Inchinnan Primary School

School Improvement Plan
2024/25

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

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

Protecting the most vulnerable members of our communities including children and young people who are at risk. Work will progress to ensure Renfrewshire keeps the Promise and delivers improved outcomes for individuals who are care experienced. Where possible children will be kept within their families and priority given to securing provision for kinship care.	Family supports and focussing on early intervention, by equipping parents and carers with the information, skills and support they need to ensure positive outcomes for children and young people in their care, whilst providing opportunities for parents and carers to shape the services that impact them.	Enhancing supports around mental health and wellbeing, including the school-based mental health and wellbeing programme and the Ren10 network of staff and volunteers who provide early help services to those in need.	Enhance learning and teaching, delivering a meaningful, relevant and progressive curriculum that supports a wide range of learner pathways by placing the rights and needs of every child and young person at the centre of education. Efforts will focus on raising attainment while ensuring equity for all. There will be a sustained focus on delivering a curriculum that equips all children and young people to achieve success in life.	Through a shared vision and understanding of inclusion, children and young people will experience inclusive learning experiences and supportive relationships which lead to positive life outcomes

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 school priorities and How Good Is Our School 4 (HGIOS 4) key evaluative questions
☐ Pupil Progress reports, includes parent voice section.
☐ Parent Evenings – discussion of pupil's progress, including ASN plans.
☐ Parent Council almost all meetings - Online
☐ Informal feedback (open door policy)
☐ Parent Information Meetings re Curriculum for Excellence developments – including August 'meet the teacher' afternoon then post online/website.
☐ 'Meet and Greet', 'Coffee & Chat', drop in type events for parents and families.
☐ 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 practices and procedures 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 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 main subject areas, through seesaw and undertaking learning conversations.
- Discussion with pupils to evaluate understanding of Learning strategies (AifL) and 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, NSA assessments, Miscue analyse, Weekly Seesaw reports, numeracy planner assessments.
- Where possible, staff use IDL challenge-based assessments to bundle outcomes and assess learning across curricular areas.

Moderation
- We continue to use an in school moderated writing assessment session, based on the benchmarks for each level, to assess and monitor progress in writing.
- We have worked within and outwith the cluster to moderate writing, in light of varying approaches to the teaching of writing being used.
- We continue to use progressive pathways, for all aspects of literacy and numeracy to ensure consistency, pace and challenge at all stages.

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.

All information gathered is collated and used to assist us to identify next steps and areas for improvement.

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 – Cluster based approach to skills development through practitioner enquiry

HGIOS/HGIOELC QIs	NIF Priorities	NIF Drivers	
1.3 2.3 3.3	• 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	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	Interventions
2023-2028 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 (Cluster)	**2023-2028** A skills framework is developed within the cluster and pupils will be able to reflect upon the skills for learning, life and work they have developed as an integral part of their education/learning experiences and be clear about how all their achievements relate to these.		
2024-2025 Through cluster HT professional dialogue, it was evident that differing approaches to skills development was impacting on the application of skills as pupils progressed through the BGE. It was agreed that a cluster approach was required to provide a more consistent experience for pupils with a shared language of skills. Staff survey results – teacher confidence in recognising skills teaching at 41% - Confidence in identifying skills pupils are using while learning – 41% - Confidence in identifying skills they are developing in learners, across the curriculum - 40%	**2024-2025** By the session end, almost all teaching staff will have an increased awareness, knowledge, and confidence in skills development. By the end of the session all pupils will have increased ability to identify and talk about skills.	Cluster and individual school analysis of baseline and post survey results to evaluate staff's and pupils' confidence around skills development. Pupil will have undertaken a pre and post survey to identify their understanding, awareness and confidence around skills. SLT will undertake focus groups within stages to evaluate progress Class visits will have section to explore with pupils' awareness and knowledge of skills specifically being taught learnt, during visit.	Staff will receive refresh input from PMHS to raise awareness and have a shared understanding of the 6 key skills developed in partnership with local employers and liaise with PMHS project lead. Teamwork Communication Thinking skills Social skills Creativity Problem solving Practitioner Enquiry, based approach - Staff will work collaboratively in stage groups across the cluster chaired by a lead practitioner within the year group to focus on • Share practice in relation to skills • Planning for skills • Research for skills • Create proposal for implementation • Trial within own environment • Evaluation • Share practice/feedback

