



Renfrewshire Council Children’s Services

**Kilbarchan Primary School**

**Improvement Plan**

**2021-2022**

##### Planning framework

As part of Children’s Services, Kilbarchan 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

Creating a sustainable Renfrewshire for all to enjoy

Building strong, safe and resilient communities

Working together to improve outcomes

Tackling inequality, ensuring opportunities for all

**Renfrewshire Council’s Values**

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

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

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

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

**Children’s Services Vision**

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

**Renfrewshire’s Education Improvement Plan Priorities**

Reduce 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

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

**Our Vision, Values and Aims**

***Kilbarchan Primary School, at the heart of the community, with community at our heart.***

**Our Values** **Our Aims**

**We are Kind** To treat each other with care and concern, we value everyone in the school and respect our differences and similarities. We are kind when we speak to and about others. We will always ask each other if our behaviour was kind, and if it was not, how can we make amends.

**We are Welcoming** To welcome everyone at Kilbarchan Primary whoever you are. We are an inclusive school and recognise that we are part of a wider community and world. We will always challenge prejudiced behaviour and language and continue to make everyone who comes through the doors feel welcome and valued.

**We are Supportive** To ensure everyone gets the help they need to be a part of the Kilbarchan Primary School community. We use language that supports and helps one another. We put children at the centre of everything we do here and recognise that at times people need extra support.

**We are Determined** To embrace the opportunities to learn, create and contribute to the positive learning environment. We are determined to challenge ourselves by participating in a range of new experiences, building on what we know so that our learning can progress. We are proud of our achievements and love to share these with others.

Who did we consult?

To identify our priorities for improvement, we sought the views of staff, pupils, families, and partners. We used a variety of methods to get the views of those who are involved in the life and work of Kilbarchan Primary School by consulting our stakeholders in the following ways:

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| **Pupils**   * Consultation using the Pupil Version of How Good Is Our School?4: * Our Relationships * Our Learning and Teaching * Our School and Community * Our Health and Wellbeing * Our Success and Achievements * Remote Learning Questionnaires * Class discussions * Vision, Values and Aims discussion and feedback sessions * Health and Wellbeing target setting conversations * Pupil Voice across curricular activities including Play Pedagogy planning | **Staff**   * Collegiate sessions * In-Service Days * Curriculum Development Sessions * Excellence and Equity Tracking Meetings * Collegiate consultation identifying priorities for improvement * Quality assurance using How Good Is Our School? * Quality assurance collegiate calendar * Staff Wellbeing Questionnaires * Annual Professional Review and Development meetings |
| **Families**   * Parental Questionnaires and Surveys * Parent Council Meetings * Regular newsletters * Website * Induction and Transition Activity Reviews * Extended Support Team Meetings * Team Around the Child Meetings | **Partners**   * Qualitative data capture during professionals’ meetings * Termly meetings with Active Schools Co-Ordinator * Professionals Meetings with Home Link Worker, Educational Psychologist, Nurture/Base Staff, The Exchange Counselling Service, Social Work * Cluster Head Teacher Meetings * Link Head Teacher Meetings * West Partnership Head Teacher Meetings * SDO Meetings |

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. This year we employed the following quality assurance activities:

**COVID-19**

* Monitoring of adherence to COVID Risk Assessment guidance
* Monitoring of adherence to Business Continuity Plans
* Class Teacher and SLT communication with families during lockdown

**Quality Assurance**

* Quality Assurance monitoring calendar
* Staff Meeting Agendas and Minutes
* Pre and post CLPL staff training surveys
* Practitioner Confidence Surveys
* Practitioner feedback from Professional Review and Development Meetings
* Medium and Long Term Planning documentation
* Regular monitoring of bullying and racist incidents
* Collegiate and In-Service self-evaluation using HGIOS?4

**Pupil Progress**

* Results from Summative Assessment Calendar activities
* Glasgow Motivation and Wellbeing Profile Results
* Referral success rates to Home Link, Counselling Service etc
* Pupil Voice conversations
* Excellence and Equity Meetings
* Termly GIRFEC Meetings
* Pupil Attendance figures

Each year we also complete a standards and quality report and self-evaluation document which are monitored by Renfrewshire Council Children’s Services’ staff.

