Renfrewshire Council Children's Services

Kilbarchan Primary School

Improvement Plan

2022-2023

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. **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

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:

Pupils	Staff

• 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
• Class discussions
• Whole school assemblies with a focus on our values and UNCRC
• Mental health and wellbeing target setting conversations
• Pupil Voice across curricular activities including Play Pedagogy planning
	• 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
	• Practitioner Confidence Surveys
	• Annual Professional Review and Development meetings

Families	**Partners**
• Parental Questionnaires • Parent Council Meetings • Regular newsletters • Website • Induction and Transition Activity Reviews • Extended Support Team Meetings • Team Around the Child Meetings	• 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 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:

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
- ACEL Data

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: To raise attainment in Writing through pupil motivation

HGIOS/HGIOELC QIs	NIF Priorities		NIF Drivers	
Q.I 2.2 Q.I 2.3 Q.I 3.2	• 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		School Leadership Teacher Professionalism Parental Engagement	Assessment of Children's progress School Improvement Performance Information

Rationale for change	Outcome and Expected Impact	Measures	Intervention
Excellence and Equity Tracking data shows a need to focus on writing attainment in **Primaries 3,4 &6** (will become 4,5 &7). 21% of pupils in **Primary 3** have an identified ASN (6%pts higher than their closest class comparator). Pupil support plans also identify key literacy tools as targets for improvement/ There is a 10%pt attainment gap in writing for **Primary 4** pupils in SIMD 1-4 and a 16%pt attainment gap for those in receipt of FME/CG. There is a 18%pt attainment gap in writing for **Primary 6** pupils in receipt of FME/CG. Professional dialogue, observations and pupil voice indicate a need to increase pace of writing lessons in order to maintain learner engagement and enjoyment.	By June 2023, attainment of SIMD 1-4 pupils currently assessed as on track in writing improves by 10%pts (65% to 75%). By June 2023, attainment of FME/CG pupils assessed as on track in writing improves by 20%pts (48% to 67%). Those not yet on track will have demonstrated progress through individual PEF support plans. By Dec 2022, almost all teachers will become more confident in providing pace, challenge and support during Writing activities. Average pupil engagement will increase by 1 point on surveys. By January 2023, almost all teachers will show an increased confidence in their professional judgements By June 2023 almost all support staff are more confident and skilled in providing in-class support to the identified group. By December 2022, almost all children sampled during lesson observations will demonstrate increased engagement, knowledge and skill in the writing process. See Priority 2 for impact of family learning'	Practitioner confidence survey: Baseline Data Capture in August 2022 compared to Endpoint Data Capture in June 2023. Baseline (Aug) and Endpoint (May) Writing Assessments (in addition to formative assessments) Excellence and Equity Tracking Results in May 2022 (Baseline) compared to May 2023 (Endpoint). SNSA Literacy Writing results for pupils in P1, 4 and 7 in May 2022 (Baseline) compared to May 2023 (Endpoint). GL PTE Results for pupils in P2, 3, 5 and 6 in May 2022 (Baseline) compared to May 2023 (Endpoint). Pupil engagement and participation surveys during Writing lessons August (Baseline) and May (Endpoint). SLT and Peer 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.	Working Time Agreement reflects: Team Teaching; Collegiate Planning; Peer Observations; and Moderation (inhouse and cluster). Focus is on sharing of good practice regarding pace to promote pupil motivation and engagement to reach consistency across school. Update writing overview to include aspects identified through good practice visits Identification of pupil targets following first Excellence and Equity Tracking Meeting in September. Primary 1 staff to create progression framework from Talk for Writing into The Write Stuff Family Learning Workshop on literacy approaches **(PEF £26,916.32 0.7FTE Class Teacher over 8 months to drive Literacy attainment and the sharing of good practice)**

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

Improvement Priority 2:   To raise attainment in Literacy and Numeracy through improved family engagement

HGIOS/HGIOELC QIs	NIF Priorities		NIF Drivers	
Q.I 1.2 Q.I 2.5 Q.I 2.7	• 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		School Leadership Teacher Professionalism Parental Engagement	Assessment of Children's progress School Improvement Performance Information

