantaged pupils;**
- 3. improve children's health and wellbeing; and**
- 4. improve children and young people's employability skills so that they move into positive and sustained destinations.**

## **Renfrewshire's Education Priorities**

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

## **Pupil Equity Funding**

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

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

# Renfrewshire's Council Plan 2017-2027

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

Reshaping our place, our economy, our future

Building strong, safe and resilient communities

Tackling inequality, ensuring opportunities for all

Creating a sustainable Renfrewshire for all

Working together to improve outcomes

## Renfrewshire Council's Values

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

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

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

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

## Children's Services Vision

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

## Renfrewshire's Education Improvement Plan Priorities

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

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

Develop high quality leadership to promote empowerment at all levels

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

## Our Vision, Values and Aims

Our vision -

*Small School, Big Aspirations*

Our values – (commencing August 2021)

Respect    Kindness,    Trust    Teamwork    Perseverance    Equity

Our aims of Inchinnan Primary School are:

- *Foster a welcoming, safe, happy, and, healthy learning environment*
- *Provide a relevant and challenging curriculum which ensures breadth and depth in line with Curriculum for Excellence.*
- *Celebrate achievement and attainment.*
- *Provide a variety of learning and teaching approaches to encourage personalisation and choice.*
- *Promote equity, equality and respect by supporting all.*
- *Encourage positive partnerships within school which extend to the wider community*

### **Who did we consult?**

To identify our priorities for improvement, we sought the views of pupils, parents and staff. We used a variety of methods of collecting the views of those who are involved in the life and work of Inchinnan Primary School. Due to COVID mitigations we were unable to carry out many of our normal practices, instead we altered, adapted or used other approaches, including online activities, to ascertain the views of our partners.

#### **Pupils:**

- Regular use of learning conversations to review individual progress
- Formal and informal discussions, both online and in person
- Pupil questionnaire/surveys
- Appointment of House and Vice Captains

#### **Parents:**

- Parent Questionnaire
- Pupil Progress reports, includes parent voice section
- Parent Evenings – discussion of pupil's progress, including ASN plans (telephone calls)
- Phone check ins
- Parent Council meetings - Online
- Informal feedback (open door policy)
- Parent Information Meetings re Curriculum for Excellence developments – including August 'meet the teacher' afternoon (online)
- Sharing the Learning / communication – seesaw app

#### **Staff:**

- Regular school Self Evaluations linked with HGIOS 4 quality indicators including review of Improvement Plan, attainment and achievement
- Staff meetings / In service days / Curriculum Development Sessions
- Review and update policies and practices both formally and informally
- Individual Forward Plan feedback/Target Setting/ monitoring feedback
- Team Around the Child meetings, transition and interagency meetings
- Individual Professional Review and Development and Professional Update meetings

Various pastoral wellbeing check ins with pupils, parents and staff were undertaken. These increased significantly during remote learning situation.

We have also consulted with our partners across and outwith the Council to assist us in the delivery of our priorities. For example, through formal and informal discussions with partners re the impact of their services on the pupils, parents and staff within the school as well as the needs of the wider community. 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 and Evaluation** of pupils' learning is an on-going process throughout the year by using the following methods:

- Forward Plan monitoring with evaluations, consultation and feedback to staff
- Pupils' work – looking at sample jotters/ workbooks in a variety of subject areas, through seesaw and undertaking learning conversations.
- Discussion with pupils to evaluate understanding of Assessment for Learning (AfL) strategies and their ability to identify their strengths and next steps
- Online assemblies where pupils show and explain a wide variety of very good work across the curriculum, as well as share wider achievements.

### **Curriculum for Excellence Benchmarking and Assessment**

- Using the school attainment spreadsheet, staff termly identify all pupils' levels within literacy and numeracy and track progression.
- Through various forms of summative and formative assessments, including, yearly standardised spelling test and use of Accelerated Reading programme, STAR Reading Tests, Monthly Education City reports (PEF), Weekly Seesaw reports (PEF)
- Where possible staff use IDL challenge-based assessments to bundle outcomes and assess learning across curricular areas.

