

Kilbarchan Primary School

School Improvement Plan

2024/25

This School Improvement Plan has been peer-assessed by Head Teacher colleagues in the Johnstone Cluster.

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

← Cross cutting theme: Improving outcomes for children and families →

We will encourage kind and connected communities—where our citizens take pride in their **place**, attracting others to move here and share in the opportunities Renfrewshire has to offer.

We will support a strong and flexible local **economy**—with Renfrewshire able to adapt after the pandemic, building up resilience to support good green jobs and skills for all local people to enjoy the benefits of both living and working here.

We want Renfrewshire to be a **fair** place—where all our people have the best chances to live happy, healthy and fulfilled lives, to feel safe, supported and empowered to unlock the strength of our collective potential.

We are working towards a **greener** future—taking responsibility for our impact on the planet and taking brave, bold steps to protect the natural environment that supports and benefits us all.

We want our employees to feel proud to work for Renfrewshire Council because we are a **values** driven organisation, where we all understand and value our contributions, and we are passionate about making a difference for Renfrewshire.

Renfrewshire Council's Values

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

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

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

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

Children's Services Vision

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

Renfrewshire's Education Improvement Plan Priorities

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

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:

<p>Pupils</p> <ul style="list-style-type: none">• Consultation using the Pupil Version of How Good Is Our School?4:<ul style="list-style-type: none">➤ 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	<p>Staff</p> <ul style="list-style-type: none">• 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
<p>Families</p> <ul style="list-style-type: none">• Parental Questionnaires• Parent Council Meetings• Regular newsletters• Website• Induction and Transition Activity Reviews• Extended Support Team Meetings• Team Around the Child Meetings	<p>Partners</p> <ul style="list-style-type: none">• 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

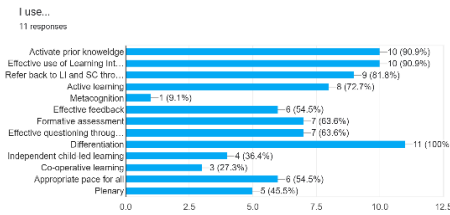
Pupil Progress

- 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 – Embed features of highly effective practice to improve consistency in learning, teaching and assessment approaches resulting in raised attainment across the curriculum

<p>HGIOS/HGIOELC QIs</p> <p>Q.I 1.1 Q.I 1.3 Q.I 2.3 Q.I 2.4 Q.I 3.2</p>	<p>NIF Priorities</p> <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children's and young people's health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for all young people 	<p>NIF Drivers</p> <ol style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>Whole-staff self-evaluation exercises highlight a lack of consistency in the delivery of high-quality learning, teaching and assessment.</p> <p>Variability in planning formats across the school do not consistently evidence planned differentiation, support and challenge for all learners.</p> <p>In a recent staff survey, results showed that Assessment is for Learning (AifL) strategies were not being applied regularly within classes nor consistently across the school. (Data capture: May 2024)</p>  <p>Data shows that attainment in all curricular areas over time begins to drop in P3, 4 and 5. In addition, ACEL data demonstrates a</p>	<p>Staff</p> <p>In August 2024, a new digital planning format will be piloted across the whole school to ensure consistency of approach and collegiate responsibility. This will ensure all learners are receiving high-quality learning experiences leading to improved attainment.</p> <p>By October 2024, a collegiately agreed “what should we see in every lesson” will be co-designed by all staff, taking into account features of highly effective practice. This will be shared with pupils and families to ensure consistent expectations across the school community and support planning and teaching within the classroom.</p> <p>By December 2024, 5x Improving Our Schools (IOS) sessions will be shared with all teaching staff. High level messages will be collegiately discussed and used to plan trio learning observations.</p> <p>By January 2024, the impact of IOS training will ensure all staff will be more confident in accessing and analysing data tools to inform</p>	<p>Staff</p> <p>August (baseline) and June (endpoint): Staff confidence survey in relation to new digital planning format to ensure support in using planner is provided as necessary, leading to enhanced quality and consistency of learning, teaching and assessment.</p> <p>September, January and May: Teacher judgement of attainment across all stages based on CFE Benchmarks will be accurate and robust and will show an increase in the number of children ahead or on target and a decrease of those who are not on track. Tracking minutes will evidence data led targeted interventions for identified children.</p> <p>October, February and May: Self-Evaluation exercises will focus on the impact of IOS involvement on learning, teaching and assessment against core Quality Indicators, evidencing improvement in classroom practice and higher quality learning experiences for all.</p>	<p><i>Teacher engagement in the Improving Our Schools (IOS) programme will ensure consistency of learning, teaching and assessment.</i></p> <p>August</p> <p>New Forward Plan formats to be utilised with all teaching staff, led by Digital Leader.</p> <p>Pre-tracking meetings will take place to include SLT, class teacher and support staff with a focus on children “on-track with support”. This will lead to a shared focussed on interventions required to reach stretch aims at all stages (PEF support staff).</p> <p>September, January and May: Teaching staff will use data to increase ownership of tracking meetings using <i>Fact > Story > Action</i> approach.</p> <p>Use of GL/NSA/SIMD/Quintile/FSM/CG other PEF factors to inform learning, teaching and assessment as well as tracking and attainment conversations.</p> <p>August to December: Using IOS Framework, teaching staff participate in learning webinars (x5).</p>

