



Renfrewshire Council Children's Services

Inchinnan Primary School

Improvement Plan

2022-2023

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. 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 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 –

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 staff, pupils and parents. We used a variety of methods of gathering the views of those who are involved in the life and work of Inchinnan Primary School such as....

Pupils:

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

Parents:

- 2 Parent Questionnaires – focusing on communication and RNRA
- Pupil Progress reports, includes parent voice section
- Parent Evenings – discussion of pupil's progress, including ASN plans (telephone calls)
- Parent Council meetings - Online
- Informal feedback (open door policy)
- Parent Information Meetings re Curriculum for Excellence developments – including August 'meet the teacher' afternoon (online)
- 'Meet and Greet', 'Coffee & Chat' type events with P1, P2 and new entrant parents
- Sharing the Learning / communication – seesaw app
- Focus Group – to seek views around new relationships policy

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, mostly informally.

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 – HT and class teachers 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
- 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, numeracy and health and wellbeing, to track progression.
- Through various forms of summative and formative assessments, including, the use of Accelerated Reading programme, STAR Reading Tests, SNSA assessments, Miscue analyse, 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 a school moderated writing assessment, based on the benchmarks for each level, to assess and monitor progress in writing.
- We continue to use progressive pathways, for all aspects of literacy and numeracy to ensure consistency, pace and challenge at all stages.
- 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
- Attendance is monitored by the Head Teacher on a monthly basis for absence and late coming
- Concerns are raised with parents where 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 – Develop high quality learning, teaching and assessment leading to improved attainment and achievement in literacy and numeracy

HGIOS/HGIOELC QIs 1.2, 2.2, 2.3 3.2	<p style="text-align: center;">NIF Priorities</p> <ul style="list-style-type: none"> 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 	<p style="text-align: center;">NIF Drivers</p> <p>School Leadership Assessment of Children's progress</p> <p>Teacher Professionalism School Improvement</p> <p>Parental Engagement Performance Information</p>
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Rationale for change	Outcome and Expected Impact	Measures	Intervention
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<p><i>Curriculum for Excellence (CfE) data and school monitoring of learning and teaching indicates inconsistencies in experiences for literacy and numeracy across the school.</i></p> <p>Numeracy - <i>CfE data indicates Numeracy at almost all stages continues to be in the high range of 83-100%. However, P5 dipped slightly at 83%. Tracker data and professional dialogue, indicates that the numerical aspect of numeracy is proving to be the biggest barrier for pupils.</i></p> <p>Literacy <i>Writing attainment remains consistently high, however variations across stages is evident through CFE data, 71-100%.</i></p>	<p><i>All pupils will have regular opportunities to experience cooperative learning methodology, alongside a variety of reading methodologies</i></p> <p><i>By end of October 2022, P3, will join P1 & 2 in implementing play pedagogy within their daily classroom practice.</i></p> <p><i>Pupils have a quicker recall and understanding of basic numeracy concepts, leading to CfE levels at all stages either staying the same, or increasing by 4-8%</i></p> <p><i>By December 2022, the school writing assessment criteria have been reviewed and used by all staff</i></p>	<p><i>Participation rates of staff attendance at CLPL activities</i></p> <p><i>Staff evaluations and tracking professional dialogue conversations and record will capture high quality evidence to support increased challenge and attainment</i></p> <p><i>Learning and teaching – Senior Leadership visit 1 - focused on application of cooperative learning approaches</i></p> <p><i>All P1-3 pupils will experience play pedagogy on a daily basis</i></p> <p><i>Learning and teaching – Senior Leadership visit 2- focused on SEAL approaches</i></p> <p><i>Use of Local Authority SEAL assessments to assess progress</i></p> <p><i>SNSA assessments for P1. 4 and P7 Baseline writing assessments and 2 other writing assessments, all used to monitor and track progress</i></p>	<p><i>Provide CLPL through leadership opportunities for staff, to review and refresh practice around - Reciprocal reading approaches, Dive into reading/writing</i></p> <p><i>CLPL – 3 Day Cooperative learning Academy – in conjunction with Bishopton Primary staff All classes will apply co-operative learning approaches, as appropriate</i></p> <p><i>CLPL – P1 and P2 staff will undertake play pedagogy training - P1-3 will use play pedagogical approaches</i></p> <p><i>CLPL - SEAL - Key chains and assessment – input from Numeracy Coaching and modelling team - All classes will apply SEAL approaches, daily</i></p> <p><i>SNSA Numeracy data will be discussed and shared with staff, with school trends clearly identified, for staff to address</i></p> <p><i>Provide professional learning opportunities for support staff to extend their knowledge and understanding of Jane Considine's – Write Stuff approach, including observations of teaching staff</i></p>
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(PEF) denotes interventions/activities funded through Pupil Equity Funding