### **Moderation**

- We continue to use the 'Big Write' methodology throughout the school and regularly moderate, using criteria designed by staff in line with benchmarks, relating to programmes of work created by staff, ensuring clear progressive pathways
- We have moderated assessments created with cluster colleagues in Numeracy, which are used at mid point and end of pathway

### **Attendance**

- On a daily basis, any unexplained absences are followed up by a text, then a phone call to the home, continued during remote learning
- Attendance is monitored by the Head Teacher on a monthly basis for absence and late coming
- Concerns are raised with parents when appropriate

### **Budget**

- Regular weekly meetings are held with the Service Delivery Officer (SDO) to keep up to date with change in various budget lines
- Monthly reports are issued by SDO and discussed with HT
- Repairs and maintenance of the building is discussed between HT, Senior Facilities Operative and SDO as required to identify any issues and organise priorities
- Staff and Parent Council are kept up to date with the school's budget and any other implications on in-service days and through staff meetings

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: Promote the positive health & wellbeing of children, parents & staff									
<b>HGIOS/HGIOELC QIs</b>  <b>1.2, 1.3</b> <b>3.1</b>	<b>NIF Priorities</b> <ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy</li> <li>Closing the attainment gap between the most and least disadvantaged children</li> <li><b>Improvement in children's and young people's health and wellbeing</b></li> <li>Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ul>	<b>NIF Drivers</b> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. School Leadership</td> <td style="width: 50%;">4. Assessment of Children's Progress</td> </tr> <tr> <td><b>2. Teacher Professionalism</b></td> <td><b>5. School Improvement</b></td> </tr> <tr> <td>3. Parental Engagement</td> <td>6. Performance Information</td> </tr> </table>		1. School Leadership	4. Assessment of Children's Progress	<b>2. Teacher Professionalism</b>	<b>5. School Improvement</b>	3. Parental Engagement	6. Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Intervention						
<p><b>RNRA</b> The wellbeing of staff, children and families within Inchinnan Primary School community is our highest priority as we want everyone to feel looked after and valued within our service. It's an integral part to raising attainment to ensure motivation, engagement and reduction of stress for all. Improving health &amp; wellbeing and supporting families is critical to Scotland's health &amp; prosperity, both now and in the future.</p> <p><b>Children</b> Parent and staff views on pupil behaviour demonstrates the need to re-establish routines and support the health and wellbeing of all our children, fundamental to their overall health. Addressing the Health &amp; Wellbeing issues of our children as well as recognising, respecting and promoting their rights is essential to achieving this outcome.</p>	<p>By October 2021, all children, in particular the target groups (new P1s, ASN) will have successfully transitioned to new classes and will feel safe, confident and engaged in their new surroundings.</p> <p>By January 22, PT confident in leading the whole school in RNRA interventions.</p> <p>By October 2021 whole school working party will be formed and have agreed principle and action plan for year.</p> <p>By December 2021 all staff will be familiar in the ongoing development of our nurturing approach and committed to developing nurturing relationships.</p> <p>By December 2021, all staff within the school, to be aware and understand and articulate the practice and importance of their own language towards and about children, and how this can impact wellbeing.</p> <p>By June 2022 all staff will have completed interventions as stated on our RNRA action plan to work towards the RNRA Accreditation Award – Level 1 Jade.</p> <p>By June 2022, children's engagement and independent working skills will be increased</p>	<p>All Staff will use the Attunement Framework to build up positive relationships and to model positive wellbeing vocabulary.</p> <p>All staff will use a nurture self-evaluation tool which will highlight strengths and areas for development.</p> <p>Initial Baseline assessment measurements:</p> <ul style="list-style-type: none"> <li>SWOT analysis results by whole staff to reflect on current RNRA approaches already in place.</li> <li>NP4 Green Checklist completed as baseline September 21 and reviewed in October '21.</li> <li>Training by Educational Psychology.</li> <li>Through Microsoft Forms collect views from children, staff &amp; parents</li> </ul> <p>School Tracker -</p> <ul style="list-style-type: none"> <li>P1-3 use of Leuven H &amp; W Scale to determine current wellbeing of children.</li> <li>P4-7 Glasgow Wellbeing Survey</li> </ul> <p>Communication to parents through virtual meetings, Newsletters, SEESAW App/ texts/website and leaflets, demonstrates that clear consistent messages are being provided.</p> <p>Through online questionnaire and feedback sheet we will measure parental attitudes towards Profiling App, Website, Social Media and other correspondence.</p>	<p>By January 22 PT will have undergone all aspects of RNRA leadership training.</p> <p>Providing opportunities for staff CPD using 'Nurturing Wellbeing to Build Back Better – A closer look at 'Trauma Informed Practice' to help with pupil and staff wellbeing.</p> <p>Working party - formulate school action plan to achieve RNRA goals agreed within.</p> <p>Implementation of new school values through various activities including assemblies, class charters and embed within everyday language.</p> <p>Review of existing behaviour policy and practices in light of RNRA approaches as well as reviewing vision and aims, create a Respectful Relationship Policy and review home/school communication to better address needs of all.</p> <p>Establish whole school Respectful Relationship Policy to replace behaviour policy, reflecting the training undertaken by staff, alongside outlining clear approach being used by all partners in learning.</p> <p>Launch of new school values and modelling of how to action them through assemblies, committee groups, parent council meetings, seesaw app.</p>						