Rationale for change	Outcome and Expected Impact	Measures	Intervention
Goodall and Montgomery (2013) describe parental involvement/ engagement as being on a continuum. We aim to move from school led activities, to those where both families and schools create activities together, and finally to parent-led home activities, shown to be most effective (Harris & Goodall, 2008) Evidence indicates that "parental involvement makes a significant contribution to closing the attainment gap" (Sosu & Ellis, 2014, p. 24). Data from the Growing up in Scotland Study (2012) suggested that greater levels of parental involvement in education is associated with higher pupil achievement. Parent/Carer attendance at online workshops delivered in session 2021/22 was 5%. When delivered in person, pre-	By June 2023, an overall increase in attendance at Family Learning Workshops (FLW) by 5%pts (5% to 10%). By June 2023, almost all families would demonstrate an increased understanding of the approaches used in their child's class by an average of at least 1 confidence point By June 2023 almost all parents/carers and pupils would describe their understanding of pupils' strengths and areas of development as having 'increased'. (FECL Questionnaire) By June 2023 almost all parents/carers are better able to support their children with learning at home. By June 2024 almost all parents/carers can use the strategies shared to develop different learning opportunities at home.	Renfrewshire Parental Engagement Toolkit Audit. Parent/Carer attendance figures Use of Appendix A.5 – Event Planning and Reporting from Renfrewshire Engagement Toolkit at each FLW. Monthly Attendance and Late Coming Audits Parent/Carer Communication Questionnaire: Baseline October (Parents' Night), Endpoint May (Parents' Night) Meet the Teacher Open Afternoon Questionnaire September. Focus on school values as displayed by pupils and staff during visit (eg welcoming as an indicator for approachable etc) Family Engagement in Children's Learning (FECL) Questionnaire November/December. Focus on understanding of pupil strengths, areas for development, terminology classroom approaches. Questionnaire will ask whether parents/carers feel their understanding has increased during the session.	Audit current and planned family learning approaches using Renfrewshire Parental Engagement Toolkit Family Learning Workshops: Supporting reading at home (MyOn) STE(A)M Writing SEAL and Numeracy Interventions National Numeracy Family Maths Parental Engagement Programme (application pending) Trial SeeSaw for Primaries 1-3. Continue with Termly Sway for Primaries 4-7 Meet the Teacher Open Afternoon in Term 1, prior to Parents' Nights Term 2 change from Interim Report to Family Learning Session. During this session parents/carers would work with their child and their teacher on targets, ask questions, use school resources.

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

pandemic, attendance was higher (10-12%). 100% of respondents from Family Learning Questionnaire 2022 (FLQ) indicated they would like to return to the in-person Meet the Teacher event in Term 1. FLQ (June 2022) requests: A focus upon supporting reading at home (MyOn); STE(A)M; Writing; SEAL and Numeracy Interventions. They have also requested a trial of a Family Learning Session to replace Interim Report in Term 2. The data collected from our GMWP results, shows a need to focus on 'I am proud of the work I do'.		Parents' Night Questionnaires in Terms 1 (Baseline) and 3 (Endpoint). Focus on engagement in children's learning, curricular approaches involvement in decision making, communication and leadership etc	

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

Improvement Priority 3: To drive improvement in children's health and wellbeing through wider achievement

HGIOS/HGIOELC QIs	NIF Priorities		NIF Drivers	
Q.I 1.2 Q.I 2.6 Q.I 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		School Leadership Teacher Professionalism Parental Engagement	Assessment of Children's progress School Improvement Performance Information

Rationale for change	Outcome and Expected Impact	Measures	Intervention
The data collected from our GMWP results, shows a need to focus on 'I am good at working with others', 'People listen to me at school' and 'I feel good about myself'. 6% of pupils in the National HWB Survey said they would 'prefer not to say' when asked if they felt confident enough to share their opinion. 9% felt they didn't have a choice in what they were learning at school. This data shows our pupils feel a need to return to: having control over school life; sharing their opinions; and working with others. These are aspects of school life which have been restricted over the last 2 years.	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 2023. (Particularly in the areas noted). By June 2023, all pupils will have participated in a vertical learning committee or club, developing their voice and community action. By June 2022 almost all pupils will achieve or make progress towards the achievement of HWB targets set in August 2022. By June 2023 the National HWB Survey will indicate a decrease in the areas noted.	Glasgow Motivation and Wellbeing Profile (GMWP) Assessments taken in August 2022 (Baseline) and then compared with those results captured in June 2023 (Endpoint). In-class mid-point check in January 2023. Excellence and Equity Tracking Results in June 2022 (Baseline) compared to June 2023 (Endpoint). Number of Record of Restorative Conversation Sheets decreases by Term 4 in comparison to Term 1. National Health and Wellbeing Survey taken in May 2022 (Baseline) compared with May 2023 (Endpoint) The Wider Achievement Booklets will be used to measure participation across the year as pupils move through Bronze, Silver and Gold.	To make individual Health and Wellbeing targets, based on the results of the GMWP, more visible. Whole School Vertical Learning Pupil Committees: RRSA, LGBTQ, Infant and Upper Pupil Council, Eco Group, Digital Leaders, Reading Schools, HWB, STE(A)M Implementation of Wider Achievement booklets

