Kilbarchan Primary School

School Improvement Plan
2023/24

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 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

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
- Family Questionnaires
- Family Learning Sessions

Pupil Progress
- Results from Assessment Calendar activities, including ongoing, periodic, end of unit and high quality assessments
- 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 Reading through the application skills across all Literacy domains

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 • 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
Data shows that attainment in Literacy over time begins to drop in P3 and 4. Listening and talking data is very good (ranging from 74-100%) however ACEL Reading Data shows a need for universal measures to support reading across the school. Current attainment results range from 62- 88% across all year groups. In addition, ACEL data demonstrates a need to provide targeted support to identified pupils in all year groups. Analysis of previous academic year data shows a slight dip in Reading performance: P2 80 to 74%; P3 82-75%; P4 69-63%; P5 69-97%, P6 72-67%. GL and SNSA Assessment data highlights inconsistencies in the application of skills across Literacy eg tools for reading in a non-fiction context (SNSA Data P1 and P4) Articulation between and transitioning through, teaching frameworks in each domain is also required. Incorporation of new teaching strategies eg The Write Stuff, alongside the use of data collected from new resources eg Accelerated Reader is required for the development of an improved	**Staff** By June 2024 all teachers demonstrate an increased confidence in planning links across domains within Literacy eg using decoding skills (Reading) to develop encoding skills (Spelling). There is no more than 5% of a difference between attainment results across all Literacy domains by June 2024. There is no more than 6 months of an attainment gap for almost all pupils across all Literacy domains by June 2024. Almost all families can identify skills applied across Literacy domains by June 2024. By June 2024, attainment of SIMD 1-4 pupils currently assessed as on track in reading improves by 10%pts. By June 2024, attainment of FME/CG pupils assessed as on track in reading	Practitioner confidence survey: Baseline Data Capture in August 2023 compared to Endpoint Data Capture in June 2024. SLT and Peer lesson observation feedback identifies a learning environment where skills across domains are demonstrated and applied Baseline (Aug) and Endpoint (May) Literacy Assessments (in addition to formative assessments) Excellence and Equity Tracking Results in May 2023 (Baseline) compared to May 2024 (Endpoint). Family Target Session and Parents' Night Questionnaire results demonstrate an improved understanding of the application of Literacy skills SNSA Literacy Writing results for pupils in P1, 4 and 7 in May 2023	**Universal** Collegiately developed progressive skills-based Literacy programme which integrates skills across all 3 Literacy domains. Staff CLPL: Phonological Awareness (Term 1 focus) Dive Into Reading Reciprocal Reading Teaching of Spelling Resource allocation to broaden range of text genres eg non-fiction, graphic novels, poetry. Further funding to increase library of texts available for readers requiring additional support. PEF Allocation targeting reading skills in identified groups Moderation with Glencoats and St Fergus – WTA assigns 2x1.5hrs for meetings plus 2x1.5hrs for collegiate visits Literacy Champion participates in Cluster Literacy Assessment Tool Working Party

coherent Literacy programme and to strengthen teacher judgement. Building the Curriculum Questionnaire results from all stakeholders shows a need for pupils to experience a curriculum that emphasises the application of Literacy skills in different contexts.	improves by 20%pts. Those not yet on track will have demonstrated progress through PEF tracker. By Dec 2023, almost all teachers will become more confident in providing pace, challenge and support during Writing activities. By June 2024, almost all teachers will show an increased confidence in their professional judgements. By June 2024 almost all support staff are more confident and skilled in providing in-class support to identified groups. **Pupils** By December 2023, almost all children sampled during lesson observations will be able to demonstrate and discuss their use of literacy skills across domains.	(Baseline) compared to May 2024 (Endpoint). GL PTE Results for pupils in P2, 3, 5 and 6 in May 2023 (Baseline) compared to May 2024 (Endpoint). Pupil engagement and participation surveys during Writing lessons August (Baseline) and May (Endpoint). Average pupil engagement will increase by 1 point on surveys.	**Targeted** Small group and/or 1:1 support for identified pupils (PEF)

Improvement Priority 2 – To raise achievement through the application of skills across the curriculum

HGIOS/HGIOELC Qis	NIF Priorities	NIF Drivers	
Q.I 1.2 Q.I 2.2 Q.I 3.2 Q.I 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
OECD (2020) In times of crisis resilience, big picture thinking, communication and creativity are of greater value. 'Skills are central to achieving sustainable, innovation-driven economic growth and social inclusion'. Anecdotal and initial research evidence shows that most successful home learning experiences were interdisciplinary in nature, built on children and young people's interests, and gave them the autonomy to work out how to plan their own learning (Huang, R.H. et al. (2020). Our GMWP results showed that significant number of pupils found it difficult to work with others, and to wait their turn. There was a drop of almost 2% in the autonomy our pupils feel in their learning. This year's work on Building our Curriculum Rationale consistently highlighted: literacy, numeracy, collaboration, problem solving, communication, developing resilience and working with others as concerns/areas for development.	**Staff** By June 2024, all teachers will be able to: Plan a minimum of 4 IDL activities that are coherent, relevant and engaging across the curriculum Create a minimum of 4 high quality assessments that provide high quality assessment data Provide accurate transition information, that demonstrates clarity of coverage across curricular areas Improved their accuracy of teacher judgement in achieving/working towards a level **Pupils** By June 2024, almost all pupils will have: Demonstrated application of skills within and across curricular areas Discussed the development of skills for learning, life and work in context Improved understanding of their strengths and next steps across the curriculum	**Staff** Practitioner confidence survey: Baseline Data Capture in August 2023 compared to Endpoint Data Capture in June 2024. Moderation of IDL planning documents (Staff Mtg Minutes) Moderation of transitional information (Staff Mtg Minutes) SLT and Peer lesson observation – Identification of a learning environment where skills across domains are demonstrated and applied. **Pupils** Feedback from lesson observations - identifies ability to apply skills Learning conversations/Target setting – strengths and next steps linked to skills Examples of pupil work (Staff Mtg Minutes) GMWP/Circle Scores show increased engagement in skills based activities	Interdisciplinary Learning Focus across 4 staff meetings and associated SLT led CLPL to develop their skills in: 1. How, when and why (data) to bundle – Sept/Oct 2023 2. Sharing of good IDL practice – Nov/Dec 3. Moderation of IDL practice – Jan/Feb 4. Review of IDL implementation, data collected, creation of bank of exemplars – May/June Revise IDL planning documents to reduce bureaucracy and evidence application of skills across the curriculum. Development of digital assessment tool by Digital Leader – Time at Staff Mtg (Aug/Sept) Participation in the SSERC Primary Cluster Programme 2023-24. STEM/IDL Lead to attend 2 x 2 day residentials and 1 x showcase event. Lead to provide ongoing CLPL to staff throughout the year. Update assessment calendar to reflect data collection across planned, periodic, high quality and end of topic assessments.

