



Lochwinnoch Primary School

# School Improvement Plan

## 2023/24

# 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 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



*'At Lochwinnoch Primary School we are free to be our own true selves, creative, learn how to work as a team and value the use of our outdoor spaces. Happiness is at the centre of everything we do.'*

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

Creativity

Ambition

Love

Determination

Enthusiasm

Respect

**Who did we consult?**

To identify our priorities for improvement, we sought the views of pupils, parents and staff. 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 surveys, focus groups, workshops and class discussions. 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 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 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: pupil and staff self evaluation activities using HGIOS4 and the child friendly HIGIOS, comparing data for previous years attainment and with comparator schools to see improvements in attainment, continue 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.

## Improvement Priority 1 – Raising attainment in maths and numeracy across the school but with a specific focus in P1-3

<b>HGIOS/HGIOELC QIs</b> 2.3 2.5	<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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<b>Rationale for change</b>	<b>Outcome and Expected Impact</b>	<b>Measures</b>	<b>Interventions</b>						
<p>Improving attainment in maths continues to be a priority as we embed new authority planners and approaches and implement new assessments to inform our judgements.</p> <p>Whilst there has been improvement in attainment for the cohorts in P4, 5 and 6, attainment of the other cohorts has dropped.</p> <p>The percentages of pupils who are not on track for numeracy and maths and who have attendance rates below 90% is 42%, as opposed to a school average of 13% of attendance below 90%</p> <p>The amount of targeted support that has been required to ensure more children are on track from P3-7 means we need to ensure the early years curriculum is being tracked and monitored in a robust and clear manner and parents are clear about ways in which they can help at home.</p> <p>In the ELC, observations and progression data show that the number of children who demonstrate consistently (DC) the ability to work with money is 52% but the average for all other outcomes is 84%</p>	<p>In P1 the 4 children currently who are not on track will reduce to 2 by 2024</p> <p>In P2 the 3 children currently who are not on track will reduce to 1 by 2024</p> <p>In P3 the 10 children currently who are not on track will reduce by 3 by 2024 and by half by 2025</p> <p>Attainment across all other stages will be maintained or improved</p> <p>Across all stages, pupils will talk clearly about what they are learning in numeracy and maths as teacher engagement in the Improving Our Schools (IOS) programme will result in clearer LI and SC</p> <p>The percentage of children who DC the ability to work with money will rise to 65% by 2023</p>	<p><b>November:</b> SNSA data will show more children as average or above compared to national levels</p> <p><b>September, January and May:</b> Teacher judgement of attainment across all stages will be accurate and robust and will show an increase in the number of children ahead of on target and a decrease of those who are not on track.</p> <p><b>September and May:</b> Maths learner survey will show another improvement in the percentage of pupils who think they are good or very good and maths from 61% to above 70% by 2024 and to 75% by 2025.</p> <p><b>November, January and March:</b> Focus groups will reflect that pupils will be clear about what they have been learning and will be able to talk about next steps</p> <p><b>September and March:</b> Survey of parents who feel able to support their children's learning of maths at home will increase</p>	<p>Robust tracking and monitoring will ensure support is more targeted for individuals and for defined periods of time to close identified gaps.</p> <p>Learner conversations and use of observations to inform teaching will be utilised in P1 and 2 by the use of a 0.5 FTE classroom assistant (PEF)</p> <p>Use of end of topic assessments and end of level assessments will ensure pupils and staff understand what their next steps in each topic are.</p> <p>Teacher engagement in the Improving Our Schools (IOS) programme will ensure consistency of delivery of maths and numeracy lessons.</p> <p>Pupils will be supported more effectively at home as parental engagement events in <b>November and March</b> are targeted at maths strategies.</p> <p><b>Weekly:</b> Staff in the ELC will provide more opportunities for children to experience working with money</p>						

