



Renfrewshire Council Children's Services

Lochwinnoch Primary School

Improvement Plan

2021-2022

Planning framework

As part of Children's Services, <insert establishment name> 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. improve attainment, particularly in literacy and numeracy;**
- 2. close the attainment gap between the most and least disadvantaged pupils;**
- 3. improve children's health and wellbeing; and**
- 4. improve children and young people's employability skills so that they move into positive and sustained destinations.**

Renfrewshire's Education Priorities

Our priorities will also align with the Renfrewshire Council Plan and Education Improvement Priorities listed on the next page.

Pupil Equity Funding

Our school received Pupil Equity Funding (PEF) to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap. This funding enables us to plan additional interventions to those which were already planned. These interventions are highlighted throughout this improvement plan using the (PEF) abbreviation.

The priorities and actions within this improvement plan address the needs of our school and articulate with local and national priorities.

Renfrewshire's Council Plan 2017-2027

Working together for a thriving and connected Renfrewshire, creating opportunities for all

Reshaping our place, our economy, our future

Building strong, safe and resilient communities

Tackling inequality, ensuring opportunities for all

Creating a sustainable Renfrewshire for all

Working together to improve outcomes

Renfrewshire Council's Values

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

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

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

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

Children's Services Vision

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

Renfrewshire's Education Improvement Plan Priorities

Develop high quality learning and teaching that leads to improved levels of attainment and achievement in all of our establishments

Reduce inequalities and deliver improved health and wellbeing outcomes for children and young people

Develop high quality leadership to promote empowerment at all levels

Improve employability skills and support all of our young people to enter positive and sustained destinations

Our Vision, Values and Aims

Following extensive consultation with pupils, staff, parents, carers and partners of our school community, our new school Vision and Values was established and launched in February 2018. It was determined that Happiness should be at the heart, underpinned by our strong core values:

Happiness is
Having fun Learning at the Heart of our Community, Determined to Achieve.

Like the River Calder, our values run right through our school:



Challenge and creativity
Ambition
Love and Friendship
Determination
Enthusiasm
Respect, Resilience, Responsibility

Our aim is for all pupils to be happy at school and nursery, enabling them to be **successful learners**, **effective contributors**, **confident individuals** and **responsible citizens** by:

- Ensuring the physical and mental wellbeing needs of all are at the heart of all we do, supporting **happy** and positive relationships in school and in our wider community built on an ethos of **respect**.
- Providing a broad, balanced, progressive and coherent learning experience, offering **challenge** and support within a nurturing and **friendly** environment where everyone feels welcome, secure and their views valued.
- To offer a variety of stimulating, **creative**, and active learning and teaching approaches and experiences to equip all pupils with the **enthusiasm**, **determination**, **resilience** and **ambition** to achieve essential skills for life.
- To encourage all learners to explore, appreciate, learn about and **respect** the environment.
- To recognise and celebrate continuous learning and wider achievement, encouraging everyone in the school community to self-evaluate and continuously strive to improve.

Who did we consult?

To identify our priorities for improvement, we have consulted with our partners within, across and outwith the Council. We sought the views of pupils, school staff, parent, parent council, community groups, local authority personnel and specialist providers. We used a variety of methods to gather the views of those who are involved in the life and work of Lochwinnoch Primary School and Nursery:

Pupils are consulted through:

Class discussions, circle time, Pupil Council meetings and class input, assemblies (virtual) – whole school and class, surveys and focus groups.

Staff are consulted through:

Self Evaluation using HGIOS4 and HGIOELCC , regular staff meetings, professional review and development meetings, professional dialogue meetings, staff surveys and questionnaires, collegiate and in service activities and email.

Parents are consulted through:

Parent Council meetings, Primary 1 new entrants meetings, parental phonecalls from teaching staff and SLT, open afternoons, curricular events, pupils progress updates throughout the year, the school website, parent surveys and self-evaluation session, paper consultation, collaborative meetings, Myschoolapp updates.

The opinions of other services supporting the work of the school are also sought through discussion. The school is sensitive to the views of the community and responds quickly to any concerns raised. The school works closely with the Parent Council, local ministers, Home link worker and other community organisations such as EDHEA and Lochwinnoch Community Council.

All information gathered is collated and used to assist us to identify next steps and areas for improvement.

