



Langbank Primary School

# School Improvement Plan

## 2024/25

# 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 →

<p>We will encourage kind and connected communities—where our citizens take pride in their <b>place</b>, attracting others to move here and share in the opportunities Renfrewshire has to offer.</p>	<p>We will support a strong and flexible local <b>economy</b>—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.</p>	<p>We want Renfrewshire to be a <b>fair</b> 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.</p>	<p>We are working towards a <b>greener</b> 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.</p>	<p>We want our employees to feel proud to work for Renfrewshire Council because we are a <b>values</b> driven organisation, where we all understand and value our contributions, and we are passionate about making a difference for Renfrewshire.</p>
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## 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 School we learn together, play together and succeed together”

### **Our School Values**

Kindness Confidence Commitment Achievement

### **School Aims**

At Langbank Primary we aim to know each individual and nurture the development of the whole child.

For our Children to be:

At the heart of the school, with their voices heard and valued.

Safe, happy and confident in being themselves.

Respectful, kind, committed learners who are motivated to grow and achieve.

For our staff to be:

Nurturing and supportive of all children.

Kind and sensitive to the needs of our children and families.

Committed to our learning community and motivated with high expectations and standards.

Respected and valued by our whole school community.

For our families to be:

Welcomed, respected and supported.

Fully engaged in their child's learning journey and involved in key decisions.

Important partners of the school, providing skills and experiences to enrich learning events.

For our school environment to be:

Safe and welcoming with an inclusive ethos which promotes strong positive relationships that inspires a love of learning.

Engaging and inspiring to allow our children to thrive.

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

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

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 – Cluster based approach to skills development through practitioner enquiry

<b>HGIOS/HGIOELC QIs</b>  <b>1.3</b> <b>2.3</b> <b>3.3</b>	<b>NIF Priorities</b> <ul style="list-style-type: none"> <li>• Placing the human rights and needs of every child and young person at the centre of education</li> <li>• Improvement in attainment, particularly in literacy and numeracy</li> <li>• Closing the attainment gap between the most and least disadvantaged children</li> <li>• Improvement in children's and young people's health and wellbeing</li> <li>• Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ul>	<b>NIF Drivers</b> <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>2023-2028 As part of their learner journey, all children and young people are entitled to experience a coherent curriculum from 3 – 18, in order that they have the opportunities to develop the knowledge, skills and attributes they need to adapt, think critically and flourish in today's world (Cluster)</p> <p>2024-2025 Through cluster HT professional dialogue, it was evident that differing approaches to skills development was impacting on the application of skills as pupils progressed through the BGE. It was agreed that a cluster approach was required to provide a more consistent experience for pupils with a shared language of skills.</p> <p>Last session, as a cluster, each establishment undertook an awareness raising session lead by PMHS.</p>	<p>2023-2028 A skills framework is developed within the cluster to provide consistency of practice and pupils will be able to reflect upon the skills for learning, life and work they have developed as an integral part of their education/learning experiences and be clear about how all their achievements relate to these.</p> <p>2024-2025 By the session end, almost all teaching staff will have an increased awareness, knowledge, and confidence in skills development.</p> <p>By the end of the session all pupils will have increased ability to identify and talk about skills and when these will be used outside of school.</p>	<p>Cluster baseline and post survey to evaluate staff's confidence around skills development.</p> <p>Pupil will undertake a pre and post survey to identify their understanding, awareness and confidence around skills.</p> <p>Pupil focus groups</p> <p>Class visits</p> <p>Monitoring forward plans</p>	<p>Staff will receive refresh input from PMHS to raise awareness and have a shared understanding of the 6 key skills developed in partnership with local employers and liaise with PMHS project lead.</p> <p>Teamwork      Communication      Thinking skills Social skills      Creativity      Problem solving</p> <p>Practitioner Enquiry, based approach - Staff will work collaboratively in stage groups across the cluster chaired by a lead practitioner within the year group to focus on</p> <ul style="list-style-type: none"> <li>• Share practice in relation to skills</li> <li>• Planning for skills</li> <li>• Research for skills</li> <li>• Create proposal for implementation</li> <li>• Trial within own environment</li> <li>• Evaluation</li> <li>• Share practice/feedback</li> </ul> <p>Lead Practitioner from Langbank – Mrs Johnson (P7)</p> <p>Working time agreement time of 8 hours dedicated to skills in addition to in-service.</p>

