



Inchinnan Primary School

School Improvement Plan

2023/24

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 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 →

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

<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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</p>
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Our Vision, Values and Aims

Our vision -

Small School, Big Aspirations

Our values –

Respect

Kindness

Trust

Teamwork

Perseverance

Equity

Our aims for 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, parents. we used a variety of methods of getting 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
- Regular activities at whole school assemblies
- Formal and informal discussions
- Pupil questionnaire/surveys
- Appointment of House and Vice Captains

Parents:

- 2 Parent Questionnaires
- Pupil Progress reports, includes parent voice section
- Parent Evenings – discussion of pupil’s progress, including ASN plans
- 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
- Class assemblies - big book comments
- Focus Group during review

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

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 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 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 Senior Service Delivery Officer (SSDO) to keep up to date with change in various budget lines
- Monthly reports are issued by SSDO and discussed with HT
- Repairs and maintenance of the building is discussed between HT, Senior Facilities Operative and SSDO 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 – Place the needs of every child at the centre of Education Improvements in children’s Health & Wellbeing

<p>HGIOS/HGIOELC QIs</p> <p>2.4, 2.7 & 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> <table border="0"> <tr> <td>1. School Leadership</td> <td>4. Assessment of Children’s Progress</td> </tr> <tr> <td>2. Teacher Professionalism</td> <td>5. School Improvement</td> </tr> <tr> <td>3. Parental Engagement</td> <td>6. Performance Information</td> </tr> </table>	1. School Leadership	4. Assessment of Children’s Progress	2. Teacher Professionalism	5. School Improvement	3. Parental Engagement	6. Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>As we move into 2023-24, Inchinnan Primary in line with our Relationship Policy, is keen to ensure that we use the National Improvement Framework to reaffirm national, and local priorities, as well, as incorporating the UNCRC to critically ensure children’s rights and needs are at the centre of our decision making and our commitment to achieving excellence and equity for all our children.</p> <p>The Promise Renfrewshire Council alongside Inchinnan Primary are committed to keeping ‘The Promise’ to listen and respond to the voices and needs of the care experienced community.</p> <p>Getting It Right for Every Child (GIRFEC) Refresh - The national refresh of GIRFEC approaches has heralded an update of the Renfrewshire GIRFEC policy and staged intervention process.</p>	<p>Staff will be able to measure and address barriers within the school environment, ensuring a positively affect on children’s engagement and readiness to learn.</p> <p>New paperwork will give children a voice in their wellbeing and education, while strengthening wellbeing assessment and planning</p> <p>All classroom environments will use a consistent approach to visuals, within the physical environment including a quiet space in each learning space.</p> <p>Who cares? – All staff are aware of and demonstrate through daily interactions the local authority inclusion approach and apply this through their use of language and restorative approaches when speaking with children.</p>	<p>Staff complete CIRCLE audits to plan and review identified changes.</p> <p>Individual assessments used to identify the needs of identified children and reviewed.</p> <p>GWMP survey results show an improvement in key areas.</p> <p>All classroom observations/ feedback from pupils/staff will be used to ensure a consistent approach to visuals etc.</p> <p>Number of pupils/number of occasions a pupil accessing safe space analysed prior to tracking meetings.</p> <p>Pre and post evaluation results show an increased awareness and confidence in supporting pupils who are care experienced or have experienced trauma.</p> <p>Pupil focus groups/ feedback from class visits and pupil survey will reflect pupils views that staff relationships and use of language is respectful, taking their views into account.</p>	<p>The CIRCLE - By end of session 2023-2024, all staff will receive initial training on CIRCLE framework. Teaching staff will be using the Circle Framework to enhance positive learning environments.</p> <p>All staff will complete a learning space audit and make changes as appropriate.</p> <p>All staff will use individual assessments to identify needs and supports for identified pupils.</p> <p>Who Cares? / The Promise - All staff will receive initial training in Feb inservice. GIRFEC All teaching staff will receive training on the refreshed GIRFEC policy</p> <ul style="list-style-type: none"> • staged intervention process • new planning formats <p>All teaching staff will transition to using the new planning formats.</p> <p>A programme of training for staff has been rolled out.</p> <p>- All staff undertake CLPL opportunities and training during Feb. inservice re Who Cares</p>