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



<p><b>Staff</b> Staff feedback during lockdown staff meetings and on return has indicated additional pressures and strain felt over the pandemic period, resulting in need to allow staff collegiate time and opportunities to explore principles and practices within RNRA action plan</p>	<p>using a combination of effective learning approaches, digital tools and ongoing nurture support.</p> <p>By May 2022 new P1 cohort will have ongoing two-way communication with SMT staff prior to children starting school to support transition and address any potential barriers to learning or thriving.</p> <p>By October 2021, all families will have increased knowledge and understanding of the supports available to support their children's mental health and wellbeing and signpost and draw upon these supports as required.</p> <p>By December 2021, all staff will have an enhanced knowledge and understanding of programmes, resources and strategies available to support their own wellbeing. All staff will feel less anxious in their daily practice.</p> <p>By March 2022, two members of staff will have undergone NVR training programme with the local authority to help with supporting health &amp; wellbeing of children. Staff implementing the NVR approach with families as required, to effectively improve children's behaviour/emotional barriers, reduce any parents negative feelings and raise confidence of all.</p> <p>By June 2022 there will be improved quality partnership engagement across the school community, cluster and authority wide demographic.</p>	<p>Agreed plans with SLT from Peripatetic staff working within the school, promote the positive health and wellbeing and learning of targeted children. Record of discussions and minutes from meetings e.g. from Learning Sets, Locality Inclusion Support Network show training improves health &amp; wellbeing, engagement and meeting needs of children.</p> <p>Minutes of Parent Council meetings show that the wider community views and opinions are always sought.</p> <p>Teaching staff will complete a 'Plan, Do Study Act' as a measuring tool which will test an idea by temporarily trialling a change and then assessing its impact</p> <p>Pupils from within the Nurture Citizenship Group will complete a questionnaire on impact of change ideas within their class.</p> <p>Staff reflective discussions at RNRA core group working party following their 'Plan Do Study Act' intervention will show if any improvement has been made using RNRA approaches within each class.</p> <p>Results from questionnaire from Staff and pupils will indicate if a positive change has taken place.</p>	<p>Implement new school values shaped and selected by whole school community and values awards continued to be presented monthly.</p> <p>A new Respectful Relationships Policy will be implemented to support the guidance and development of relationships within school to make it safer, more respectful and enhance the positive environment.</p> <p>Agreed Time is set aside to allow for full discussion of policies and procedures to alleviate any staff concerns.</p> <p>By October 2021 we will review how we effectively communicate with families to share knowledge, understand better and support all needs.</p> <p>Gather and collate information from parental questionnaire and summarise findings for agreeing next steps for how to communicate with parents more effectively.</p> <p>NVR Trained staff will work with targeted families with careful supported planning to raise parental presence.</p> <p>Emotional literacy will be explicitly taught (e.g. RNRA, Emotionworks, MyExchange). Daily mindfulness sessions will be built into the curriculum. 'Check In' sessions will continue.</p> <p>Reassure, support and communicate to parents how their children will be supported in their learning.</p> <p>Plan the collegiate calendar/Inservice programme in collaboration with staff to include dedicated time for</p> <ul style="list-style-type: none"> <li>- Explore principles and practice around RNRA</li> <li>- staff wellbeing activities.</li> </ul>
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			<ul style="list-style-type: none"> <li>- Individual staff members will have access to the schools' pastoral support with SLT for consultation and/or Renfrewshire's 'Time for Talking' for personal support.</li> <li>- To support staff with de-escalation strategies and respond effectively to negative behaviours in children.</li> </ul> <p><b>Community</b> Promote and build on our positive sustainable relationships with all partners in our community to improve our learning provision.</p> <p>Referral procedures for Speech &amp; Language, Occupational Therapy, the REPS Coping During Co-Vid service and My Exchange counselling service will be understood by all staff and families. Number of referrals will be used as a measurement tool.</p> <p>Partners will be identified to enhance delivery of emotional and social education as required.</p> <p>SMT to continue to engage in leadership opportunities for meeting needs of children through LISN, Cluster Meetings, Learning SETs.</p>