need to provide targeted support to identified pupils in all year groups.

targeted interventions, using this to identify pupils for Targeted Intervention Groups (TIG).

By April 2025, trio observation visits will take place with a focus on AiFL strategies. This will ensure all staff have the opportunity to share and learn from good practice across the school, and lead to an increase in the application of features of highly effective practice with a base measure taken from May 2024.

By June 2025, teachers will be more skilled in self-evaluation at class level using IOS and HGIOS?4 frameworks. By June 2025, this will be embedded across the whole school leading to consistent approaches to learning, teaching and assessment and improved outcomes for all children.

Pupils

Pupils will engage in termly learning conversations that demonstrate their understanding and acquired skills in features of highly effective practice, eg, how LI/SC support their learning. This will develop the use of consistent evaluative stage-appropriate skills-based language for all pupils.

Attainment across all stages and organisers will remain consistent or increase compared to 23/24 ACEL data, ensuring improved outcomes for all learners.

Maintenance and Aspirational targets per stage (numbers represent percentage points)				
Stage	Talking and Listening	Reading	Writing	Maths
Primary 1				
Primary 2	96 – 100	88 – 92	88 - 92	88 – 92
Primary 3	96 – 96	92 – 92	81 - 88	88 - 96
Primary 4	81 – 90	77 – 80	74 – 84	84 – 87
Primary 5	89 – 92	74 – 76	71 – 76	87 – 92
Primary 6	89 – 92	75 – 82	75 – 82	71 – 79
Primary 7	97 – 100	79 – 89	76 – 89	79 – 89

June (endpoint):

Repeat teacher survey asking “*which strategies of highly effective practice do you use in almost all lessons?*” to be used as a measure against May 2024 data.

Pupils

November, January and March: Focus groups will reflect that pupils will be clear about what they have been learning and will be able to talk about next steps.

January (P4 and 7) and May (P1):

NSA results will show a consistent or higher level of attainment compared to 22/23 data.

November (baseline) and April (endpoint) (P3, 5 and 6):

GL PTE and PTM results will show a consistent or higher level of attainment compared to 22/23 data.

May (endpoint):

ACEL Data will be compared to previous session as well as Quartile and Local Authority comparators.

October

SLT classroom observations focussing on features of highly effective practice. Consistency to be analysed and shared with staff, thereafter agreeing a shared focus and direction for IOS.

October, February and May:

Staff Self-Evaluation of Q.Is 3.1 (Oct), 2.3 (Feb) and 3.2 (May).

October, February and May:

Mid-point audits of Forward Planning framework.

November, January and March:

Pupil Focus Groups “wee blethers” taken by SLT.

January to June:

Data used to form TIG groups, with planned interventions targeted through individual and small group sessions (PEF 0.4 Class Teacher).

Term 3:

Trio class observations focussing on features of highly effective practice.

January (P4 and 7) and May (P1):

NSA administration and results analysed by teaching staff ahead of Tracking and Attainment meetings.

November (baseline) and April (endpoint) (P3, 5 and 6):

GL Assessments administered and results analysed by teaching staff ahead of Tracking and Attainment meetings.

May:

End point ACEL Data collated and analysed.