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

15% of pupils in the National HWB Survey said they 'spent under half an hour per day doing physical activity'. Analysis Active Schools Clubs Questionnaire data shows we need to focus on pupils in Primaries 3 and 5 (will become 4 and 6). Pupils have requested Football, dodgeball, tennis and dance. Important to note that these requests are made by those who already participate and so options to engage new participants must also be sought.	There will be an increase in the number of children participating in sports and physical activity by June 2023. Target classes will also show a decrease in the number of pupils flagged as 'non-participatory/red'. Within the target class, there will be a decrease in the % of pupils who spend under half an hour per day doing physical activity, by June 2023.	ActiveSchools and school Club Tracker will measure time and range of activities. The Wider Achievement Booklets will be used to measure activity and participation.	Target red flagged pupils by SLT and Active Schools Co-Ordinator Continuation and further promotion of termly ASN club Schools Sports Scotland Award in partnership with Active Schools
Analysis of Early Years transition information, post pandemic, highlights a need to provide additional support for children to form positive relationships, communicate clearly, self-regulate and toilet themselves independently. This has a significant impact on their ability to fully engage with all aspects of the school and for them to feel part of our community. It is also a significant worry for parents/carers.	There will be a shared understanding across the school community by June 2023 of the nurture principle 'transitions are significant in the lives of children'. By December 2022, the frequency and scale of incidences will have decreased within the target group. By June 2023 the number of pupils within the target group itself will have decreased.	Measures for the target group will include: Instructional processing, Improved social interactions, Frequency and scale of incidences Frequency of pupil led self-regulation strategies Number of restorative conversations/sheets used	To develop the Renfrewshire Nurturing Relationships Approach through promotion of 'Transitions are significant in the lives of children' principle. EY transition meetings and visits will begin earlier (October). As before, P6 enhanced transition meetings begin for secondary. **(PEF £10,261.32 EY Classroom Assist 27.5hrs)** **(PEF £1,710.22 EY Classroom Assist 10hrs)**
We will be welcoming a Ukrainian family into our school in August.	By October 2022, the majority of pupils will be able to speak some Ukrainian/Russian vocabulary. By September 2022, our new pupil will be able to talk/socialise with peers.	Measure social interactions between pupils	(Whole school focus in Term 1 on Ukrainian/Russian Language and Culture)

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

Improvement Priority 4: To raise attainment in Literacy through Cluster Moderation

HGIOS/HGIOELC QIs	NIF Priorities		NIF Drivers	
Q.I 1.4 Q.I 2.7 Q.I 3.2	• 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		School Leadership Teacher Professionalism Parental Engagement	Assessment of Children's progress School Improvement 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. Cluster collaboration to moderate numeracy and literacy will support our internal moderation procedures which will subsequently inform and develop good practice across the cluster practice. The Locality model promotes collegiately and a consistency of approaches. By planning as a cluster in this way, we will be working towards ensuring the principles of the model are adhered to.	Almost all teaching staff will show an increase confidence levels regarding progression through a level and subsequent achievement will increase by 1 point by June 2023. As pupil work will be moderated across the Cluster Primaries, pupils will demonstrate an improved understanding of their strengths and areas for development by June 2023. By June 2023 pupils will achieve or make progress towards the achievement of targets set in August 2022. 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.	Practitioner confidence survey: Baseline Data Capture in August 2022 compared to Endpoint Data Capture in June 2023. Excellence and Equity Tracking Results in June 2022 (Baseline) compared to June 2023 (Endpoint). Pupil Target setting approaches, as outlined in Cluster Primaries Quality Assurance Calendars	To assign 4 hours from the Working Time Agreement: • Moderation groups to meet at Kilbarchan Primary. • There will be four hours allocated. • JHS English dept staff to work with second level teachers in order to ensure that levels are being accurately judged. • JHS English dept staff to be included in first level group as there is an increase in pupils in secondary school at this level. • 1 hour to co-plan a Literacy Lesson and complete overview with Cluster colleagues. Tuesday 17th January- 3.15-4.15 • 1 hour to uploading writing on Teams and to discuss impact of high-quality Literacy learning and teaching approaches. Tuesday 7th February-3.15-4.15 • 2 hours for moderation. Tuesday 28th February 3.15-5.15pm • Ongoing review of process during Cluster Head Meetings.

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