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Improvement Priority 2: Develop high quality learning, teaching and assessment leading to improved attainment and achievement in <u>literacy</u> and numeracy			
HGIOS/HGIOELC QIs	NIF Priorities	NIF Drivers	
1.2, 1.3 2.2, 2.3 3.2	<ul style="list-style-type: none"> <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>	1. School Leadership 2. Teacher Professionalism 3. Parental Engagement	4. Assessment of Children's Progress 5. School Improvement 6. Performance Information
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>In light of information from the tracking and monitoring of writing attainment over time, we require to review approaches to writing by asking ourselves what makes good writing, and more importantly what makes good teaching of writing.</p> <p>Following practitioner enquiry by two staff, using Jane Considine 'The Write Stuff' methodology, <i>transform the teaching of writing</i> to ensure the school is consistently on par or above comparator schools, at all stages with writing attainment results both within the authority and at national level.</p>	<p>By January 2022, weaknesses in the whole school approach to writing are identified and addressed through a cycle of coaching, team teaching and CLPL opportunities.</p> <p>By October 2021, All teachers to understand the dual nature of demonstration to be showing the articulation of the thinking in the writer's brain whilst crafting and constructing sentences.</p> <p>By October 2021, The Writing Rainbow is displayed in all classrooms and the visuals are used as a way to model and teach writing</p> <p>From December 2021, Teachers are regularly using a range of activities effectively during the initiate sections of sessions and this is having a positive impact on pupil engagement. Modelled writing by the teacher is on display in every writing lesson.</p> <p>December 2021, Pupils are able to discuss and talk about the strengths and weaknesses of their own writing in relation to The Writing Rainbow.</p> <p>February 2022, all members of teaching staff can articulate a clear view of the guiding principles of The Write Stuff approach and use of the three chunked lesson approach is well established.</p>	<p>From peer visits and Senior Leadership Team (SLT) class visits, it is evident that the shape of a writing lesson and the planning of writing lessons is consistent across all year groups</p> <p>Baseline measure - during Aug 2021, pupils independently write a story. This will be used to measure changes in attainment throughout the session.</p> <p>Records reflecting termly writing criteria assessment progress, indicating almost all children have made ongoing progress is completed by Class Teachers (CTs).</p> <p>Termly forward plan self-evaluations by CTs reflect ongoing teacher observations and discussions with pupils gauging success of The Write Stuff methodology</p> <p>Termly forward plan/target setting meetings between CTs and HT reflect focus on impact of Write Stuff approaches and identify strategies for further success.</p> <p>Class teachers and HT undertake pupil conferencing to allow for authentic collection of 'pupil voice' opinion and impact 'Write Stuff' is having on confidence and enjoyment of writing</p>	<p>Staff read the 'Write Stuff' by Jane Considine and are able to summarise key concepts in the book (PEF).</p> <p>All staff to have completed direct online training modules by April 2022.</p> <p>Targeted interventions discussed and agreed with staff at termly forward plan/target setting meetings.</p> <p>Organise supportive observations of peers who are adept at demonstration of writing.</p> <p>CTs explain the Writing Rainbow and how it will be taught in context with stories, non-fiction and poetry.</p> <p>CTs collect and share, good examples of work produced by pupils, alongside extensive word banks, evident in class environment</p> <p>CTs offer opportunities to view and write a wide range of genres and non-fiction text types in order to extend understanding</p> <p>Teachers have the confidence            -to model sentences 'live' and verbalise the choices they are making as a writer.            - Editing sessions to be built into the final part of</p>

