



Lochwinnoch Primary School and ELC

School Improvement Plan

2024/25

Planning framework

As part of Children's Service Lochwinnoch Primary School and Early Learning Childhood Class 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 practice, 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 HGOURS 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 – To embed Interdisciplinary Learning (IDL) in order to develop key skills in all pupils.

<p>HGIOS/HGIOELC QIs 1.2, 2.2</p>	<p>NIF Priorities</p> <ul style="list-style-type: none"> • Placing the human rights and needs of every child and young person at the centre of education • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children • Improvement in children's and young people's health and wellbeing • Improvement in employability skills and sustained, positive school leaver destinations for all young people 	<p>NIF Drivers</p> <table border="0"> <tr> <td>1. School Leadership</td> <td>4. Assessment of Children's Progress</td> </tr> <tr> <td>2. Teacher Professionalism</td> <td>5. School Improvement</td> </tr> <tr> <td>3. Parental Engagement</td> <td>6. Performance Information</td> </tr> </table>	1. School Leadership	4. Assessment of Children's Progress	2. Teacher Professionalism	5. School Improvement	3. Parental Engagement	6. Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>Interdisciplinary learning is learning – it is a way of learning and thinking and is challenging for learners. The challenge is personalised, owned by the learner, and so intrinsic engagement is higher than in a more traditional one-size-fits-all experience.' <i>Education Scotland</i>. This aim fits with LPS and ELCC's curriculum rational which aims for creativity and individuality to be at the centre of everything we do.</p> <p>Curriculum for Excellence aims to foster skills to enable pupils to become independent and self motivated learners. Attendance has begun to improve with those pupils who's attendance sits below 90% reducing by 2% last session. By increasing engagement the aim is to further reduce this by a further 2%.</p> <p>At early level, children have benefited from the support received by staff to develop core skills as a foundation for all learning.</p> <p>SLT, peer and authority observations of teaching highlight that pupil engagement could be higher.</p> <p>Use of HGIOURS themed questions with pupils consistently show most pupils cannot talk clearly about their learning and next steps.</p> <p>Froebel advocated freedom with guidance and his ideas about learning through nature and the importance of play are well known throughout the world, linking to our establishment curriculum rationale.</p>	<p>All pupils will engage in at least one IDL project over the course of next session.</p> <p>Pupils will be more engaged in lessons and more able to talk about their learning and their next steps.</p> <p>Most pupils will be able to make connections between areas of their learning when asked and feel they have more of a say in how they learn rather than the current level of less than half.</p> <p>Almost all pupil progress meetings will be led by pupils rather than class teachers and more pupils can talk about their targets and next steps clearly with their family member and CT.</p> <p>Improved attendance and attainment especially with those pupils who are currently not on track.</p> <p>Children in the ELC will benefit from hands on experiences to foster intellectual, emotional and physical growth to make appropriate progress for their age and stage.</p>	<p>In August and May, pre and post pupil engagement data will show improvement in the number of children who are on task and a reduction of the number of times there are disruptions during lessons using class engagement tool.</p> <p>In August and January, staff confidence survey will show that confidence will be higher in delivering IDL.</p> <p>In October, February and May, focus group feedback using HGIOURS themes will reflect pupils able to talk about their targets and their learning more effectively.</p> <p>In October, February and May, Pupil Attainment Meetings will be attended by more pupils and class teachers will report that more children lead the discussion about their learning.</p> <p>Monthly monitoring will show an improvement in attendance especially for those children who have been identified as lacking currently not on track.</p> <p>In August and January, ELC staff confidence levels will be higher in planning IDL with school colleagues.</p>	<p>Engage with Single Steps, a company specialising in training staff to deliver innovative IDL. This will upskill staff by:</p> <ul style="list-style-type: none"> • Supporting 2 class projects and modelling their approaches over a two week period. • Engaging in CLPL delivered by Single Steps • Preparing and delivering a parent showcase session for all parents • SLT facilitating all staff to observe and take part in the two class projects over a fortnight • Development of skills framework in collaboration with the Single Steps leaders <p>Opportunities to work together to plan IDL projects will be given during curriculum development time for staff.</p> <p>All parents will have the opportunity to come to an open event to discuss their child's project and all will be offered family learning sessions with the inclusion support worker. (PEF Funded)</p> <p>Support staff and inclusion worker (PEF Funded) will develop a range of workshops to offer an alternative curriculum for targeted pupils, using information from the IDL input.</p> <p>Embedding recent projects like Sewing The Thread Back Into The Community and Woodland Warriors.</p> <p>ELCO in PI and 2 brings Froebel approaches to PI and 2 to improve IDL in play. (PEF Funded)</p> <p>CD planning nights in November and January will facilitate joint planning for IDL across ELC and PI and 2.</p>

