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Renfrewshire Council Children’s Services

**Lochwinnoch Primary School & ELC**

**Improvement Plan**

**2022-2023**

##### Planning framework

As part of Children’s Services, Lochwinnoch 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 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

Creating a sustainable Renfrewshire for all to enjoy

Building strong, safe and resilient communities

Working together to improve outcomes

Tackling inequality, ensuring opportunities for all

**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**

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

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

**Our Vision, Values and Aims**

School Aims, Vision and Values

Following extensive consulatation with pupils, staff, parents, carers and partners of our school community, our new school Vision and Values was established in February 2017. 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:

**C**hallenge and creativity

**A**mbition

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, **D**etermination, **E**nthusiasm, **R**espect, 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 improve.

Who did we consult?

To identify our priorities for improvement, we sought the views of pupils, parents, staff and partners of Lochwinnoch PS. We used a variety of methods of getting the views of those who are involved in the life and work of Lochwinnoch Primary School such as pupil focus groups, parent focus groups and pupil, parent and staff surveys.

We have also consulted with our partners across and out with the Council to assist us in the delivery of our priorities. We have visited other establishments to see good practise, attended information and training sessions, worked with cluster schools, partnered with attainment advisor from Education Scotland, forged a working partnership with Paisley museum and engaged with coaching and modelling officers.

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 do this using quality assurance activities that include: self evaluation activities using HGIOS4 and the child friendly HIGIOS, comparing data with comparator school and year on year to see improvements in attainment, continuing focus groups to identify pupil views, use post-intervention surveys and monitor attendance.

Each year we also complete a standards and quality report and self-evaluation document which are monitored by Renfrewshire Council Children’s Services’ staff

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| **Improvement Priority 1 Raising attainment for all with a focus on writing** | | | | |
| **HGIOS/HGIOELC QIs**  *QI 1.2*  *QI2.3*  *QI3.2* | **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   *Highlight as appropriate* | | **NIF Drivers**  School Leadership Assessment of Children’s progress  Teacher Professionalism School Improvement  Parental Engagement Performance Information | |
| **Rationale for change** | **Outcome and Expected Impact** | **Measures** | | **Intervention** |
| ***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?***  CfE data demonstrates that as a school, writing is a major area for improvement with attainment sitting 8% below comparator schools. Specifically, the percentage of pupils not on track ranges from 4.5% at the lowest to 42% at the highest which suggests a lack of confidence and consistency.  Data also indicates that attainment for pupils entitled to FME and CG are sitting at 56% on track as opposed to 79% of those who are not entitled.  Absence rates for those not on track for writing are 91.5% across all stages where as the average attendance for the whole school is 96.2%  Evidence from focus groups tells us that almost all pupils are unclear about what they need to do to improve their writing or how they can tell they are getting better.  Tracking meetings have shown that teaching staff use different approaches and measures to determine who is on track | ***What change do we want to see for learners? By how much? Who are the target group? By when?***  By June 2023, the implementation of a whole-school, consistent approach to teaching writing will mean:   * the gap between our school and comparator schools for attainment in writing reduces by 5% by 2023 and is completely closed by 2024. * At Primary 3, there will be a reduction of pupils not on track from 22% to 15% and at P6 from 42% to 30% and a reduction of 5% across all other stages except P1 * Attendance in those pupils who are not on track will improve from an average of 91.5% to 95% * Most pupils will regularly discuss their learner journey progress and be involved in planning next steps rising to almost all by 2024. * All teachers will be more confident in the learning and teaching of writing and thus judgement of attainment will be more consistent across the whole school. * Data will be shared more regularly with support staff so they are able to target in class support more effectively. | ***How will we know the change is an improvement?***  ***What information/data will we gather to measure progress and impact?***   * Pre and post teacher judgement data * Focus group feedback * Engagement of pupils with their own learner journeys * SNSA data * Writing assessment scores * Positive feedback from staff about the moderation process increases * Pre and post staff confidence data * Tracking meetings are more focussed on target groups * Peer class visits * Peer planning and reflection * Pre and post pupils survey on writing * Attendance data for target group and for those not on track * Support staff confidence levels pre and post session | | ***What do we plan to do?***  Whole staff work together to deliver a new approach to writing supported by:  Purchase of resources and training for the implementation of a new writing approach, **PM Writing (£3700)**  Purchase of **0.2 FTE** teacher to support the implementation of this writing approach **(£11000)**  CD calendar includes regular moderation of roll out of writing programme  Moderation across e, f and s levels carried out with Fordbank PS on a regular, planned timetable across the session  Provision of training from Scholastic (PM Writing) throughout session 22.23  (**£1500)**  Attendance procedures will be tightened and a move to conversations with parents becoming quicker to identify reasons for absences sooner. |