<p>June 2024, Langbank P4-P7 pupil survey indicated that 78% of children felt they could talk confidently about skills they are using. 65% can talk about when they will use these skills outside of school.</p>			<p>Collegiate calendar/INSET to include dedicated time for staff training, sharing of good practice and evaluation (Working groups/practitioner enquiry within school and other establishments).</p>
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## Improvement Priority 2 – Raising Attainment in Literacy and Numeracy

<b>HGIOS/HGIOELC QIs</b>  <b>1.2</b> <b>2.3</b> <b>3.2</b>	<b>NIF Priorities</b> <ul style="list-style-type: none"> <li>Placing the human rights and needs of every child and young person at the centre of education</li> <li>Improvement in attainment, particularly in literacy and numeracy</li> <li>Closing the attainment gap between the most and least disadvantaged children</li> <li>Improvement in children's and young people's health and wellbeing</li> <li>Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ul>	<b>NIF Drivers</b> <ol style="list-style-type: none"> <li>School Leadership</li> <li>Teacher Professionalism</li> <li>Parental Engagement</li> <li>Assessment of Children's Progress</li> <li>School Improvement</li> <li>Performance Information</li> </ol>
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Rationale for change	Outcome and Expected Impact	Measures	Interventions																																																
<p><b>Talk for Writing</b></p> <p>Significant work has been undertaken in relation to building a reading culture and effective reading pedagogy. Greater links now need to be established between the teaching of reading and writing to create a coherent, progressive literacy curriculum.</p> <p>Teacher confidence has increased in the delivery of TfW, however, teacher self-evaluation has identified a need to ensure a consistent approach across the school both in delivery and assessment to maximise the impact on pupil engagement and attainment.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="background-color: #333; color: white;">Writing</th> <th style="background-color: #333; color: white;">P1</th> <th style="background-color: #333; color: white;">P2</th> <th style="background-color: #333; color: white;">P3</th> <th style="background-color: #333; color: white;">P4</th> <th style="background-color: #333; color: white;">P5</th> <th style="background-color: #333; color: white;">P6</th> <th style="background-color: #333; color: white;">P7</th> </tr> </thead> <tbody> <tr> <td style="background-color: #d9ead3;">Ahead</td> <td style="background-color: #d9ead3;">2</td> <td></td> <td></td> <td></td> <td style="background-color: #d9ead3;">1</td> <td></td> <td></td> </tr> <tr> <td style="background-color: #d9ead3;">On Track</td> <td style="background-color: #d9ead3;">0</td> <td style="background-color: #d9ead3;">10</td> <td style="background-color: #d9ead3;">10</td> <td style="background-color: #d9ead3;">11</td> <td style="background-color: #d9ead3;">6</td> <td style="background-color: #d9ead3;">12</td> <td style="background-color: #d9ead3;">9</td> </tr> <tr> <td style="background-color: #d9ead3;">Behind</td> <td style="background-color: #d9ead3;">-1</td> <td></td> <td style="background-color: #d9ead3;">3</td> <td></td> <td></td> <td></td> <td style="background-color: #d9ead3;">1</td> </tr> <tr> <td></td> <td style="background-color: #d9ead3;">-2</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td style="background-color: #d9ead3;">4</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td style="background-color: #d9ead3;">1</td> </tr> </tbody> </table>	Writing	P1	P2	P3	P4	P5	P6	P7	Ahead	2				1			On Track	0	10	10	11	6	12	9	Behind	-1		3				1		-2						4								1	<p><b>Talk for Writing</b></p> <p>By March 2025 a clear, structured, progressive, consistent approach to fiction and non-fiction writing will be evident at all stages using the Talk for writing approach in combination with additional evidence-based reading and writing pedagogies.</p> <p>By March 2025 almost all teachers are more confident and skilled in learning and teaching of fiction and non-fiction writing. Almost all support staff are more confident and skilled in providing appropriate support for writing.</p> <p>Almost all children will demonstrate increased engagement, knowledge and skill in the writing process.</p> <p>Increased parental understanding of 'Talk for Writing' approach to allow parents to support the approach at home.</p>	<p><b>Talk for Writing</b></p> <p>Pupil reading and writing engagement surveys carried out August 2024 and March 2025.</p> <p>Pupil learning conversations (focus group) led by Principal Teacher.</p> <p>Ongoing evaluation of staff confidence using 'Confidence in applying the Talk for Writing Process' Survey (March 2025)</p> <p>Whole school moderation activities</p> <p>Peer class visits – focus on Talk for Writing and the use of Assessment is for learning strategies (Aifl)</p> <p>Tracking and Monitoring Meetings</p> <p>Feedback from parent/carers at family learning workshop.</p> <p>Standardised assessment data NSA/ACEL at P4 and P7.</p>	<p><b>Talk for Writing</b></p> <p>Calendar of writing CLPL shared with all staff.</p> <p>Provision of ongoing professional learning for all teaching and support staff in the talk for writing approach. Initial training for NQT on fiction and non-fiction writing. Model lessons delivered by Project Lead.</p> <p>Project Lead will audit resources for writing by Sept 2024. Identify and purchase or create resources required.</p> <p>Writing moderation activities during curriculum development session Thursday 24<sup>th</sup> October.</p> <p>By Sept 2024 all teaching staff will be using TfW's planning, assessments and progression overviews to plan learners experiences and inform professional judgements on pupil progress.</p> <p>Principal teacher to lead on refresh training on AifL strategies which will support pupils to identify how they are progressing with writing lessons.</p> <p>Principal teacher will lead and deliver a parental information and workshop to our school community.</p>
Writing	P1	P2	P3	P4	P5	P6	P7																																												
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### Reading Moderation