	<p>By end of session, almost all pupils, adults and the wider community know about, understand, and show a commitment to the CRC and are familiar with a number of the Articles.</p> <p>By end of session 2023-2024, most children can explain how school facilitates them to enjoy a range of their rights. They can describe how they and others act to create a rights respecting environment.</p> <p>By end of session 2023-2024, the school will have met most of the criteria for the RNRA Accreditation Award – Level 3 Amethyst</p>	<p>By May 2024, submit evidence for the Rights Respecting Schools Award (RRSA) Silver award which shows our commitment to becoming a Rights Respecting School (RRS) and how we have undertaken this.</p> <p>Documented strategies and their impact on the Renfrewshire Nurturing Relationship Approach (RNRA) school action plan.</p> <p>Teaching and support staff will have completed interventions as stated on the school Renfrewshire Nurturing Relationships Approach (RNRA) action plan.</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>By May 2024 RNRA evidence demonstrates that respectful relationships approaches are strengthening consistently over time.</p>	<ul style="list-style-type: none"> - All staff have opportunity to use VR headsets to develop understanding around impact of trauma on childhood development and behaviours. <p>RNRA/Rights Provide professional learning opportunities and training for</p> <ul style="list-style-type: none"> - supporting staff to formulate school action plan to achieve RNRA goals - implement strategies related to the Nurture Principle ‘Learning is Understood Developmentally’. - Staff will undertake nurture principal test of change ideas while supported by Educational Psychologist and share their impact as part of collegiate practice. - Supporting the Rights Respecting Schools (RRS) Award, lead professional to attend training, redeliver training and support staff in implementing a rights based curriculum - Through assemblies continue to embed the three 3 strands of Rights Respecting Schools Silver Award into the school and wider community. - Pupils will be involved in leading change ideas to support work on RNRA - Pupil led citizenship groups will include RRS and Nurture.
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Improvement Priority 2 – Develop high quality learning, teaching and assessment leading to improved attainment and achievement in literacy and numeracy

<p>HGIOS/HGIOELC QIs</p> <p>1.2, 2.2, 2.3 3.2</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> <table border="0"> <tr> <td>1. School Leadership</td> <td>4. Assessment of Children's Progress</td> </tr> <tr> <td>2. Teacher Professionalism</td> <td>5. School Improvement</td> </tr> <tr> <td>3. Parental Engagement</td> <td>6. Performance Information</td> </tr> </table>	1. School Leadership	4. Assessment of Children's Progress	2. Teacher Professionalism	5. School Improvement	3. Parental Engagement	6. Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>Across the school from P1-P7 the percentage range in attainment of numeracy levels is from 78%-100% demonstrating an inconsistency and need to raise/maintain attainment and achievement for all in maths and numeracy.</p> <p>The New Renfrewshire Maths Planners have been devised to incorporate key methodologies (including SEAL), streamline skills across a level, and support effective teaching by using high-quality rich tasks that provide breadth and depth. In session 22/23, some teachers began utilising the new planners to support learning and teaching. There is a need for a progressive and consistent approach across the school to raise/ maintain current attainment.</p>	<p>Increase of maths and numeracy attainment for session 23-24 from previous year by 5-10% at P1, P2 and P7 stages</p> <p>Full transition to the new Renfrewshire Maths Progression Planners will be evident at all stages by October 2023 to ensure a structured, progressive, and consistent approach to maths and numeracy, resulting in a quality learning experience for all children.</p> <p>By January 2024, almost all teachers are more confident and skilled in the learning and teaching of numeracy, offering a range of experiences for learners.</p>	<p>Standardised assessment data including SNSA/ACEL at P1, P4 and P7. Tracking meetings to monitor identified children who are just off target and receiving additional support.</p> <p>Ongoing evaluations will assess staff confidence and understanding of the pedagogy employed in implementing the new planners. Measured through - professional dialogue at tracker meetings and PRDs to ensure effective implementation.</p> <p>Staff level of engagement/impact from CLPL training on CPA approaches which will support transition to the new planners. Can be measured through professional dialogue, forward plan evaluations and class visits.</p> <p>Teacher engagement with new Renfrewshire Maths Assessments where pedagogy is in line with the planners. Evidenced through number of teachers using new end of pathway assessments linked to the new planners.</p>	<p>The school as a whole will transition to the Renfrewshire Maths planners in session 23/24. This transition will incorporate elements of the revised end-of-pathway and end-of-topic assessments, aligning with current methodologies.</p> <p>Authority CLPL training/video guidance on rationale and how to use new planners will support whole school transition.</p> <ul style="list-style-type: none"> • Encourage continuous professional development opportunities throughout the year for teaching and support staff on maths and numeracy (including authority CLPL) • In-service/collegiate activities, professional reading and implemented throughout the session.