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| **Improvement Priority 1: To improve attainment in writing across the school** | | | | |
| **HGIOS/HGIOELC QIs**  **Q.I 1.2**  **Q.I 2.3**  **Q.I 3.2** | **NIF Priorities**   * 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   *Highlight as appropriate* | | **NIF Drivers**   1. School Leadership 4. Assessment of Children’s Progress 2. Teacher Professionalism 5. School Improvement 3. Parental Engagement 6. Performance Information | |
| **Rationale for change** | **Outcome and Expected Impact** | **Measures** | | **Intervention** |
| Year on year our writing results remain lower than in other academic areas. Data captured during quality assurance processes highlights the need for a shared and consistent approach to the teaching of writing, underpinned by the 3-domain model.  Family feedback surveys have highlighted that writing was problematic during lockdown. Our families have requested that this is an area we focus upon this session. | An increase in the confidence of all practitioners in the delivery of high-quality writing lessons by June 2022.  An increase in the number of children On Track and Ahead within Writing by June 2022.  An increase in the knowledge of writing approaches with attending families so learners can be better supported at home by the end of the family learning event.  Achievement of interim targets set with targeted groups of pupils identified as benefiting from additional support (PEF).  To increase the confidence of all practitioners in the delivery of high-quality spelling lessons by June 2022.  By June 2022 pupils in Primaries 3 through to 7 will show an in increase in the percentage difference between their biological age and their Spelling age.  To increase the knowledge of spelling approaches with attending families so learners can be better supported at home by the end of the family learning event. | Practitioner confidence survey: Baseline Data Capture in August 2021 compared to Endpoint Data Capture in June 2022.  Excellence and Equity Tracking Results in June 2021 (Baseline) compared to June 2022 (Endpoint).  SNSA Literacy Writing results for pupils in P1, 4 and 7 in June 2021 (Baseline) compared to June 2022 (Endpoint).  GL PTE Results for pupils in P2, 3, 5 and 6 in June 2021 (Baseline) compared to June 20221 (Endpoint).  Pupil engagement and participation during Writing lessons as measured by Leuven Scales in August (Baseline) and June (Endpoint).  Lesson observation feedback references the creation of a positive Writing environment and learner behaviours towards writing.  Family Learning questionnaires demonstrate an improved understanding of current approaches and an increased confidence in supporting learners at home.  PEF Baseline assessment results taken in August 2021 compared those captured in June 2022 (Endpoint).  Practitioner confidence survey: Baseline Data Capture in August 2021 compared to Endpoint Data Capture in June 2022.  Single Word Spelling Test August 2021 Baseline compared to June 2022.  Excellence and Equity Tracking Results in June 2021 (Baseline) compared to June 2022 (Endpoint).  SNSA Literacy Writing results for pupils in P1, 4 and 7 in June 2021 (Baseline) compared to June 2022 (Endpoint).  GL New Group Spelling Tests June 2021 (Baseline) compared to June 20221 (Endpoint).  Pupil engagement and participation during Spelling lessons as measured by Leuven Scales in August (Baseline) and June (Endpoint).  Lesson observation feedback references the creation of a positive spelling environment and learner behaviours towards spelling.  Family Learning questionnaires demonstrate an improved understanding of current approaches and an increased confidence in supporting learners at home. | | To amplify the learning undertaken through Professional Enquiry during 2020/21 to develop a sustainable whole school approach to the teaching of writing, based around The Write Stuff resource.  To provide high quality inhouse Professional Learning sessions with a focus on writing.  To collaborate with colleagues to share good practice and ensure a consistency of approach.  To deliver a family learning event based around high quality learning and teaching approaches within writing/spelling.  To utilise additional staffing to support targeted groups of pupils requiring additional support (PEF).  To implement a whole school approach to teaching spelling based around the Highland Literacy Wraparound Spelling programme.  To provide high quality inhouse Professional Learning sessions with a focus on spelling  To collaborate with colleagues to share good practice and ensure a consistency of approach.  To deliver a family learning event based around high quality learning and teaching approaches within writing/spelling. |