Improvement Priority 2 – Empower children to become more actively involved in self-evaluation and school improvement processes, with a specific focus on relationships

<p>HGIOS/HGIOELC Qis Q.I 1.3 Q.I 2.1 Q.I 2.3 Q.I 2.4 Q.I 3.1 HGIOURS Theme 5 Relationships</p>	<p>NIF Priorities</p> <ul style="list-style-type: none"> • Placing the human rights and needs of every child and young person at the centre of education • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children • Improvement in children's and young people's health and wellbeing • Improvement in employability skills and sustained, positive school leaver destinations for all young people 	<p>NIF Drivers</p> <table border="0"> <tr> <td>1. School Leadership</td> <td>4. Assessment of Children's Progress</td> </tr> <tr> <td>2. Teacher Professionalism</td> <td>5. School Improvement</td> </tr> <tr> <td>3. Parental Engagement</td> <td>6. Performance Information</td> </tr> </table>	1. School Leadership	4. Assessment of Children's Progress	2. Teacher Professionalism	5. School Improvement	3. Parental Engagement	6. Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>UNCRC Articles 12 and 13 pertain to children having the right to express their views and for those views to be listened to. Whilst 97% of families report that their child has enjoyed our newly formatted Pupil Committees in session 23/24, only 40% report that their child can apply the skills learned at school when at home or in the community.</p> <p>At present, Pupil Voice is not widely represented in our School Improvement Cycle.</p> <p>We realise there is scope to involve learners further in evaluation processes using HGIOURS and that the Young Leaders of Learning programme (YLL) presents an opportunity to involve learners in reciprocal visits to other schools to identify what is working well, areas for improvement and effective practice and promoting ways that children and young people can be involved in school improvement activities in our own school.</p>	<p>By Aug 2025: We will have an improved structure for the inclusion of learner voice into our self-evaluation processes.</p> <p>Young Leaders will have improved leadership skills and will be driving forward improvement in the school through an action plan developed by them.</p> <p>Young Leaders will be confident when sharing practice in our school and will be more familiar with the language and processes of school improvement.</p> <p>Young Leaders will have an enhanced range of skills including:</p> <ul style="list-style-type: none"> - communication - team work - resilience - time keeping - organisation - and social skills 	<p>August (baseline) and May (endpoint) Local authority staff and learner pre & post YLL programme evaluation</p> <ul style="list-style-type: none"> - shows improvement in pupil leadership skills and use of evaluative language - shows improvement in collaboration and sharing good practice with other schools <p>March School's own evaluation of the programme will be reflected in Self-Evaluation documentation, evidencing how children have been involved in the school improvement cycle and the impact this has had on their use of evaluative language.</p> <p>Progress in school action plans following the reciprocal visits – areas for development highlighted during the visit are addressed and evaluated.</p>	<p>Our YLL Team (comprising 8 upper school learners) will attend YLL training in August 2024 along with our partner school St Margaret's Primary.</p> <p>Over a series of 3/4 planning meetings (online and face to face) our YLs will develop:</p> <ul style="list-style-type: none"> - a focus for the reciprocal visits from the Relationships theme in HGIOURS. - a set of questions to help them evaluate the focus during the visits. - a programme of activity for the visit to each school (Sept – Nov 2024) <p>YLs will take part in reciprocal visits in January 2025 and identify:</p> <ul style="list-style-type: none"> - strengths of the focus area in each school - areas for development in each school <p>YLs will produce an action plan to take forward the areas for development within their own school. This will be led by them. (Term 4 2025 onwards)</p>

<p>The 'Relationships' theme from HGIOURS will be the focus of the above work following feedback from our recent QI visit which identified that in almost all classes relationships between all were positive and nurturing.</p>	<p>Our Young Leaders will be excellent role models and will train a further group of Young Leaders to take part in the programme in 2025-26, ensuring sustainability of learner involvement in the school improvement cycle.</p> <p>An enhanced relationship with St Margaret's Primary school by August 2025 will allow:</p> <ul style="list-style-type: none">- further sharing of good practice- more collaborative opportunities such as moderation and further YLL opportunities.		
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Improvement Priority 3 – Improving Health and Wellbeing outcomes for all