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| **Improvement Priority 2 Improving all stakeholders feelings of belonging by creating an overarching rational** | | | |
| **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**  School Leadership Assessment of Children’s progress  Teacher Professionalism School Improvement  Parental Engagement Performance Information |
| **Rationale for change** | **Outcome and Expected Impact** | **Measures** | **Intervention** |
| ***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?***  As we continue to manage the recovery from the impact of COVID, take into account the adoption of the UNCRC in to Scots Law and recognise the instability across the world, pupils, parents and staff have identified in the following ways, a need for clarity and understanding of the impact of these changes:  Through the self evaluation process staff have indicated they lack confidence in delivering education around the UNCRC.  When surveyed, 60% of the families of Lochwinnoch PS responded. Of this 60%,:   * 10% of parents felt neutral or disagree that Lochwinnoch PS is welcoming * 18% felt neutral or disagreed that no one felt discriminated against * 17% of parents felt neutral or disagreed that children’s rights are important.   From the GHWB survey it is clear that there has been a drop in the number of children who feel listened to and over all the lowest scoring area was in the section on autonomy.  Feedback from staff shows that Emotionworks is still not embedded in daily practise. | ***What change do we want to see for learners? By how much? Who are the target group? By when? (****timescales can extend beyond 1 academic year if appropriate)*   * Staff will rate themselves good in QI 3.1, Ensuring Wellbeing, Equality and Inclusion by 2023 and then very good by 2024 ~~under~~ * A recovery to the pre-covid level of 72% by 2023 of children who feel listened to from the current level of 60% and a further rise to 80% by 2024 * A reduction in the percentage of parents who do not feel the school was welcoming from 10% to 5% in 2023 and a further reduction to 2% by 2024 * Most Pupils are able to identify their own triggers and strategies that work for them to regulate their emotions through the use of the language of the Emotionworks, an emotional education programme. This will rise to almost all by 2024. | ***How will we know the change is an improvement?***  ***What information/data will we gather to measure progress and impact?***   * GHWB Pupil Survey Oct and May to monitor trends * Parental surveys – use of child friendly HIGIOUS theme 1 – Our Relationships - to align with pupil group focus in June 2023 to compare to June 2022 * Pupil groups – use of child friendly HIGIOUS theme 1 – Our Relationships - throughout the session in August, November and April * Staff confidence data will increase in the area of QI 3.1 Ensuring Wellbeing, Equality and Inclusion– compare August to June data * Attainment of RNRA Ruby Award (focus on Wellbeing) * Boxhall profiling of pupils included in nurture groups | ***What do we plan to do?***   * Creation of a curriculum rational through work done with Education Scotland, staff, pupils and parents * Creation of an Inclusion and Diversity group made up of pupils, parents and staff * Creation of a parent led sub-group to give a place to discuss and ask about issues around inclusion and diversity * All staff will undertake training on Teaching Black British History – a Training guide for Teachers. * Rights Respecting School Award process will be begun * Purchasing supplementary texts for pupils to ensure diversity is represented across all stage libraries * A Curriculum map will identify where opportunities for education in inclusion and diversity will be created * Parents will offer information and workshops to other parents about the diversity and inclusion curriculum each term * More regular, focussed focus groups will ensure all children have opportunities for voicing opinions around HIGIOUS theme 1 and 3 * Emotionworks lessons specifically timetabled |