Improvement Priority 2 – Continue to raise attainment in numeracy and literacy for all by supporting families to support their child’s learning

<p>HGIOS/HGIOELC QIs</p> <p>2.3</p> <p>2.5</p>	<p>NIF Priorities</p> <ul style="list-style-type: none"> • Placing the human rights and needs of every child and young person at the centre of education • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children • Improvement in children’s and young people’s health and wellbeing • Improvement in employability skills and sustained, positive school leaver destinations for all young people 	<p>NIF Drivers</p> <table border="0"> <tr> <td>1. School Leadership</td> <td>4. Assessment of Children’s Progress</td> </tr> <tr> <td>2. Teacher Professionalism</td> <td>5. School Improvement</td> </tr> <tr> <td>3. Parental Engagement</td> <td>6. Performance Information</td> </tr> </table>	1. School Leadership	4. Assessment of Children’s Progress	2. Teacher Professionalism	5. School Improvement	3. Parental Engagement	6. Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>As parental engagement is a national priority in Scotland, with almost universal acceptance that it leads to improved outcomes for learners, our parental feedback from annual survey needs to be addressed:</p> <p>4.7% of parents strongly disagree, disagree or don’t know when asked if the school organises activities where their child can learn with them. On further investigating, parental feedback indicates:</p> <p>24% would like help with Reading strategies 20% would like help with learning conversations 18% would like help with Maths strategies</p> <p>24% of school parents and 4.3% of ELC parents said that they disagreed or did not know if the school gave them advice on how to help their child at home.</p> <p>56% of ELC parents do not think they are asked for their views about their children’s learning. Engagement from ELC parents is lower than expected with online learning journals with few parents adding comments to learning.</p>	<p>By May 2025, Parents will be more confident in supporting reading, practicing maths strategies and having learning conversations, reflected in improvements in attainment data in reading and in maths.</p> <p>Pupil:parents conversations about learning will be more meaningful, reflected in a reduction from 24% of school parents and 4.3% of ELC parents who did not know how to help their child at home.</p> <p>Most parents in both the school and the ELC will engage more with Seesaw content and so be better informed to engage in learning conversations with their children and at pupil attainment meetings and ELC 1:1 meetings.</p> <p>The majority of parents of school pupils and ELC pupils will be able to identify how they can support learning at home which will be reflected in pupil confidence and attainment.</p>	<p>Annual parental survey in May shows an increase in confidence to support children’s learning at home and pupil focus groups will show an increase in the number of children who can talk about their learning.</p> <p>In February and May, pre and post workshop surveys will show higher levels of confidence in parents’ ability to support learning especially in reading, maths and having learning conversations.</p> <p>In the annual school survey in May, there will be a reduction in the number of parents who say they have not been offered workshops to support their child’s learning.</p> <p>In the annual ELC survey in May, more parents will say they know how to support learning at home and that they are asked about their views of their child’s learning.</p> <p>Over the course of the session, the number of comments on Seesaw learning journals increases</p>	<p>Weekly drop in sessions will continue. These provide opportunities to share learning with parents who engage less with the school and who have indicated they struggle to navigate the online journals. (PEF Funded)</p> <p>Termly parent workshops will focus on maths games, reading strategies and having learning conversations</p> <p>Launch of leaflet resulting from parent:teacher collaboration on how to support reading. This group was formed from the results of parental and staff surveys.</p> <p>Inclusion support officer to support parental engagement by using daily phone calls, individual and group workshops for targeted parents. (PEF funded)</p> <p>Pupil-led parent workshops for Paired Reading- and maths strategies will be piloted in the first instance with parents who have indicated they are interested in support with supporting learning at home.</p> <p>In the ELC, planning in the moment boards will be shared at the door for parents and be replicated in each area of the playroom.</p> <p>In the ELC, Homebags will be created to go home and give a structured opportunity for parents to talk about learning.</p>