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| **Improvement Priority 2: To identify and target gaps in numeracy in order to raise attainment** | | | | |
| **HGIOS/HGIOELC QIs**  **Q.I 1.2**  **Q.I 2.3**  **Q.I 3.2** | **NIF Priorities**   * 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   *Highlight as appropriate* | | **NIF Drivers**   1. School Leadership 4. Assessment of Children’s Progress 2. Teacher Professionalism 5. School Improvement 3. Parental Engagement 6. Performance Information | |
| **Rationale for change** | **Outcome and Expected Impact** | **Measures** | | **Intervention** |
| Numbers of children not A for Information Handling (IH) and Shape, Position and Movement (SPM).  Requirement to tackle gaps in mathematical understanding.  Increase in gaps following periods of remote learning. | By October 2021, Numeracy PEF staff will have increased their professional skills to identify and target supports for individual pupils (PEF).  Achievement of interim targets set with targeted groups of pupils identified as benefiting from additional support (PEF).  By June 2022, all staff will be trained in targeted Numeracy intervention and assessment approaches to close the poverty related attainment gap in every class.  By June 2022, pupils in each class Target Group, will have used the language and approaches used in the Framework for Learning to achieve individual targets.  By December 2021, all families will have been offered the opportunity to learn more about the school’s approaches to raise the bar and close the gap in numeracy and mathematics. Those attending will use a shared language and approach to better support at home.  By December 2021, the majority of Kilbarchan Community Nursery Staff will have increased their professional knowledge and skills in the use of SEAL maths. This will: strengthen our partnership; build mathematical fluency and capacity amongst pupils; and ensure a consistent approach from EY into Primary.  By December 2021, all teaching staff will have increased professional knowledge and skills to teach Information Handling (IH) and Shape, Position and Movement SPM).  An increase in the number of children, in Primaries 2 through to 7, On Track and Ahead within IH and SPM by June 2022. | PEF Baseline Interview assessment results using the Framework for Learning, used on weekly basis to identify targets and next step in progression pathways (PEF).  PEF Baseline Interview assessment results using the Framework for Learning, taken in August 2021 compared those captured in June 2022 (Endpoint).  Practitioner confidence survey: Baseline Data Capture in August 2021 compared to Endpoint Data Capture in June 2022.  Lesson observation feedback references the use of targeted support language with identified Pupil Group.  Pupil Target Group in class will undertake Baseline Interview assessment results using the Framework for Learning, taken in October 2021 compared those captured in June 2022 (Endpoint).  SNSA Numeracy results for pupils in P1, 4 and 7 in June 2021 (Baseline) compared to June 2022 (Endpoint).  PTM Tests June 2021 (Baseline) compared to June 20221 (Endpoint).  Family Learning questionnaires demonstrate an improved understanding of current approaches and an increased confidence in supporting learners at home.  Practitioner confidence survey: Baseline Data Capture in August 2021 compared to Endpoint Data Capture in June 2022.  Pre and Post CLPL survey will demonstrate that almost all staff have increased confidence intheir knowledge of approaches to teach IH and SPM  Monitoring and tracking information for IH and SPM will show an increase in attainment across the school. | | 3 members of staff will complete their training in Education Scotland Numeracy Pilot. Diagnostic interviewing to identify and meet specific needs of individual pupils (PEF).  3 members of staff will train Numeracy PEF staff to implement approaches using the Framework for Learning and support plans (PEF).  Education Scotland Numeracy Pilot training will be cascaded to all staff: In-house CLPL events; team teaching; drop-in sessions.  To deliver a family learning event based around high quality learning and teaching approaches within numeracy and mathematics.  Education Scotland Numeracy Pilot training will be cascaded to staff at Kilbarchan Community Nursery along with SEAL training refresher course.  Establishment CLPL training, drop-in sessions and team teaching to promote a shared understanding of high-quality teaching, learning and assessment within IH and SPM. The context will focus on maths in action in the world around us, in particular Climate Change. |