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

	<p>Moderation of writing, undertaken in Feb 2022, shows a significant improvement in how pupils' construct a whole piece of writing.</p> <p>By June 2022 - Almost all pupils are more likely to produce a completed and finished piece of writing, gaining an understanding of the 'whole' piece of writing, and apply skills learnt in writing lessons.</p>	<p>By June 2022, ACEL writing data, will show, an increased number of pupils producing writing in greater depth with 85% of all pupil cohorts expected or exceeding standards.</p>	<p>an independent writing sequence.</p> <ul style="list-style-type: none"> <li>- ensure children are given sufficient time for editing.</li> <li>- annotate texts through 'The Writing Rainbow'.</li> <li>- provide quality feedback, pupils know how to improve their writing and make it more focussed and actionable.</li> <li>- have clear pathways of how to guide pupils in weak areas such as cohesion and paragraphs</li> </ul>
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### Improvement Priority 3: Scottish Schools Science Education Research Centre (SSERC) Primary Cluster Programme

<b>HGIOS/HGIOELC QIs</b>  <b>QI 1.2</b> <b>QI 3.3</b>	<b>NIF Priorities</b> <ul style="list-style-type: none"> <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>	<b>NIF Drivers</b> <ol style="list-style-type: none"> <li>School Leadership</li> <li>Teacher Professionalism</li> <li>Parental Engagement</li> <li>Assessment of Children's Progress</li> <li>School Improvement</li> <li>Performance Information</li> </ol>	
<b>Rationale for change</b>	<b>Outcome and Expected Impact</b>	<b>Measures</b>	<b>Intervention</b>
<p><i>We will continue our commitment to a cluster approach to improving Science partnership working with Scottish Schools Education Research Centre (SSERC).</i></p> <p><i>We will ensure that there is an increased use of our natural outdoor environment within our semi-rural village.</i></p> <p><i>(Restrictions and recovery halted Year 2 implementation and planned progress with STEM)</i></p>	<p>By October 2022 to provide various CLPL opportunities for staff to build confidence, provide support to the education community and lead wider STEM engagement activities within their class.</p> <p>By June 2022 all of our pupils to experience science through practical, hands-on science activities.</p> <p>By June 2022 all teaching staff will be familiar with use of interventions provided by SSERC which offer resources available for within school and home learning.</p> <p>By June 2022 all our children to become more enthusiastic about Science and have an encouraged lasting interest with a sustainable impact on engaging learners with life skills which could encourage them to make different career choices in the future.</p> <p>By June 2022 SSERC staff will have continued with training opportunities and met regularly with cluster mentors to plan a broad range of professional learning opportunities to all staff within Cluster.</p> <p>By June 2022 all staff will have participated in a further SSERC webinar which is supported by funding from The Edina Trust to develop teacher's pedagogic skills and promote more varied approaches to learning and teaching of science and technology.</p>	<p>Google 'Staff Classroom' shows that a range of staff STEM activities opportunities are being provided. Staff regularly upload materials.</p> <p>Children, staff and parental survey to establish engagement levels and knowledge regarding areas of STEM and to collate information regarding accessibility and ease of digital learning platforms.</p> <p>Teachers' planning will evidence that STEM is further developed even through 'Remote Learning'.</p> <p>Sampling of pupil work and use of digital platforms to evidence STEM activities undertaken.</p> <p>Pupil voice opportunities throughout the year demonstrate that almost all children enjoy learning Science and can talk confidently about their learning and next steps.</p>	<p>The SSERC Champion will continue to participate in Cluster partnership meetings with STEM mentors and Renfrewshire STEM Development Officer and disseminate information and best practice approaches to staff team.</p> <p>Provide teaching staff with professional learning opportunities for developing confidence in teaching STEM outdoors and develop their skills in science.</p> <p>Partnership working with local businesses to enhance STEM within the community. E.g., Thermo Fischer Science Boxes. Clyde Fishing programme, Royal Navy.</p> <p>Communication with parents through SEESAW highlighting and showcasing STEM activities.</p>

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