How we will 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 will do this using quality assurance activities that include:

- Monitoring and tracking pupil progress in literacy, numeracy and HWB through regular monitoring cycle
- Monitoring and tracking of Children's plans/IEPs/IA action plans
- Monitoring of planning and assessment
- Monitoring classroom practice and learning experiences through planned observations in addition to informal visits.
- Analysis of assessment, CfE data, SNSA and baseline assessments
- Pupil focus groups
- Monitoring of pupils work/jotters
- Self evaluation cycle using HGIOS/HGIOELCC
- Moderation model

Each year we also complete a standards and quality report and self-evaluation which is monitored by our Education Link Manager.

Improvement Priority 1			
HGIOS/HGIOELC QIs	NIF Priorities		NIF Drivers
<i>What are the focus QIs for this priority?</i>	<ul style="list-style-type: none"> 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 style="text-align: right;"><i>Highlight as appropriate</i></p>		<ol style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p><i>Where are the barriers identified through analysis of data and self-evaluation information? What is our self-evaluation information telling us? Where are the gaps?</i></p> <p>Review of ASN support by DHT identified a need for staff training to help identify and support children having difficulty in Maths.</p>	<p><i>What change do we want to see for learners? By how much? Who are the target group? By when?</i></p> <p>P4-7 pupils introduced to bar modelling by June 2022 Teachers more confident supporting learners in maths</p>	<p><i>How will we know the change is an improvement? What information/data will we gather to measure progress and impact?</i></p> <p>Evidence from tracking meetings</p>	<p><i>What do we plan to do?</i></p> <p>Staff training (Link EP)</p> <ul style="list-style-type: none"> understanding specific difficulties in maths bar modelling method

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

Improvement Priority 2			
HGIOS/HGIOELC QIs	NIF Priorities		NIF Drivers
<i>What are the focus QIs for this priority?</i>	<ul style="list-style-type: none"> 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><i>Highlight as appropriate</i></p>		<ol style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p><i>Where are the barriers identified through analysis of data and self-evaluation information? What is our self-evaluation information telling us? Where are the gaps?</i></p> <p>Learning journeys for Literacy, Numeracy and HWB embedded. Need for a clear framework to outline approach to skills development throughout other curricular areas.</p>	<p><i>What change do we want to see for learners? By how much? Who are the target group? By when?</i></p> <p>Teachers will identify skills focus from a development pathway for each cross curricular topic to ensure that breadth of skills being developed.</p> <p>By referring to a skills development pathway children will be able to articulate and reflect on skills they need to develop for learning, life and work. Begin with some pupils T3 2021-22 and embed 2022-23.</p>	<p><i>How will we know the change is an improvement? What information/data will we gather to measure progress and impact?</i></p> <p>Progress in skills will begin to be recorded in learner pathways for individual pupils. Discussed at tracking and in reporting to parents.</p> <p>All children will have created a profile on My World of Work.</p>	<p><i>What do we plan to do?</i></p> <p>Staff collaboration to create Skills Development Pathway for each level</p> <p>Identified staff creating learning pathways for specific areas/skills</p> <ul style="list-style-type: none"> STEM – Sue Beverland ICT – Anne Menzies Chloe Campbell Collaboration – Lynne Gilchrist World of Work Lynne Gilchrist

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

Improvement Priority 3			
HGIOS/HGIOELC QIs	NIF Priorities		NIF Drivers
<i>What are the focus QIs for this priority?</i>	<ul style="list-style-type: none"> 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 style="text-align: right;"><i>Highlight as appropriate</i></p>	<ol style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement 	<ol style="list-style-type: none"> Assessment of Children's Progress School Improvement Performance Information
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p><i>Where are the barriers identified through analysis of data and self-evaluation information? What is our self-evaluation information telling us? Where are the gaps?</i></p> <p>GMWP 2020 initial survey identified needs in the areas of autonomy and healthy & safe.</p> <p>Discussion with children around wellbeing indicators useful however a need identified to track these ratings and analyse data to plan appropriate interventions.</p>	<p><i>What change do we want to see for learners? By how much? Who are the target group? By when?</i></p> <p>Children know how to deal with playground incidents and when to seek adult intervention</p> <p>All staff have a shared understanding and use framework for co-operative learning</p> <p>PUPIL VOICE</p> <p>All children have regular opportunities to discuss HWB.</p>	<p><i>How will we know the change is an improvement? What information/data will we gather to measure progress and impact?</i></p> <p>Increased scores in autonomy category GMWP</p> <p>Pupil survey shows increased consistency in the way incidents are dealt with</p> <p>Less learning time spent dealing with minor incidents</p> <p>Progress in skills required for working as a team recorded on skills pathway</p> <p>Interventions show positive impact in repeat analysis.</p>	<p><i>What do we plan to do?</i></p> <p>Staff training recap – co-operative learning strategies</p> <p>RNRA / Use of scripts</p> <p>Guidance to use in conjunction with skills pathway</p> <p>Continue to use GMWP to monitor HWB and identify interventions</p>