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| **Improvement Priority 3: To promote positive health and wellbeing approaches** | | | | |
| **HGIOS/HGIOELC QIs**  **Q.I 2.4**  **Q.I 2.1**  **Q.I 3.1** | **NIF Priorities**   * 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   *Highlight as appropriate* | | **NIF Drivers**   1. School Leadership 4. Assessment of Children’s Progress 2. Teacher Professionalism 5. School Improvement 3. Parental Engagement 6. Performance Information | |
| **Rationale for change** | **Outcome and Expected Impact** | **Measures** | | **Intervention** |
| Health and Wellbeing is the responsibility of all practitioners and it is vital that schools have a clear understanding of the needs of all pupils so that they can plan and facilitate appropriate support. The impact of such supports and interventions must be evaluated in order to ensure continuous improvement and contribute to the school’s ability to get it right for every child.  The data collected from our GMWP results, family questionnaires, staff and pupils HGIOS?4 questionnaires shows a need to continue to focus upon developing resilience and promoting inclusion amongst our young people. | There will be an increase in scores across all 5 aspects: Agency, Affiliation, Agency, Autonomy and Health for pupils in Primaries 2 through to 7 by June 2022.  By June 2022 almost all pupils will achieve or make progress towards the achievement of HWB targets set in August 2021.  There will be a shared understanding across the school community by June 2022 of the nurture principle ‘The Importance of Nurture for the Development of Wellbeing’.  The language of emotional literacy will be used more consistently by staff and pupils by June 2022 to show that it has become embedded in school.  There will be an increased used of inclusive vocabulary and a decrease in the use of terminology that seeks to exclude by all members of the school community by June 2022.  At least 20% of staff will engage with LGBT Awareness Training by LGBT Youth Scotland by October 2021.  At least 70% of staff will receive LGBT Awareness Training briefing by October 2021.  All pupils, families and staff will be aware of our journey towards the LGBT Charter Award by September 2021  Increased participation of families in school events by June 2022.  The use of a shared restorative language by families underpinned by nurture and emotional literacy principles.  An achievement of interim health and wellbeing targets set with targeted groups of pupils identified as benefiting from additional support (PEF). | Glasgow Motivation and Wellbeing Profile Assessments taken in August 2021 (Baseline) and then compared with those results captured in June 2022 (Endpoint).  Excellence and Equity Tracking Results in June 2021 (Baseline) compared to June 2022 (Endpoint).  Practitioner confidence survey: Baseline Data Capture in August 2021 compared to Endpoint Data Capture in June 2022.  Number of Record of Restorative Conversation Sheets decreases by Term 4 in comparison to Term 1.  Baseline Data Capture in August 2021 compared to Endpoint Data Capture in December 2022.  Impact Assessment of interventions put in place across the year.  Family HWB Questionnaires from August 2021 (Baseline) compared with May 2022 (Endpoint).  Family Learning questionnaires demonstrate an improved understanding of current approaches and an increased confidence in supporting learners at home.  Glasgow Motivation and Wellbeing Profile Assessments taken in August 2021 (Baseline) and then compared with those results captured in June 2022 (Endpoint). (PEF)  Number of Record of Restorative Conversation Sheets decreases by Term 4 in comparison to Term 1. | | To undertake assessment of pupils Health and Wellbeing using the Glasgow Motivation and Wellbeing Profile (GMWP).  To discuss and set individual Health and Wellbeing targets with all pupils based on the results of the GMWP.  To develop the Renfrewshire Nurturing Relationships Approach through promotion of ‘The Importance of Nurture for the Development of Wellbeing’ principle. This will include SLT directed time in class to release CT to work with individuals and small groups.  To develop emotional literacy and behaviour management strategies using Emotion Works.  Whole school progress towards the Bronze LGBTQ Charter Award, ensuring inclusive practices are evident in the following areas of school governance:   * Leadership * Training * Policy * Practice * Visibility * Monitoring and Evaluation   Staff and pupil consultation to determine priorities  Whole School Celebration of LGBT Awareness February 2022.  At least one campaign to promote the right to experience an education free from prejudice and discrimination.  To deliver a family learning event based around nurture and wellbeing approaches.  To utilise additional Classroom Assistant to support Early Years Transition and Nurture groups across the school (PEF). |

