



Langbank Primary School

School Improvement Plan

2023/24

Planning framework

As part of Children's Services, Langbank 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

Our School Community Vision

At Langbank Primary, we ensure that all our children are supported and challenged in a safe and happy environment to enable them to achieve their full potential.

School Values (REACH)

Respect **E**ffort **A**chievement **C**ompassion **H**onesty

School Aims

- Inspire a **love** for learning
- Deliver a **stimulating** and **relevant** curriculum
- Develop **resilient** and **independent** learners
- Foster **self-respect** and respect for others

Who did we consult?

To identify our priorities for improvement, we sought the views of staff, pupils, parents and carers and partners, we used a variety of methods of getting the views of those who are involved in the life and work of Langbank Primary School such as:

Learners	Parents/Carers	Staff	Partners
<ul style="list-style-type: none"> • Pupil Council meetings • Active Assemblies • House Representatives • School Committees • Hot Chocolate Friday – Informal Discussions • Pupil questionnaires and feedback • Strengths and improvement consultation • ‘I would like to say...’ box 	<ul style="list-style-type: none"> • Annual Report feedback • Parent Evenings • Parent Council meetings • Monthly newsletters • Induction Days • Team around the Child meeting (TAC) • Parental evaluations of school events • Sharing the Learning/Communication via Seesaw app 	<ul style="list-style-type: none"> • Staff meetings • In-Service Days • Curriculum Development Sessions • Regular Self-evaluation linked to Quality indicators (HGIOS 4) • Individual Forward Plan feedback with SLT • Annual Personal Review and Development meetings • Regular review of School Improvement Plan priorities • Education Scotland Professional Learning materials • Consultation exercise ‘Identifying Priorities for Improvement’ • Attainment and Getting it right for every child (GIRFEC) meetings 	<ul style="list-style-type: none"> • Informal feedback through discussions • Park Mains Cluster Schools • Transition Meetings with Early Years Centres and Secondary Schools • Meetings with Active Schools Co-ordinator • Regular collaborative meetings with Educational Psychologist • Feedback sessions with community partners Tesco Port Glasgow, Langbank Church, Langbank bowling club. • Visitor feedback surveys.

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

- Regular Self-evaluation linked to Quality indicators (HGIOS 4)
- Target setting which allows tracking over the session to maintain highest attainment
- Forward Plans are reviewed by staff and Senior Leadership Team (SLT). termly, followed by professional dialogue
- Analysis of assessment data from ongoing class assessments, summative assessments and standardised assessments
- Class visits in various subject areas to monitor the children's learning experiences
- Pupils' work monitored termly – samples of jotters/workbooks, seesaw and learning conversations
- Staff observing colleagues/classes at other stages and developing feedback/professional dialogue
- Termly GIRFEC meetings to monitor impact and/or identify early intervention
- ASN Overview within Whole School Tracker
- Team around the Child (TAC) meetings
- A range of award assemblies where success within the four capacities and wider achievement are celebrated
- Regular meetings with SFO's to discuss repairs and maintenance of school building
- Regular meetings with SDO to keep up to date with school budget and spending

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 – Improvement in children’s and young people’s Health and Wellbeing

<p>HGIOS/HGIOELC Qis 2.4, 2.7 & 3.1</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>The Scottish Government’s pledge to incorporate children’s rights into legislation is reflected in Renfrewshire’s commitment to ensuring all children and young people have a voice and are empowered to be human rights defenders.</p> <p>Data gathered from our school’s RNRA Action group identified the need for a consistent approach towards supporting Health and Wellbeing across the school. It is imperative that we consider children's rights whenever we take decisions, and to help provide every child with a good start in life and a safe, healthy and happy childhood.</p> <p>Self-evaluation has led to the need to refresh our school Vision, Values and Aims to reflect Langbank Primary School’s children, families, staff and community of today.</p>	<p>For all children but in particular identified children with ASN, there will be an increase in their engagement and readiness to learn.</p> <p>A shared understanding and a consistent approach across the whole school in delivering RNRA.</p> <p>All classroom environments will use a consistent approach to visuals, the physical environment including a quiet space in each learning space.</p> <p>Pupils will benefit from improved positive relationships.</p> <p>Parents/Carers feeling more involved in supporting their child’s learning at school and home.</p>	<p>Staff complete CIRCLE audits to plan and review identified changes.</p> <p>Pre and post circle training questionnaires for staff.</p> <p>Leuven scale to measure engagement.</p> <p>GWMP survey results show an improvement in key areas Sept and April. especially within ‘Autonomy’ by June 2024.</p> <p>Number of pupils/number of occasions a pupil is accessing a safe space analysed prior to tracking meetings.</p> <p>Pre and post parental evaluations</p> <p>Questionnaire for children, staff and parents at the start of year on the implementation of transition passports for all children.</p>	<p><u>CIRCLE Framework</u></p> <p>By the end of 2023-24 all staff will receive initial training on the CIRCLE Framework. Staff will use the framework as a guide to ensure their classroom environment reflects the needs of their learners.</p> <p>All staff will complete a learning space audit and make changes as appropriate.</p> <p>All staff will use individual assessments to identify needs and supports for identified pupils.</p> <p><u>Renfrewshire’s Nurturing Relationship Approaches</u></p> <p>All staff to participate in training for ‘Nurture is essential for wellbeing’ including how this may present and how adults can adapt the environment to support children.</p> <p>Implementation of Transition Passports for all children.</p>