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| **Improvement Priority 3 Raising Attainment for all with focus on maths** | | | | |
| **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   *Highlight as appropriate* | | **NIF Drivers**  School Leadership Assessment of Children’s progress  Teacher Professionalism School Improvement  Parental Engagement Performance Information | |
| **Rationale for change** | **Outcome and Expected Impact** | **Measures** | | **Intervention** |
| ***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?***  *Improving attainment in maths continues to be a priority as we embed the new approaches introduced to staff in session 21-22*  Attainment in this area remains below pre-covid levels across all stages except at P1 and P3. In addition, Lochwinnoch PS sits below comparator schools at P1,4 and 7.  Pupil attitudes to maths remain mixed: 43% of pupils agree that some people are just born good at maths and 23% think that maths is not important.  Tracking meetings with staff and pupil focus groups show that the training completed has yet to be embedded consistently. | ***What change do we want to see for learners? By how much? Who are the target group? By when? (****timescales can extend beyond 1 academic year if appropriate)*  By June 2023, the embedding of a whole-school, consistent approach to teaching maths and numeracy will mean:   * The gap between LPS and comparator schools for attainment in maths and numeracy reduces by 4% at P1 and P7 by 2023 and completely closes by 2024. Attainment at P4 remains above comparator schools. * By June 2023, the number of pupils not on track will be reduced by:   2% at P1, 5% in P2, 2% at P3, 5% at P5 and P6 and 2% at P7. This will increase to pre-covid levels by June 2024   * The number of pupils that think you are just born good at maths reduces below 20% by 2023 and to less than 10% by 2024 * All teachers will speak knowledgeably about childrens’ progress by referencing the Learner Journeys to explain their judgements * The number of children who think they are not good or just ok at maths reduces from 37% of all children to 20% by 2023 and to 10% by 2024 | ***How will we know the change is an improvement?***  ***What information/data will we gather to measure progress and impact?***   * SNSA Data at P4 and 7 in November, P1 in May * Tracking of attainment and comparison to authority and comparator schools * Use of year on year data to calculate the changes across all stages * The consistent use of end of pathway assessments * Use of Maths pupil engagement survey (May 2023) * All children will have opportunities to be involved in a focus group. Focus group feedback will show that most children are able to identify Numbertalks strategies, which concrete materials they use for what and how they know they are making progress | | ***What do we plan to do?***   * Creation of a teacher guide for weekly expectations of the teaching of maths * Creation of SWAY to contain all links required for maths * Numertalks refreshers * Signpost staff to SEAL, numbertalks and other maths CLPL * Peer visits for teaching of maths within school and across authority * Trios supported to plan and observe each others’ lessons – Lesson Study approach * Opportunities for staff to share their own good practice * Peer observations targeted at the use of concrete materials and use of Numbertalks * Framework introduced to scaffold tracking meetings to ensure consistency |
| *£5800 will be used across Priorities 1- 3 to support professional development, teacher observations, collegiate planning and team teaching in a planned programme of 8 weeks beginning in October 2022 until December 2022. This can be seen in the plan as lesson study approaches, sharing good practice through visiting other establishments and observations.* | | | | |

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| **Improvement Priority 4 Staff make confident and consistent judgements of levels withing writing** | | | | |
| **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 Highlight as appropriate | | **NIF Drivers**  School Leadership Assessment of Children’s progress  Teacher Professionalism School Improvement  Parental Engagement Performance Information | |
| **Rationale for change** | **Outcome and Expected Impact** | **Measures** | | **Intervention** |
| ***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?***  HGIOS?4 Self-evaluation activities with staff and professional dialogue in tracking meetings highlights teachers desire to increase confidence and accuracy when assessing pupil progress in accordance with national benchmarks.  Cluster collaboration to moderate numeracy and literacy will support our internal moderation procedures which will subsequently inform and develop good practice across cluster practice.  The Locality model promotes collegiality and a consistency of approaches. By planning as a cluster in this way, we will be working towards ensuring the principles of the model are adhered to | ***What change do we want to see for learners? By how much? Who are the target group? By when? (****timescales can extend beyond 1 academic year if appropriate)*  Almost all teaching staff will show an increase confidence levels regarding progression through a level and subsequent achievement will increase by 1 point by June 2023.  As pupil work will be moderated across the Cluster Primaries, pupils will demonstrate an improved understanding of their strengths and areas for development by June 2023.  By June 2023 pupils will achieve or make progress towards the achievement of targets set in August 2022.  Increased confidence of Associated Secondaries in the consistency of achievement data across Cluster Primaries.  Increased confidence at Local Authority and National Level of data capture across Cluster Primaries. | ***How will we know the change is an improvement?***  ***What information/data will we gather to measure progress and impact?***  Practitioner confidence survey: Baseline Data Capture in August 2022 compared to Endpoint Data Capture in June 2023.  Excellence and Equity Tracking Results in June 2022 (Baseline) compared to June 2023 (Endpoint).  Pupil Target setting approaches, as outlined in Cluster Primaries Quality Assurance Calendars | | ***What do we plan to do?***  To assign 4 hours from the Working Time Agreement:   * Moderation groups to meet at Kilbarchan Primary. * There will be four hours allocated. * JHS English dept staff will work together with second level teachers in order to establish a consistent second level * JHS English dept staff to be included in first level group as there is an increase in pupils in secondary school at this level. * 1 hour to co-plan a Literacy Lesson and complete overview with Cluster colleagues. Tuesday 17th January- 3.15-4.15 * 1 hour to upload writing on Teams and to discuss impact of high-quality Literacy learning and teaching approaches.   Tuesday 7th February-3.15-4.15   * 2 hours for moderation.   Tuesday 28th February 3.15-5.15pm  Ongoing review of process during Cluster Head Meetings. |