Analysis of cluster data over time showed almost all learners progress from Level 2 to achieving Level 5 Literacy by the end of S4. In comparison to local authority data our cluster schools highlighted that 74% of pupils who did not achieve 2<sup>nd</sup> Level at the end of P7 went on to attain Level 5 in S4. This is higher than Renfrewshire statistics and was higher than cluster Numeracy data. With this inconsistency staff agreed to focus moderation on our assessment of Reading as a cluster.

Reading	P1	P2	P3	P4	P5	P6	P7
Ahead	2						
	1	1		3	1		
On Track	0	9	7	8	6	12	10
	-1		3				
Behind	-2						4

### Numeracy – Maths Journaling

Professional discussions during tracking and monitoring meetings with class teachers has identified a need to explore further ways to provide choice and challenge in Numeracy across P5 – P7.

GL assessment data shows very good attainment in maths for almost all learners however recent feedback from the GMWP indicates a decrease in autonomy within the

### Reading Moderation

Teachers can align their assessment practices leading to more accurate and reliable identification of a learner's reading level.

Increased staff confidence in identifying targeted intervention and support.

Confidence in the accuracy of teacher judgement will improve based on a range of evidence.

Should highlight any professional development that is required to improve teachers skills and effectiveness in teaching reading.

To promote a whole school approach to reading, promoting a culture that values literacy and reading for enjoyment.

### Numeracy – Maths Journaling

By March 2025 all teachers will have received training on maths journaling.

P5 – P7 teacher's will begin to build confidence in teaching and using Maths Journaling with all their learners.

### Reading Moderation

Staff evaluation will show confidence in accuracy of professional judgement and ability to provide/discuss supporting evidence in tracking meetings.

Evidence of using benchmarks for assessing learner's progress during attainment meetings with teachers.

Staff using planning and assessment data during attainment meetings to inform and evidence professional judgement.

### Numeracy – Maths Journaling

Pupil numeracy engagement surveys carried out Sept 2024 and March 2025.

Pupil focus group (P5- P7) led by Principal Teacher.

### Reading Moderation

Cluster stage groups already established through skills development and will be used for reading moderation activity in Term 3, focusing on Reading.

Cluster HT deliver shared presentation and implementation of moderation task in their own establishment.

Each teacher will select 2 pupils, one pupil on track (currently 1) and one pupil on cusp of being on track (currently -1) to gather a range of evidence and detail of current practice and targeted interventions.

Cluster groups will meet to discuss the evidence gathered and share good practice in learning, teaching and assessment of reading.

### Numeracy – Maths Journaling

Provision of professional learning for all teaching and support staff on Maths journaling delivered by Numeracy co-ordinator.

Modelled lessons delivered by Numeracy Co-Ordinator.

Principal Teacher delivering math journaling session to P5- P7 once per week.