<p>The Promise</p> <p>Renfrewshire council is committed to keeping The Promise to listen and respond to the voices and needs of the care experienced community. This will mean that all staff will ensure any barriers to education are removed and will work to widen the opportunities and positive experiences that care experienced children and young people can access.</p> <p>GIRFEC Refresh</p> <p>The national refresh of GIRFEC approaches has heralded an update of the Renfrewshire GIRFEC policy and staged intervention process. New paperwork will strengthen wellbeing assessment and planning. A program of training for staff has been rolled out.</p> <p>Langbank Primary School has an increase in the number of children with ASN.</p>	<p>Survey results to show an increased awareness and confidence in supporting pupils who are care experienced or have experienced trauma.</p> <p>Pupils needs are well understood and supported, ensuring all pupils are reaching their full potential.</p> <p>By end of session 2023-24, almost all children will be familiar with a number of articles of the CRC and talk about the rights they enjoy</p> <p>Single and Multiagency Plans will allow for a more coherent way to ensure appropriate supports are implemented and identify how we will work more closely with partners.</p>	<p>Pre and Post Promise Training Survey</p> <p>School will have met the criteria for Bronze by October 2023 and will have met some of the criteria for Silver by June 2024.</p>	<p><u>Positive Relationships Policy</u></p> <p>Develop a positive relationships steering group – learners, parents and staff.</p> <p>Create a Positive Relationships Policy guided by the CIRCLE framework, UNCRC, the Principles of Nurture and The Promise.</p> <p><u>Rights Respecting School</u></p> <p>SLT will lead training for staff Assemblies focussed on UNCRC, Relationships, Health and wellbeing, being valued, being heard. Pupil council will complete Bronze Rights Committed Award.</p> <p><u>Who Cares? Scotland</u></p> <p>All staff will receive initial training on Feb in-service on The Promise. A Promise keeper to be appointed.</p> <p><u>GIRFEC</u></p> <p>All teaching staff will receive training on the refreshed GIRFEC policy</p> <ul style="list-style-type: none"> • staged intervention process • new planning formats <p>All teaching staff will transition to using the new planning formats.</p>
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Improvement Priority 2 – Raising Attainment in Literacy and Numeracy

HGIOS/HGIOELC QIs

NIF Priorities

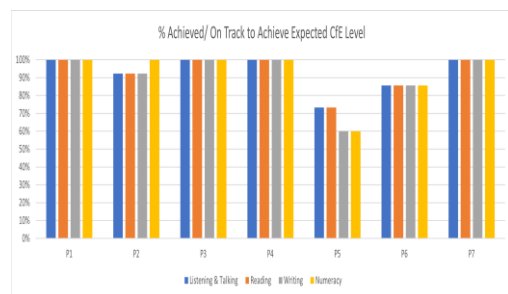
- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in children's and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school leaver destinations for all young people

NIF Drivers

1. School Leadership
2. Teacher Professionalism
3. Parental Engagement
4. Assessment of Children's Progress
5. School Improvement
6. Performance Information

Rationale for change

School attainment for Literacy and Numeracy in June 2023 was very good for almost all children. ACEL data identifies a barrier for some children in Writing and Numeracy. 5% of children within Langbank Primary are recognised as being Dyslexic.



Analysis of data and through our self-evaluation process staff have identified that further training for all staff is required in accessibility tools to improve attainment for our learners.

Outcome and Expected Impact

By June 2024 attainment in writing and numeracy for target group will increase by 15%.

Staff feeling increased confidence in providing tools to reduce barriers to learning.

Children feeling empowered to achieve their full potential.

Parents have an increased understanding on using accessibility tools to support their child's learning experiences.

Measures

Teacher's confidence survey in using the Chromebook and iPad accessibility tools in Oct 2023 and May 2024.

Pupil survey to measure confidence (target group)

Parental confidence survey in using accessibility tools to support homework (Target group).

Interventions

Accessibility Tools

All staff training on innovative tools to help ASN pupils. Such as Chromebook and iPad accessibility tools.

SLT to lead collegiate time focussed on accessibility tools.