- Confident learners can talk about times when skills are used outside school – 36% - I am confident learners can talk about skills that they use well and those they need to work on in different situations – 30% Pupil sample (24) of skills awareness results – - I am confident I can recognise skills I am using from a list – 40% - I am confident I can identify skills I am using while I am learning – 41% - I am confident I can talk about skills I am developing in my learning – 43% - I am confident I understand how the skills I am using can be used across different areas of my learning – 43% - I am confident I can talk about times when I will need to use these skills outside of school – 41% - I am confident I can talk about the skills I can use well and those I need to work on in different situations – 40%			Working time agreement time of 8 hours over the session. Collegiate calendar/INSET to include dedicated time for staff training, sharing of good practice and evaluation (Working groups/practitioner enquiry within school and other establishments).

Improvement Priority 2 – Raising attainment in Literacy

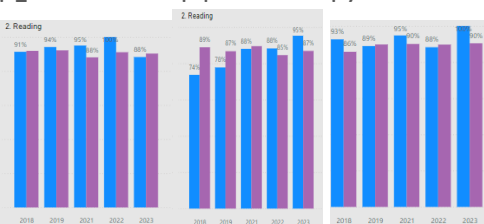| HGIOS/HGIOELC QIs 2.3. 3.2	NIF Priorities	NIF Drivers	
	• Placing the human rights and needs of every child and young person at the centre of education • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children • 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	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	Interventions
Analysis of cluster data over time showed almost all learners progress from Level 2 BGE to achieving Level 5 Literacy by the end of S4. In comparison to local authority data our cluster schools highlighted that 74% of pupils who did not achieve 2nd Level at the end of P7 went on to attain Level 5. With this inconsistency staff agreed to focus moderation on our assessment of Reading. P1 P4 P7 2024 – P1 – 88% P4 - 88% P7 – 96%	Confidence in the accuracy of teacher judgement will improve based on a range of evidence. ACEL data is reflected in maintained data and target data is achieved by most. To raise attainment in reading through the application of skills across all literacy domains.	Staff evaluation will show confidence in accuracy of professional judgement and ability to provide/discuss supporting evidence in tracking meetings. Increase in reading attainment at primary 4 & 5 for almost all children to be on track. All teaching staff will complete a self-evaluation each term which will	All staff attendance at CLPL sessions. - CLPL opportunity delivered by Local Authority Development Officer- date to be confirmed 1 x 2 hour session - Moderation of reading - 1x 1 hour session Cluster stage groups already established through skills development and will be used for reading moderation activity in Term 3, focusing on Reading. - Cluster HT deliver shared presentation and menti of moderation task in their own establishment. Each teacher will select 2 pupils, one pupil on track (currently 1) and one pupil on cusp of being on track (currently -1) to gather a range of evidence and detail of current practice and targeted interventions. Cluster groups will meet to discuss the evidence gathered and share good practice in learning, teaching and assessment of reading. (PEF) - Using all information gathered it was decided that all spends should be put towards funding additional hours for a classroom assistant (PEF), which equated to 9 hours weekly.