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| **Improvement Priority 4: To develop and promote family learning opportunities** | | | | |
| **HGIOS/HGIOELC QIs**  **Q.I 2.4**  **Q.I 2.5**  **Q.I 2.7** | **NIF Priorities**   * 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   *Highlight as appropriate* | | **NIF Drivers**   1. School Leadership 4. Assessment of Children’s Progress 2. Teacher Professionalism 5. School Improvement 3. Parental Engagement 6. Performance Information | |
| **Rationale for change** | **Outcome and Expected Impact** | **Measures** | | **Intervention** |
| The feedback from Family Questionnaires and Remote Learning Surveys highlighted the need to share school approaches to learning and teaching to support learners at home.  The ~~number~~ frequency and severity of contacts from parents has increased over the last year, with families identifying a need to acquire information on how to support their children academically and with their health and wellbeing. This has included information on boundaries, regulation, natural consequences and emotional literacy. | The knowledge of school approaches amongst participating families will be improved by June 2022.  The school will be able to welcome a wider profile of attendance at Family Learning events by June 2022.  The number of families attending Family Learning events by June 2022 will increase by 10%.  (That we can promote inter-family learning opportunities amongst our community.) | Family Learning questionnaires demonstrate an improved understanding of current approaches and an increased confidence in supporting learners at home.  The percentage of target families attending each event will be compared with those originally identified.  Family Learning attendance figures will be monitored across the year. | | To deliver Family Learning sessions in the following areas:  Writing and Spelling  Numeracy Intervention  Shape, Position and Movement  Glasgow Motivation and Wellbeing Profile  Online Safety  Natural Consequences and Emotionworks  LGBTQ Charter Award  To provide Home Learning Videos to encourage a whole school focus on key approaches used across the school  (Participation in the Empowering Families, Empowering Communities Pilot Project) |

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| **Cluster Improvement Priority: To utilise digital technologies to support inter establishment moderation** | | | | |
| **HGIOS/HGIOELC QIs**  **Q.I 1.2**  **Q.I 2.3**  **Q.I 2.7**  **Q.I 3.2** | **NIF Priorities**   * 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   *Highlight as appropriate* | | **NIF Drivers**   1. School Leadership 4. Assessment of Children’s Progress 2. Teacher Professionalism 5. School Improvement 3. Parental Engagement 6. Performance Information | |
| **Rationale for change** | **Outcome and Expected Impact** | **Measures** | | **Intervention** |
| HGIOS?4 Self-evaluation activities with staff and professional dialogue in tracking meetings highlights teachers desire to increase confidence and accuracy when assessing pupil progress in accordance with national benchmarks.  Our parental survey has identified that a minority of parents would like to further understand how their children’s progress is assessed.  Cluster collaboration to moderate numeracy and literacy will support our internal moderation procedure to inform and develop our practice. | Staff confidence regarding progression through a level and subsequent achievement will increase by June 2022  As pupil work will be moderated across the Cluster Primaries, pupils will demonstrate an increased confidence and clarity regarding their strengths and areas for development by June 2022.  By June 2022 pupils will achieve or make progress towards the achievement of targets set in August 2021.  Increased confidence of Associated Secondaries in the consistency of achievement data across Cluster Primaries.  Increased confidence at Local Authority and National Level of data capture across Cluster Primaries.  Increased confidence amongst families that high-quality learning and teaching approaches are shared amongst Cluster Primaries and that there is a consistency ~~of~~ in the measurement of attainment. | Practitioner confidence survey: Baseline Data Capture in August 2021 compared to Endpoint Data Capture in June 2022.  Excellence and Equity Tracking Results in June 2021 (Baseline) compared to June 2022 (Endpoint).  Pupil Target setting approaches, as outlined in Cluster Primaries Quality Assurance Calendars  Partner and Family Confidence Questionnaires: Baseline Data Capture in August 2021 compared to Endpoint Data Capture in June 2022. | | To utilise the shared Cluster Space on Microsoft Teams to support the sharing of resources between practitioners.  To assign 4 hours from the Working Time Agreement in each Cluster Primary:   * 1 hour to co-plan a Literacy Lesson and complete overview with Cluster colleagues * 1 hour to share pupil work and discuss impact of high-quality Literacy learning and teaching approaches * 1 hour to co-plan a Maths Lesson and complete overview with Cluster colleagues * 1 hour to share pupil work and discuss impact of high-quality Maths learning and teaching approaches.   Review of process during Cluster Head Meetings. |