SLT to facilitate 1 to 1 or group opportunities for Class Teachers to work with children on how to use accessibility tools.

Parental workshops (target group) on using accessibility tools to support homework.

<p>Talk for Writing was introduced as a whole school approach to teaching of writing in session 2022-23. This methodology has shown an increase in attainment for almost all learners this year.</p> <p>8 children across the school are not attaining expected levels for their age and stage. 6 of the 8 children have an identified Additional support need.</p> <p><u>Skills Development</u></p> <p>We recognise the importance of increasing employability skills so that our pupils understand the value and relevance of the skills they are acquiring for the world of work. In Langbank Primary School pupils across the school would benefit from a more skills based approach to learning. This will allow</p>	<p>By June 2024, all children currently on track for literacy and Numeracy will maintain their progress or increase beyond their level for their age and stage.</p> <p>Target group will see an increase in writing attainment by 12%</p> <p>Staff increased confidence in delivering Writing approach</p> <p>Increased parental understanding of the 'Talk 4 Writing' approach to allow parents to support the approach at home.</p> <p>2023-2028</p> <p>A skills framework is developed within the cluster and pupils will be able to reflect upon the skills they have developed across learning experiences.</p>	<p>Assessment data will be gathered from each hot piece throughout session 2023-24.</p> <p>Termly tracking meetings with class teachers and HT to monitor writing progress.</p> <p>SNSA Writing Assessment P1, P4 and P7</p> <p>Staff confidence questionnaire Pre-Post training</p> <p>Parental Pre and Post Talk 4 writing workshop survey</p> <p>Peer class visits/feedback</p> <p>Moderation exercises</p> <p>Staff evaluations of learning and teaching.</p> <p>Pupil focus groups</p> <p>Cluster baseline (Nov 2023) and post survey</p>	<p><u>Talk 4 Writing</u></p> <p>Provide professional learning for new teaching staff</p> <p>Provide refresher training for current staff (Teaching and Non-teaching) including CLPL for new and returning staff in fiction and non-fiction writing.</p> <p>All classes to complete 2 units per term (1 fiction and 1 non-fiction)</p> <p>Literacy Champion to maintain operation plan for Talk 4 Writing approach e.g. Create/maintain a whole school reading spine, create/maintain a whole school overview with resources linked to units</p> <p>Establish effective procedures for quality assurance of the approach with cluster primaries.</p> <p>Embed the assessment approached introduced in session 2022/23</p> <p>Opportunities for moderation across levels within school.</p> <p>Parental workshop to inform about Writing approach</p> <p><u>Skills Awareness</u></p> <p>Staff will receive training from PMHS in Nov 2023 to raise awareness and have a shared understanding of the 6 key skills developed in partnership with local employers.</p> <p>Staff will plan learning experiences to develop these 6 key skills with pupils.</p> <p>Skills will be identified through T4W lessons</p>
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<p>our pupils to explore a pupil led approach to their learning and allow them to transfer skills to new and unfamiliar context.</p> <p>ACEL data shows attainment of numeracy across the school P1- P7 is from 60% to 100%. This indicating the need to raise and maintain attainment and achievement for all in Numeracy and Maths.</p> <p>The new Renfrewshire Maths Planners have been devised to incorporate key methodologies (Including SEAL), streamline skills across a level and supporting effective teaching by using high quality rich tasks that provide breadth and depth. In session 2022/23, some teachers began utilising the new planners to support learning and teaching with positive impact. There is a need for a progressive and consistent approach across the school to raise/maintain current attainment.</p>	<p>Cluster baseline (Nov 2023) and post survey which will demonstrate an increase in awareness and confidence of pupils and staff.</p> <p>An increase of 10% in Numeracy and Maths attainment at P6.</p> <p>Full transition to the new Renfrewshire Maths progression planners will be evident at all stages by December 2023 to ensure a structured, progressive and consistent approach to maths and numeracy resulting in higher quality learning experiences for all children.</p>	<p>Evaluation of World of work week</p> <p>Standardised assessment data including ACEL/SNSA at P1, P4 and P7</p> <p>GL assessment for P2, P3, P5, P6</p> <p>Sumdog diagnostic assessments</p> <p>Termly tracking meetings to monitor identified children</p> <p>Professional Dialogue during forward plan feedback meeting</p>	<p>Whole school World of Work week to highlight how these 6 key skills are required to aid employment in many different professions.</p> <p><u>Numeracy</u></p> <p>All teaching staff will transition to using new Math's Planners in session 2023/24</p> <p>Further CLPL training on how to use planners to support transition</p> <p>Numeracy Champion to lead and support implementation of planners using In-service/collegiate time to build staff's confidence</p> <p>Family 'Maths' workshops led by our Numeracy Champion which will focus on 'Maths anxiety' and 'Making numeracy fun at home'</p>
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