<p><i>Following on from last session, Writing continues to be a main focus for raising attainment, through consistency of approach and application of success criteria particularly at, P3 – P4, 71% - 82% achieving</i></p>	<p><i>Pupils can identify and articulate what their writing target is and when they have achieved one</i></p> <p><i>Almost all pupils are motivated and engaged during writing lessons</i></p> <p><i>By February 2023 moderation of writing assessments undertaken by staff</i></p> <p><i>CfE writing attainment in P1 to remain within 90-100% range, P2 – P7 to rise by 2-6%</i></p> <p><i>PEF interventions will have a direct impact on reducing barriers to learning, resulting in literacy and numeracy attainment either staying the same or rising by 2-6%</i></p>	<p><i>Use of new agreed writing criteria to identify next steps in teaching</i></p> <p><i>Individual pupil targets are set and discussed with children</i></p> <p><i>Pupils' views on writing sought through Glow Forms to gauge engagement</i></p> <p><i>Parent leaflet produced, with 15 families attending workshop</i></p> <p><i>At least 90% of pupils will achieve PEF target as a result of interventions</i></p>	<p><i>Provide professional learning and leadership opportunities for 2 staff to produce a writing assessment criterion for each stage and linking to benchmarks.</i></p> <p><i>Write Stuff Leaflet and workshop for parents to support learning at home based on 'Write Stuff' approach</i></p> <p><i>All staff using the 'Write Stuff' approach to writing at least once a term.</i></p> <p><i>Targeted literacy and numeracy small group or individual supported by Classroom Assistant (PEF funded £6500) tailored to individual needs of pupils who have been identified by the class teacher as not achieving as expected</i></p> <p><i>Class teachers will set, review and evaluate SMART targets for interventions undertaken by (PEF) classroom assistant</i></p>
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➤ **Improvement Priority 2 – Place the needs of every child at the centre of education Improvements in children’s Health & Wellbeing**

<p>HGIOS/HGIOELC QIs</p> <p>1.2, 1.3 3.1</p>	<p>NIF Priorities</p> <ul style="list-style-type: none"> • 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 		<p>NIF Drivers</p> <p>School Leadership Assessment of Children’s progress</p> <p>Teacher Professionalism School Improvement</p> <p>Parental Engagement Performance Information</p>
<p>Rationale for change</p>	<p>Outcome and Expected Impact</p>	<p>Measures</p>	<p>Intervention</p>
<p><i>Through ongoing professional discussions with staff, they have noted that engagement and involvement is lower than pre pandemic. As a result, we are focusing on providing a more consistent and wider approach to nurturing relationships, linking these with the rights of a child to aid pupils feeling of connectiveness while at school</i></p>	<p><i>All children answering within 1-3 range on the initial GMWP will have moved up between 1-2 points</i></p> <p><i>All staff are aware of Children’s Rights and applying these into school life</i></p> <p><i>By end of April 2023, almost all pupils will be able to discuss links between Rights and school values</i></p> <p><i>By May 2023, School achieved Bronze Rights Respecting Schools (RRS) award</i></p> <p><i>By June 2023, Health & Wellbeing tracker pupils within 1-3 have moved up one point and pupils within 4-5 range will have maintained levels</i></p> <p><i>Restorative Conversation records are decreased by 5-10% by Jan 2023</i></p> <p><i>Reduction in pupil referrals to Senior Leadership (SL) by 5-10% monthly</i></p> <p><i>Staff confidence levels will increase by 20-30%</i></p>	<p><i>All pupils undertake, twice yearly online Glasgow Motivation and Wellbeing Profile (GMWP) data</i></p> <p><i>Every class will produce a class charter, reflecting Children’s Rights</i></p> <p><i>2 pupils from P4-7 representing their class on Rights Respecting committee.</i></p> <p><i>All pupils will be aware of and can recall at least 6 Children’s Rights</i></p> <p><i>Gather and submission of evidence for the Rights Respecting Schools Award (RRSA) bronze award</i></p> <p><i>Class teachers complete restorative conversation Records</i></p> <p><i>SLT monitoring of restorative conversation records</i></p> <p><i>Staff confidence questionnaire used as baseline and at end of session to measure interventions</i></p> <p><i>Teaching staff will be using classroom plan (steps) to focus strategies on behaviour management</i></p> <p><i>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</i></p>	<p><i>Provide professional learning opportunities and training for supporting the Rights Respecting Schools (RRS) Award</i></p> <ul style="list-style-type: none"> - lead professional to attend training - lead professional to cascade training to all staff - Staff to make use of the wide range of the UNICEF UK teaching resources. <p><i>Relaunched a child’s rights through assembly and monthly assembly focusing on Children’s Rights</i></p> <p><i>Pupil led citizenship group to focus on developing Rights and support monthly assemblies</i></p> <hr/> <p><i>Restorative Conversation Records are available for staff</i></p> <p><i>Respectful Relationships Policy will be launched and implemented with supporting guidance.</i></p> <p><i>All staff will consistently be using the 5 key question scripts and school values to discuss behaviours with pupils and their families</i></p>

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	<p><i>Raising pupil engagement and involvement Leuven levels, for pupils within 1-3 have moved up one point</i></p> <p><i>School will have met the criteria for the RNRA Accreditation Award – Level 2 Ruby.</i></p>	<p><i>Increase voting by pupils to be part of Nurture committee</i></p> <p><i>All pupils complete committee participation questionnaires to evaluate impact</i></p> <p><i>14 hours agreed colligate time will be dedicated to RNRA</i></p>	<p><i>Provide professional learning opportunities and training for - supporting staff to formulate school action plan to achieve RNRA goals supported by Educational Psychologist</i></p> <ul style="list-style-type: none"> <i>- staff to share examples of nurturing approaches</i> <p><i>Pupil led citizenship groups to include Nurture (Dream makers).</i></p> <p><i>Staff will undertake nurture principle test of change ideas,</i></p>
<p><i>Through the self-evaluation and Professional Review and Development (PRD) processes, staff have highlighted their need to build skills and knowledge, alongside confidence when undertaking outdoor learning.</i></p>	<p><i>By June 2023, all staff are regularly exploring and implementing both learning outdoors and outdoor learning</i></p> <p><i>SLT are observing all pupils experiencing both outdoor learning and learning outdoor activities</i></p>	<p><i>All classes will have opportunities for outdoor learning at least twice a week</i></p>	<p><i>Provide professional learning opportunities for all staff to undertake outdoor learning input from outside organisation</i></p> <p><i>Purchase of resources to support outdoor learning</i></p>

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