## Specific Improvement Priority 2 – Raising attainment for all in writing

<b>HGIOS/HGIOELC</b> <b>Qis</b>  <b>2.2</b> <b>2.3</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>CfE data demonstrates that as a school, writing continues to be a major area for improvement. Attainment shows:</p> <ul style="list-style-type: none"> <li>56% On track in P1</li> <li>77% on track in P2</li> <li>77% on track in P3</li> <li>67% on track in P4</li> <li>89% on track in P5</li> <li>85% on track in P6</li> <li>68% on track in P7</li> </ul> <p>At P1, 4 and 7 we sit below the authority average for being on track in writing</p> <p>For those pupils who are not on track an average of 43% have attendance that sits below 90% as opposed to the whole school average of 13% attendance below 90%</p> <p>Evidence from focus groups tells us that pupils are beginning to talk more clearly about what they are learning about becoming a writer but still few are able to talk about how they can improve</p> <p>In the ELC, observations have highlighted that learning conversations require a more consistent approach</p>	<p>As we embed a whole school consistent approach to teaching writing, we will see:</p> <ul style="list-style-type: none"> <li>the gap between us and comparator schools closed</li> <li>a reduction of pupils not on track at every stage by at least 5%</li> <li>for those not on track, attendance of less than 90% will reduce from 43% to 30%</li> <li>Focus groups will be able to talk about what they need to do to improve their writing</li> </ul> <p>Teacher engagement with the Improving Our School (IOS) programme will ensure that there is a consistent approach to discussing learning in writing with pupils and between staff</p> <p>Embedding of PM writing means teacher confidence at judging attainment improves</p> <p>Learning stories will be more skills focussed and aligned with the progression tool</p>	<p><b>November, January and May:</b> Teacher judgement of attainment across all stages will be accurate and robust and will show an increase in the number of children ahead of on target and a decrease of those who are not on track.</p> <p><b>November, January and March:</b> Focus group feedback shows pupils can demonstrate how they can improve in writing</p> <p><b>September and May:</b> pupil surveys show confidence in writing ability increasing</p> <p><b>Monthly:</b> Attendance data for those not on track will show an improvement in attendance</p> <p><b>November:</b> SNSA data will show improvement at P1,4 and 7</p> <p><b>monthly:</b> SLT observations and feedback will record a more consistent approach to scaffolding learning</p>	<p>PM writing will continue to be implemented and embedded across every stage</p> <p>Inclusion support worker (0.5 FTE) will be employed (PEF) to engage with families who's attendance is below 90%</p> <p>Peer observations across the West Partnership for PM writing</p> <p>Engagement with IOS programme reflected in the quality of teaching and learning</p> <p>Development and use of cluster writing assessment criteria</p> <p>Staff training in ELC will use a modelling approach to ensure a more consistent use of scaffolding approaches to capture learning</p>