	Primary 1	Primary 4	Primary 7
L & T	94%	100%	96%
Reading	88%	88%	96%
Writing	82%	81%	87%

Following review feedback in May 2023, which referenced scope to improve consistencies in use of AIFL approaches. A curriculum development refresh/audit of current practice on AIFL within the school indicated that almost all staff felt that whilst they had a good understanding of AIFL, a whole school approach and clarification on expectations was required.	Staff to provide effective, positive and consistent feedback which informs learner's next steps. Create opportunities for children to work and learn from each other to enhance learning. Inform teacher's planning to enhance learning and teaching experiences.	support the consistency and variety of approaches used across the year. Jotter monitoring will continue by staff, and HT: There will be evidence in almost all jotters of: - traffic lights/self-evaluation - self/peer assessment - written comments/2 stars and a wish - other strategies which are age and stage appropriate.	Staff will undertake curriculum development which will focus on: - familiarisation of AIFL strategies and a refresher on how assessment information is used to improve learning and teaching - whole school approach to AIFL - Consistent language used All classes will have a consistent whole school display which identifies marking schemes for jotters. All classes will have their own AIFL resources (stampers, coloured pencils etc.) which will support a consistent approach across the school.

Improvement Priority 3 – Placing the human rights and needs of every child and young person at the centre of education

HGIOS/HGIOELC QIs	NIF Priorities	NIF Drivers
1.1, 1.3, 3.1	• 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	1. School Leadership progress 4.Assessment of Children's 2.Teacher Professionalism 5. School Improvement 3.Parental Engagement 6.Performance Information

Rationale for change	Outcome and Expected Impact	Measures	Intervention
Through whole school self-evaluation sessions of Q.I - 3.1 'We have opportunities to take the lead in school / class Leaders at all levels' (currently ranging from 3.5 – 5.5 out of 6-point scale, across the school), highlighting an inconsistency in children's perception that they feel that are able to have leadership opportunities. We realise there is scope to involve learners further in evaluation processes using HGIOURS and that the YLL programme presents an opportunity to take the above work a step further. Development of skills and knowledge of both staff and pupils regarding Children's Rights: In line with the UNCRC (Incorporation Scotland) Act 2024, children's rights regarding their decision-making and service delivery are protected.	An increase in the number of children answering above 4.5 when asked 'We have opportunities to take the lead in school / class Leaders at all levels'. Pupils will feel that their opinions are valued and that they are able to access information about their learning in order to make improvements. Pupils will have a broader understanding about how they can be involved in school improvement activities. By August 2024, there will an established group of Young Leaders of Learning who can take forward the feedback from the visits and support the next group of young leaders the following year. An enhanced relationship with Bridge of Weir Primary school by August 2025 will allow:	QI 3.1: would increase to at least 4 (good) and above of most of the children answering positively to the question: 'How many of you feel you are involved in making decisions about your learning' (currently 73%) The following key themes from HGIOS part 2 'Teaching and Learning' will continue to be tracked by each class at the start and end of the school year. - We are actively involved in planning what and how we learn. - We get to make choices about our learning. Young Leaders of Learning core group September: 8 x Primary 6 pupils and staff lead, will complete self-evaluation to identify core themes for improvement (Using SHANARRI and QI 2.3 as basis for evaluation) Jan – April Following reciprocal visits, group will reflect on progress and prepare a short report which will be included in the Standards and Quality Report (April 2025) June Next steps will be identified to be included in the following year's SIP Pupils: All pupils undertake, twice yearly online Glasgow Motivation and Wellbeing Profile (GMWP) data.	- Training undertaken by school lead by Local Authority/Education Scotland (May 2024) - Pupils will be identified at the start of term and Authority Lead/Education Scotland will deliver training which will cover: representing views of others, respecting privacy, safe guarding and giving feedback - Group will carry out self-reflection in order to identify the priority for the session. Term 3 & 4 - Reciprocal visits between Bridge of Weir Primary & Inchinnan Primary to identify what is working well and identify areas for improvement. Feedback will then be shared between groups. - YLL will feedback to own school and share next steps identified which will support our SIP 2025-2026