HGIOS/HGIOELC QIs Q.I 2.5 Q.I 2.7 Q.I 3.1	NIF Priorities <ul style="list-style-type: none"> • Placing the human rights and needs of every child and young person at the centre of education • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children • Improvement in children's and young people's health and wellbeing • Improvement in employability skills and sustained, positive school leaver destinations for all young people 	NIF Drivers <table border="0"> <tr> <td>1. School Leadership</td> <td>4. Assessment of Children's Progress</td> </tr> <tr> <td>2. Teacher Professionalism</td> <td>5. School Improvement</td> </tr> <tr> <td>3. Parental Engagement</td> <td>6. Performance Information</td> </tr> </table>	1. School Leadership	4. Assessment of Children's Progress	2. Teacher Professionalism	5. School Improvement	3. Parental Engagement	6. Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>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 recognise, manage and regulate their emotions. For children identified under Poverty Related Attainment factors, 25% present with an attendance rate below 90%. Furthermore, a few children who are attending school are not presenting as ready to learn.</p> <p>All staff have been trained in NVR Part 1. This training cited the positive impact on pupil wellbeing derived from consistent application of strategies and the quality of restorative conversations with a trusted adult.</p>	<p>Staff By June 2025 almost all staff will demonstrate:</p> <ul style="list-style-type: none"> • Increased understanding of NVR nurture principle • Increased confidence in applying NVR principle • Improved awareness of strategies to support range of wellbeing needs • Increased confidence in supporting pupils with a range of wellbeing needs • Informed professional dialogue (vocabulary, tone, and ability to share good practice) <p>Pupils By June 2025 almost all pupils will demonstrate:</p> <ul style="list-style-type: none"> • Improved identification of their own needs • Improved emotional literacy • Improved ability to regulate • Report an increase in feeling supported • Decrease in frequency of incidents 	<p>Staff NVR Staff Mtg Minutes (August), CIRCLE Assessment Results (ongoing) and Tracking minutes (September, January & May) will evidence a focus on SHANARRI Wellbeing Indicators for all children. Concerns raised against the Wellbeing Indicators will result in planned and timely interventions to support children in a responsive and needs based way.</p> <p>Pupils Monthly Monitoring pupil attendance rates with a specific focus on targeted children who do not always present as ready to learn when they attend school. Attendance statistics will show a steady rate of attendance for all identified children.</p> <p>September (baseline), January (midpoint) and May (endpoint): GMWP data collected and analysed, using data to devise Health and Wellbeing targets for all children and measure the success of these targets.</p>	<p>August NVR Part 2 training for all staff.</p> <p>Ongoing Soft start/breakfast club to be introduced for targeted pupils as a means to ensure attendance at school and readiness to learn (led by SLT facilitated by PEF 0.4 Classroom Teacher).</p> <p>Ongoing Pupil led SHANARRI Committee (1 per term) will focus on each Wellbeing Indicator, sharing good practice with all children at assemblies and through school displays. SHANARRI indicators will be linked to our school values.</p> <p>Monthly Pupil attendance will be monitored and pastoral phone calls made when attendance drops below 95%.</p> <p>September (baseline), January (midpoint) and May (endpoint): GMWP data gathered at P2-7, led by PT (facilitated by PEF 0.4 Class Teacher). 2 supply days allocated</p>

	<ul style="list-style-type: none"> • Increased understanding around Care Experience • An improved awareness of the SHANARRI Wellbeing Indicators • Attendance statistics will show that for the majority of targeted children, a rate of attendance above 90% will be recorded <p>Families By June 2025 the majority of families will report:</p> <ul style="list-style-type: none"> • 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 	<p>Ongoing Pupil Voice will be captured in Staged Intervention Plans to ensure awareness of their own targets and how to improve.</p> <p>September, January and May: Tracking minutes and OneRen Pupil Activity Survey will evidence children’s Wider Achievement and involvement in wider activities. Participation registers and data from OneRen will evidence children who have no or few experiences out with school, as well as those who are Care Experienced, have received targeted opportunities to increase cultural capital such as extra-curricular activities.</p> <p>September (baseline) and May (endpoint): Boxall profiles for targeted children will show an increase in the social, emotional and mental development for all targeted children.</p> <p>Families Termly Family Support Questionnaires and family comments in Staged Intervention Plans will show an increase in family involvement and engagement.</p> <p>October and March With a focus on Literacy, Numeracy and Health and Wellbeing targets, Family Learning Conversations will evidence the use of shared language which will support all children. Feedback from families will evidence an understanding of a range of strategies that can be used to support children at school and at home.</p>	<p>to release class teachers to have Health and Wellbeing target conversations with all children.</p> <p>September, January and May: Tracking meetings and Staged Intervention Evaluations will focus on Literacy, Numeracy and Health and Wellbeing as well as Wider Achievement. OneRen extra-curricular clubs to be targeted at those who are identified through tracking meetings and Pupil Activity Survey.</p> <p>September Member of teaching staff to attend 3-day Seasons for Growth training, ensuring this intervention can be offered at school level when a need is identified.</p> <p>September (baseline) and May (endpoint): Boxall profiles for targeted children (PEF).</p> <p>October and March Family Learning Conversations will focus on Literacy, Numeracy and Health and Wellbeing targets.</p> <p>February Who Cares Scotland lessons delivered to all class during the week of Carers Day 2025.</p> <p>CIRCLE training delivered to all staff.</p> <p>Termly Family questionnaire’s focussing on core Q.I indicators.</p> <p>Ongoing Support staff to support pupil engagement, readiness to learn and the application of regular strategies for identified pupils (PEF support staff).</p>
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