### Improvement Priority 3 – Improvement in children’s and young people’s health and wellbeing

<b>HGIOS/HGIOELC Qis</b>  <b>2.4</b> <b>2.7</b> <b>3.1</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>4. School Leadership</td> <td>4. Assessment of Children’s Progress</td> </tr> <tr> <td>5. Teacher Professionalism</td> <td>5. School Improvement</td> </tr> <tr> <td>6. Parental Engagement</td> <td>6. Performance Information</td> </tr> </table>	4. School Leadership	4. Assessment of Children’s Progress	5. Teacher Professionalism	5. School Improvement	6. Parental Engagement	6. Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>The Scottish Government has made a commitment that Scottish policy, law and decision making must take account of children’s rights based on the United Nations Convention on the Rights of the Child (UNCRC) and ensure all children have a voice and are empowered to realise their rights.</p> <p>Renfrewshire Council is committed to meeting the needs of all pupils and to keeping The Promise to listen and respond to the voices and needs of the care experienced community.</p> <p>The national refresh of GIRFEC approaches has led to a review and update of the Renfrewshire GIRFEC policy and staged intervention process. New paperwork will strengthen wellbeing assessment and planning, with a programme of staff training being rolled out.</p>	<p>All children are able to talk about what the UNCRC means to them and how the articles affect their lives.</p> <p>All children will feel comfortable in any classroom environment as all staff take a consistent approach to visuals, the physical environment and include a quiet space in each learning area.</p> <p>Children’s needs and strategies will be recorded concisely and consistently, leading to increased awareness and confidence in their use.</p>	<p><b>May 2023:</b> Staff complete CIRCLE audits, plan and review identified changes.</p> <p><b>August and May:</b> Pre and post survey results show an increased awareness and confidence in supporting pupils who are care experienced or have experienced trauma.</p> <p><b>November, January and March:</b> Focus group feedback shows all pupils can talk to some extent about what the UNCRC means to them</p> <p><b>November, January and March:</b> Pupil voice gathered on support plans before parents’ nights will demonstrate that pupils have a good understanding of strategies that help them and how to access these</p> <p><b>August:</b> Individual assessments used to identify the needs of identified children are reviewed.</p> <p><b>September and May:</b> GWMP survey results show an improvement in key areas from Aug 2023 to June 2024.</p> <p><b>June 2024:</b> Achievement of UNCRC Silver Award</p>	<p><b>UNCRC</b> Complete and evidence Silver Action Plan and devise Gold Action Plan. Assembly programme includes weekly look at specific articles Pupil Council continues to give a channel for pupil voice</p> <p><b>Circle Training</b> All staff will receive initial training on CIRCLE. All staff will complete a learning space audit and make changes as appropriate. All staff will use individual assessments to identify needs and supports for identified pupils.</p> <p><b>Who Cares?</b> All staff will receive initial training on Aug Inservice and follow up in September CD night.</p> <p><b>GIRFEC Refresh</b> All new ASN plans will be created in new format. All staff will be supported to update new plans</p> <p><b>RNRA</b> Continue to embed and extend RNRA</p>

### Improvement Priority 4 – Increase the profile of science and technology across the whole school and cluster

<b>HGIOS/HGIOELC QIs</b>  <b>2.2</b> <b>2.3</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>Many research sources have noted that primary teachers lack the confidence and expertise in the teaching of science and technology and this matches with confidence levels across our cluster.</p> <p>Raising the profile of science via the SSERC programme will ensure science experiences are high quality and thus ensure learning is motivating and meaningful.</p> <p>Pupils in focus groups have not mentioned science when asked about the range of topics and subjects that they learn about at school in session 2021/22 and 2022/23</p>	<p>Improved confidence and competence of primary teachers to effectively teach STEM education and provide learners with the STEM skills and knowledge they require throughout their lives</p> <p>Participant on the programme will develop mentoring skills and reflective practices</p> <p>Children will increase in confidence in their skills to tackle STEM activities</p> <p>Opportunities for outdoor learning increase</p>	<p><b>August and May:</b> pre and post teacher confidence surveys in teaching science will show that teacher confidence levels have risen</p> <p><b>November, January and March:</b> focus group discussions will reflect the increase in STEM learning opportunities at all stages</p> <p><b>November, January and March:</b> ELC staff discussions will reflect more science opportunities for pupils</p> <p><b>Termly:</b> Termly timetables reflect more outdoor learning opportunities</p>	<p>Engagement with and involvement in the SSERC Primary Mentor programme will:</p> <ul style="list-style-type: none"> <li>Involve all teachers in the cluster</li> <li>be experiential for all teachers</li> <li>Build collegiality across the cluster</li> <li>Provide high quality resources that all pupils will benefit from</li> </ul> <p>Science equipment upgraded to ensure all classes can engage with all lessons (PEF £1500)</p> <p>SSERC Mentor will participate in 2 two day residentials in October and March and organise a showcase day in June</p> <p>SSERC mentor will plan, model and implement science lessons from N4 – P7</p> <p>SSERC mentor will work with cluster colleagues to complete and implement an action plan to ensure the teaching of science rises in profile across the cluster</p>