	- further sharing of good practice - more collaborative opportunities such as moderation and further YLL opportunities	Teaching staff will evaluate data and carry out follow-up conversations with individuals who have scored less than 7 in any area. (The following questions will be used to track impact of interventions in September and May: - People listen to me in school - I belong to this school / I feel important to this school SLT monitoring GMWP follow-up conversations which are recorded on the NAS.	
Staff Leadership (Committees) Through both informal and formal e.g. PRD discussions, some staff have highlighted that they feel there should be more regular opportunities to meet with their committees so that they can gain momentum and increase impact of committees, thus not feeling like add on and linking with skills development within cluster, more emphasise on skills	By having committee group session for longer periods of time and closer together of a set period, there will be more opportunities for children and staff to feel that their committee is making a difference to the wider life of the school.	As above	- Each member of teaching staff will continue to have responsibility for a committee group. - staff and children will set targets for the year and work together to achieve and evaluate these at the end of the session. - Committee groups will be blocked to ensure there is momentum and impact (2 hour session once a month or 1 hour twice monthly). Staff will be asked to indicate when their key events/showcases/ assemblies will be to avoid duplication and support planning throughout the year.
RNRA Following the November, parental survey indicated dip in: 'My child receives the help he/she needs to do well' from 98% in 2022 to 89% in 2023 & 'My child is making good progress at school' also fell from 98% in 2022 to 89% in 2023	By the end of the session 2024-2025, the school will have met the criteria for the RNRA accreditation - Level 3 Amethyst. Staff in core group will be able to reflect on their own practice and work collaboratively to minimise barriers to learning.	- Interventions highlighted in action plan will be carried out and our progress will be reflected on throughout the year by core group, school staff and pupils. Evidence will support that learner's experiences are age appropriate to their development. QI 3.1: An increase in of between 10-20% of children answering positively to the question: 'How many of you know about the UN conventions on the Rights of a child?' (currently when asked, 42% answered positively).	- August Inservice day input for cluster support staff to nurture principles - Input from Education Psychology to formulate action plan using focussed classes of staff involved in core working party. 1.5 hours

Enhance parents understanding of their child's progress and support at universal level.	Most staff will have a better understanding of additional support needs and how to minimise barriers to children's learning in their class. An increase with almost all parents answering positively for the question: 'My child finds their learning activities hard enough' & 'My child is making good progress at school'	Through evaluation of data from GMWP, there will be an increase in positive responses (those answering 7 or above for the question: 'I am proud of the work I do in school / my work is good' currently 12% score themselves as a 6 or below in P4-7 - Evaluation of impact of planned interventions by core team, including analysis of data (pupils, parents and staff). 2 hours	- All staff will implement action plan within their own classroom. - RNRA committee and pupil led RNRA committee will continue to be the voice of the school, through assemblies/child friendly school improvement plan display.
CIRCLE Following lest session work on CIRCLE – Environment and as confidence with using CIRCLE continues and with the positive feedback provided by staff, as well as supporting our nurture principal (learning is understood developmentally). We will use the CIRCLE framework to consider 'Routines & Structures' to further develop inclusive school practices.	Provide a classroom environment that facilitates: motivation, participation and organisation of learners - focusing on Structures and routines	Teaching staff will re-evaluate CIRCLE Inclusive Classroom Scale and identify personal targets focused on Routines & Structures. These targets will be evaluated in school forward planner and during PRD. Staff will evaluate their own practice and classroom environment (during forward plan submissions) by completing the summary of CIRCLE Inclusive Classrooms scale at the end of Term 1 & the end of term 3. HT will provide feedback following classroom observations and during tracking meetings. Staff will complete their own self evaluations following observations from HT to reflect on their implementation of CIRCLE inclusive classroom and removing barriers to learning.	All teaching staff will have their own individual targets to achieve based on their self-evaluation of the inclusive classroom scale. (1hr) Along with Child's Plans, staff will use the information collected for individual pupils to make modifications where appropriate to the learning of individuals.