<p>upper Primary. Pupil focus group of P5- P7 feedback identified Maths as a key area to improve, especially for challenge.</p>	<p>Support staff will have received training in providing appropriate support for Maths Journaling and feel confident in using appropriate resources and delivering support to learners.</p> <p>GMWP data will indicate an improvement across P5 – P7 in pupils leading their learning in Maths.</p> <p>Teacher’s will observe learners demonstrating a deeper understanding of Math concepts, improved communication skills and reflective thinking. Developing transferrable skills.</p>	<p>Standardised assessment data – NSA/ACEL and GL Assessment for P5 – P7.</p> <p>GMWP Aug 2024 and March 2025</p> <p>Teacher reflection during dialogue at curriculum development sessions to evaluate confidence in implementing maths journaling and identifying next steps.</p>	<p>Principal Teacher feedback to staff on input from sessions.</p> <p>Set clear expectations on the use of Maths Journaling for P5- P7.</p> <p>Principal Teacher to provide training to support staff.</p>
<p><b><u>Professional Development</u></b></p> <p>Head Teacher’s ‘Into Headship’ self-evaluation tools identified a need to recognise key skills amongst teaching staff that can be utilised to improve professional development for all staff and lead to improved outcomes for learners. The strong positive relationships and trust that has been built over the last year allows staff to feel confident in sharing good practice and to use opportunities to learn from one another. This in turn creates a solid foundation for all future school improvement.</p>	<p><b><u>Professional Development</u></b></p> <p>Almost all staff will demonstrate an increased knowledge in accessing and using MyPI on GTCs website.</p> <p>Staff will feel confident talking about professional development, show an increased awareness of the SIP and how they contribute through continued professional development.</p> <p>Almost all staff recognise the value in professional capital and the benefit from learning from one another.</p> <p>Staff will demonstrate improved professional learning relationships.</p>	<p><b><u>Professional Development</u></b></p> <p>Professional dialogue during PRD meetings to evaluate identified areas of development and evidence in PRD proforma.</p> <p>PRD Proforma indicating opportunities for professional development through professional capital.</p> <p>Review of proforma used by all teachers and evidence showing professional development is linked to meet the needs of learners, SIP and personal enquiry.</p>	<p><b><u>Professional Development</u></b></p> <p>Principal teacher will deliver training in using MYPL on GTCs to all staff.</p> <p>Staff refresh on the purpose and process of their Professional Review and Development.</p> <p>Create a guided PRD structure that staff can use to identify areas of development for the next academic year reflected against the standards.</p> <p>Increased awareness of GTCs Professional Standards</p> <p>CPD session delivered by Head Teacher on Professional Capital.</p> <p>Staff all identify a key curricular area they feel confident in sharing with staff during peer observation.</p>

<p><b><u>Renfrewshire Nurturing Relationships Approach (RNRA)</u></b></p> <p>Supporting all children to be emotionally regulated, included, safe and ready to learn continues to be a high priority at Langbank Primary. A small number of learners require enhanced support with this.</p> <p>Staff self-evaluation of the Circle resource (embedded last year) identified the school environment as safe, supportive and nurturing. Teachers recognised the positive impact of ensuring the classroom and school environment meets the emotional needs of all learners. Feedback during self-evaluation identified further understanding of child development as our next key area for improvement.</p> <p>Staff desired training on meeting the needs of learners through the lens of development stage and not chronological age, ensuring a holistic approach to getting it right for all.</p>	<p><b><u>Renfrewshire Nurturing Relationships Approach (RNRA)</u></b></p> <p>Clear consistent approaches from all staff to support individual developmental needs.</p> <p>Planning showing individualised pathways and progression.</p> <p>Planning and support plans shared with support staff.</p> <p>Increased dialogue between teachers and support staff in evaluating impact of supports.</p> <p>An increased awareness of being responsive and adaptable with day-to-day planning.</p> <p>Increased staff confidence in tracking smaller progress.</p> <p>Pupil voice at the centre of our school nurture journey.</p> <p>By the end of session 2024-25, the school will have met most of the</p>	<p>Mid-year review during self-evaluation tasks related to SIP.</p> <p>Sharing PRD progress with peers during a planned staff meeting.</p> <p>Observe an increase in sharing practice across all staff.</p> <p><b><u>Renfrewshire Nurturing Relationships Approach (RNRA)</u></b></p> <p>Pre and Post survey of educational psychologist's training input on 'Children's learning is understood developmentally'.</p> <p>Documented strategies and their impact on the Renfrewshire Nurturing Relationship Approach (RNRA) school action plan.</p> <p>Pupil GMWP survey Sept and March.</p> <p>Forward plans showing individualised areas of support.</p> <p>Child's Plans targets</p> <p>GIRFEC/ Attainment meetings</p> <p>Adapted tracking showing a clear record of progression for developmental milestones.</p>	<p><b><u>Renfrewshire Nurturing Relationships Approach</u></b></p> <p>All staff to participate in training for 'Children's learning is understood developmentally' including how the curriculum can be adapted to track progress.</p> <p>Collegiate session delivered by HT will focus on Staged Intervention process to increase staff awareness.</p> <p>PT will deliver training on completing Child's Plans, with a clear focus on writing learning targets - a holistic approach.</p> <p>Organise planned time for teacher and support staff to meet to evaluate impact of supports once per term.</p> <p>Citizenship group focussed on Nurture.</p>
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	criteria for the RNRA accreditation Award level 2.		
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