The initial findings from Hayward Report highlight a need for pupils to balance deep learning within a subject, with inter-disciplinary learning and personal achievement pathways.	Made connections within and across curricular areas Led their own learning through pupil voice and/or project-based learning Demonstrated an increase in engagement through increased time on challenging tasks **Families** By June 2024, the majority of families will have: Improved knowledge of their child's progress across the curriculum Evidence of their child's ability to apply skills in new contexts	**Families** Parents' Night/Target Setting Night Questionnaires Use of SWAY and/or SeeSaw provides evidence of pupils participating in skills based activities – skills being developed are highlighted for parent's information.	

Improvement Priority 3 – To improve Health and Wellbeing outcomes

HGIOS/HGIOELC QIs	NIF Priorities	NIF Drivers	
Q,I 2.5 Q,I 2.7 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 • 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
Year on year GMWP trend data shows an overall decrease in the numbers of children feeling safe, being able to follow school rules, and being able to manage their emotions. Recent NVR training cites the positive impact on pupil wellbeing derived from the consistent application of strategies, the development of children's emotional literacy, and the quality of restorative conversations with a trusted adult. The majority of pupils with ASN score lower than their peers in GMWP and there is an inequity in attainment between pupils with ASN and those without. Our termly ASN Parent Group frequently request additional information in how to better support their children at home, how to handle dysregulated behaviours and improve mental wellbeing.	**Staff** By June 2024 almost all staff will demonstrate: • Increased understanding of NVR nurture principle • Increased confidence in applying NVR principle • Increased confidence in supporting pupils with a range of wellbeing needs • Improved awareness of strategies to support range of wellbeing needs • Informed professional dialogue (vocabulary, tone, and ability to share good practice) **Pupils** By June 2024 almost all pupils will demonstrate: • Improved identification of their own needs • Improved emotional literacy • Improved ability to regulate • Report an increase in feeling supported • Decrease in frequency of incidents • Increased understanding around Care Experience	**Staff** Practitioner confidence survey: Baseline Data Capture in August 2023 compared to Endpoint Data Capture in June 2024 EY Transition Questionnaire: Baseline in June 2023 and Endpoint June 2024 NVR Staff Mtg Minutes CIRCLE Assessment Results **Pupils** September (Baseline) GMWP data. Midpoint reviews will monitor impact and allow for refinement. March (Endpoint) data will demonstrate impact Emotionworks Restorative Conversation Sheets Pupil Voice captured in Staged Intervention Plans Progression through Wider Achievement Programme – monitored through Whole School Tracker **Families**	**Universal** • CIRCLE training - HT/DHT/Stuart Conway to deliver to all teachers (Jan '24) • NVR Nurture Principle: ➢ Educational Psychologist and Core Group input over 2 IS mornings ➢ Working Party Core Group – 4 hours from WTA ➢ Staff meeting 2 hours from WTA ➢ Pupil Committee ➢ Family Sharing Session ➢ Support Staff training and scripts • Development of a digital version of progressive Four Capacities/Wider Achievement programme. • Refinement of Pupil Committees – split Infant and Upper, increased frequency **Targeted** • GMWP (Led by DHT/PT): ➢ Update Questionnaire to reflect feedback from Session 22-23 and HMIE Questions – better fit school context ➢ Creation of GMWP Tracking sheet for staff ➢ August Baseline Assessment to identify whole school target/monthly and target individual pupils. ➢ 1 Staff Mtg (Aug) – who and how to target ➢ Data added to WS Tracker

	Families By June 2024 the majority of families will report: • Decrease in frequency/severity of incidents at home/school • Increased regulation of their child • Increased understanding of range of strategies used at home/school • Using a shared language between home/school	Family Support Questionnaires Family comments in Staged Intervention Plans	➤ 2 Supply Days – release class teachers to have pupil support conversations ➤ 1 Staff Mtg (Jan) – review progress of pupils • Care Experience Support ➤ Promise Keeper attendance at training and ➤ sharing good practice ➤ Level 1 and 2 Who Cares training – August IS with JHS and Oct (2 hours from WTA) with Thorn ➤ VR Headset on Aug IS day Additional Support Staff to support pupil engagement, readiness to learn and the application of regulation strategies for identified pupils (PEF)