Improvement Priority 3 – To increase attainment for all with a specific focus on embedding the features of highly effective practice

<p>HGIOS/HGIOELC QIs</p> <p>2.3</p>	<p>NIF Priorities</p> <ul style="list-style-type: none"> • Placing the human rights and needs of every child and young person at the centre of education • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children • Improvement in children's and young people's health and wellbeing • Improvement in employability skills and sustained, positive school leaver destinations for all young people 	<p>NIF Drivers</p> <ol style="list-style-type: none"> 1. School Leadership 2. Teacher Professionalism 3. Parental Engagement 4. Assessment of Children's Progress 5. School Improvement 6. Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>'What matters is how things are taught, rather than what is taught.' <i>Dylan William, Embedded formative Assessment</i></p> <p>Although data from observed lessons shows that more features of highly effective practice are evident in more lessons, this is still inconsistent.</p> <p>SLT and EM observations identified AifL strategies are used inconsistently throughout the school even though they are known to inform assessment and planning for improvement.</p> <p>Using HIGOURS themed questions, pupil focus groups show few pupils are able to talk about how they know they have improved with their learning and what they need to do to improve further.</p>	<p>All staff will deliver lessons which will demonstrate most of the areas of features of highly effective practice in almost all lessons ensuring higher engagement from all learners.</p> <p>All teachers will use AifL strategies in all lessons to gather relevant and up to date assessment information to inform next steps and this will be reflected in observed lessons done in trios.</p> <p>Pupils will confidently set targets for their learning 1 or two areas of the curriculum and actively practice achieving these.</p> <p>Young Leaders will be more confident to share practice in their school and are more familiar with the language and processes of school improvement.</p>	<p>Trio observations In November and March will record an increase in the number of features of highly effective practice from class observations but discussions will focus specifically on the use of AifL strategies.</p> <p>Pupil engagement observation tools will show improvement between August and April.</p> <p>Focus group feedback using HIGOURS themes in October, February and May will show that pupils are increasingly more able to talk about their learning and how they are setting and achieving targets.</p> <p>Pupils pre and post programme confidence feedback in August and April will show an increase in confidence in talking about teaching and learning and effective practice.</p>	<p>Provide whole AifL Curriculum Development sessions.</p> <p>From September, adoption of of daily engagement with targets in the upper school through the piloting of a 'soft start' approach trialled in a cluster school.</p> <p>In August and September, good practice visits will help inform a more focussed approach to the 'soft start' classes have each morning to reinforce daily consideration of a focus on targets.</p> <p>From August, a Sketchnote of 'The Ideal Lesson' is finalised and used by all teachers as a benchmark for all lessons</p> <p>Themes from the trio observations will be shared with all staff and used to identify improvements/areas for development in features of highly effective practice.</p> <p>Good practice visits are organised across the authority to observe high quality AifL strategies.</p> <p>Primary 6 pupils engagement in Young Leaders of Learning programme will empower pupils to be part of driving school improvement through the use of evaluative language around the theme of learning and teaching, with a specific focus on AifL.</p>

<p>We realise there is scope to involve learners further in the evaluation processes using HGIOURS and that the YLL programme presents an opportunity to take the above work a step further by involving learners in reciprocal visits to other schools to identify what is working well, areas for improvement and effective practice in delivery of highly effective lessons.</p> <p>The Care Inspectorate have advised the implementation of a more formal approach to monitoring in the ELC.</p>	<p>Outcomes relating to the Progression Pathway for children in the ELCC improve. As staff's reflections improve, their ability to highlight areas for improvement will become more focussed and targeted.</p>	<p>Staff will be more focussed and confident in talking about learners' progress.</p>	<p>Peer reviews and SLT observations will support identification of star moments to feed in to reflective conversations and improvements in monitoring.</p> <p>By September, ELC documentation will be developed that evidences the monitoring of staff practice and shared actions.</p>
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