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

Improvement Priority 4			
HGIOS/HGIOELC QIs	NIF Priorities		NIF Drivers
<i>What are the focus QIs for this priority?</i>	<ul style="list-style-type: none"> 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 style="text-align: right;"><i>Highlight as appropriate</i></p>		<ol style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p><i>Where are the barriers identified through analysis of data and self-evaluation information? What is our self-evaluation information telling us? Where are the gaps?</i></p> <p>Need to put school at the heart of community identified in school values.</p> <p>Barriers- staff and pupil confidence in gardening</p> <p>Outdoor learning experiences are proven to help children develop problem solving skills, improve social and communication skills and develop resilience all of which are needs we have committed</p>	<p><i>What change do we want to see for learners? By how much? Who are the target group? By when?</i></p> <p>Involvement in Community Schemes such as Lochwinnoch Force for Nature Discover, Explore, Conserve & Share in local area 4+ days/ 25 hours Class to be identified</p> <ul style="list-style-type: none"> all pupils and staff outside more increased links with local community parent and community involvement in the new garden Green Flag no 2 Outdoor learning embedded throughout whole curriculum Increased awareness of our planet and how we can help 	<p><i>How will we know the change is an improvement? What information/data will we gather to measure progress and impact?</i></p> <p>Pupils achieve Jon Muir Discovery Level Award</p> <ul style="list-style-type: none"> Improved outdoor areas Improved use of outdoor areas Flourishing garden area Community involvement in the garden/ learning and teaching Green Flag no 2 awarded Food grown by us donated to the local foodbank/ vulnerable families 	<p><i>What do we plan to do?</i></p> <p>Identify a year group to take on project in first year (ideally around P4/5)</p> <p>Develop links with local groups</p> <p>Participate in John Muir Award Scheme</p> <p>Relate to Skills Development Pathway</p> <ul style="list-style-type: none"> Staff training Green Flag work across all stages Raised bed maintained by every class in the school Continue to look for sources of funding Continue to work with Parent Council John Muir Trust

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

<p>to meet through our school values</p> <p>We want to instill a love appreciation and respect for nature and all that is living and develop an understanding of how we can look after our environment</p> <p>Provide positive health benefits – both physically and mentally – and assist gross and fine-motor development</p>	<ul style="list-style-type: none"> • Increase in self esteem and confidence of our pupils and staff • Improvement in collaborative working skills • All pupils involved in the sowing, maintenance and harvesting of fruit/ vegetables • John Muir award 		
---	--	--	--

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

Improvement Priority 4			
HGIOS/HGIOELC QIs	NIF Priorities		NIF Drivers
<i>What are the focus QIs for this priority?</i>	<ul style="list-style-type: none"> 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 style="text-align: right;"><i>Highlight as appropriate</i></p>		<ul style="list-style-type: none"> 4. School Leadership 5. Teacher Professionalism 6. Parental Engagement
			<ul style="list-style-type: none"> 4. Assessment of Children's Progress 5. School Improvement 6. Performance Information
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p><i>Where are the barriers identified through analysis of data and self-evaluation information? What is our self-evaluation information telling us? Where are the gaps?</i></p> <ul style="list-style-type: none"> Equipping pupils with broad digital skills for life and work - employability Remove barriers to learning New equipment needs used properly Tracking skills required 	<p><i>What change do we want to see for learners? By how much? Who are the target group? By when?</i></p> <ul style="list-style-type: none"> All stages in the school using digital technology to enhance learning and teaching The teaching of digital skills embedded into the curriculum and tracked Staff and pupil confidence increasing Digital Schools Award Online presence increased by use of Twitter, school website etc Digital Leaders- P6 	<p><i>How will we know the change is an improvement? What information/data will we gather to measure progress and impact?</i></p> <ul style="list-style-type: none"> Survey pupils and staff before and after Learner journeys used to track digital learning in every class More use of technology evident in classrooms Bigger online presence Digital leaders teaching others in the school Use digital resources to showcase their learning 	<p><i>What do we plan to do?</i></p> <ul style="list-style-type: none"> Digital schools award Learner journeys for each class Continue to use GC, Seesaw etc and build on what we learnt during lockdown Focused lessons on digital skills Staff training for new equipment Staff training on programs/ hints that can help remove barriers to learning for some pupils e.g Clicker 8 Continue to upgrade our equipment

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