



Renfrewshire Council Children's Services

**Mary Russell School
Improvement Plan**

2018-2019

Planning framework

As part of Children's Services, Mary Russell 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. **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.**

Local Priorities

- **Reshaping our place, our economy and our future;**
- **Building strong, safe and resilient communities;**
- **Tackling inequality, ensuring opportunities for all;**
- **Creating a sustainable Renfrewshire for all.**

Renfrewshire's Education Priorities

Our priorities will also align with Renfrewshire Council's education strategic priorities listed below.

- **Develop high quality learning & teaching that leads to improved levels of attainment and achievement in all of our establishments;**
- **Reduce inequalities and deliver improved health & wellbeing outcomes for children & young people;**
- **Support self-evaluation and performance improvement throughout our establishments;**
- **Develop high quality leadership for staff at all levels;**
- **Support high numbers of our young people to enter positive destinations and sustained post-school destinations.**

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.

Our school's Vision, Values and Aims

Our Vision

To be an inspirational place with happy, confident learners who thrive in our school to achieve their full potential

Be all WE can be! Be proud of who WE are!

Our Values

RESPECT ACHIEVEMENT CARE TRUST RESPONSIBILITY CO-OPERATION

Our Aims

- PROMOTE HIGH STANDARDS IN LEARNING AND TEACHING and ensure that our environment, and everyone is treated with respect.
- TAKE PRIDE IN THE CARE WE SHOW ONE ANOTHER and enjoy being part of a caring community to allow us to feel safe, secure and happy.
- DEVELOP A SENSE OF SELF-BELIEF AND SELF-WORTH by celebrating both the pastoral and curricular achievements of everyone.
- SUPPORT AND ENCOURAGE ALL IN OUR COMMUNITY to reach their full potential so that our pupils have opportunities to thrive in our school.
- SHARE THE RESPONSIBILITY AND HARD WORK through teamwork, to ensure the continual embracing of our values.

Who did we consult?

In developing this plan, we sought the views of a range of stakeholders. We also used a variety of methods in getting the views of those who are involved in the life and work of Mary Russell School.

<u>Staff Consultation</u>	<u>Pupil consultation</u>	<u>Parent/Community Consultation</u>	<u>Community Consultation</u>
Regular meetings	Assemblies	Parent Council	FE College
Working groups	Individual & group discussion	PTA	Psychological Service
Individual & group discussions	Pupil Council	Parent Questionnaires	Social Work Service
School Improvement forums	School Improvement forums	School newsletter	Home Link Service
Audit and questionnaires		Parental involvement in school Forums	ENABLE partnership agency
In Service Days			Church communities
			Local businesses
			Charitable organisations

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:-

Staff Monitoring & Evaluation Processes

: Annual HGIOS self-evaluation of Key areas	.....	Audit formats
: ELT/Staff meetings	.....	Minutes of meetings
: In Service Days	.....	Self-evaluation discussions/feedback
: Tracking & reporting on pupil progress & attainment	.....	Annual collation of attainment & self-evaluation
: Working groups	.....	Minutes of meetings
: Questionnaires	.....	Collated results

Staff Monitoring & Evaluation Processes for Learning & Teaching

: Curriculum meetings	.....	Forward Plans / Learning Plans
: Planning meetings	.....	Calendar of planned class visits
: Planned class visits	.....	Calendar and record of planned class visits

Pupil Monitoring & Evaluation

: HGIOS self-evaluation of key areas	.....	Pupil Council Meetings
: Pupils views	.....	Assemblies & pupil forums
: Questionnaires	.....	Collated results

Parent Monitoring & Evaluation

: Parents' views evaluation of key areas	.....	Recorded views
: Individual & group discussion	.....	Parent forums
: School Newsletters	.....	Collated results of parent views

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

Action Plan

School priority 1: Improvement in children and young people's health and wellbeing					
NIF key driver	HGIOS4 / HGIOELC QIs	What are we going to do?	Who will be responsible for implementation?	What is the expected impact? (on children & young people; staff; families etc)	How will we measure this?
2	1.2 2.1 2.3 2.4 3.1 3.2	<p>We will: Participate in LA Developing a Whole School Approach to Nurture in partnership with EPS.</p> <ul style="list-style-type: none"> Staff training in Nurture approaches (August November 2018) (PEF) Staff training ACEs/ ACEs a Scottish perspective & Mindfulness (August –October 2018) (PEF) Core group to lead implementation based on identification of nurture principle (November – June 2019) 	HT EPS PT (BS) PT Primary CTs Nurture Core Group	<p>Expected impact:</p> <p>Learners feel safe, included & nurtured</p> <p>Staff have a greater understanding of the principles of nurture and the impact of adverse childhood experiences and apply them in class settings</p> <p>School ethos is enhanced for all</p> <p>Staff confidence in delivering PATHS is increased</p> <p>Learners have a range of strategies to adopt to improve emotional literacy</p>	<p>Impact will be measured through:-</p> <ul style="list-style-type: none"> Class observation Checklists Staff/Pupil/Parent Questionnaires Staff/Parent/Pupil Focus Groups Exclusion Data Attainment Data Target Setting Collation Well being wheels
2		Participate in PATHS training for Primary Staff Introduce PATHS strategies with Primary learners (January –June 2019)	DHT Primary PT Primary CTs	<p>Raised levels of attainment</p> <p>Learners attendance in class is increased and supported</p>	<p>Impact will be measured through:-</p> <ul style="list-style-type: none"> Teachers Planning Audits Classroom Observations Pupils learning Plans Staff/Pupil/parent questionnaires Staff/Pupil/parent focus groups Staff collegiate group feedback Displays/pupils work
5		Review calm base provision to meet changing school population (August – December 2018) (PEF)	DHT Secondary PT (BS) Calm Base Staff	<p>Learners are confident in planning for a rights based curriculum within subject areas.</p> <p>Rights education continues to be embedded in life & work of our school</p>	
1 & 5		Continue to embed UNCRC principles of RRS across school to achieve Silver Status RRSA (August – June 2019)	HWB working group		
1 & 5		Further develop Parkour through introduction of an after school Parkour Club (September – May 2019) (PEF)	CT (PE)		
1		Establish breakfast club to target pupils within SIMD 1&2 across all stages (August – June 2019) (PEF)	PL HWB		
4		Increase range of resources to support the development of Music Therapy at Primary Stages (August-September 2018) (PEF)	Music therapist PT S1		

NIF Key Drivers: 1 = School Leadership, 2 = Teacher Professionalism, 3 = Parental Engagement, 4 = Assessment of Children's Progress, 5 = School Improvement, 6 = Performance Information

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

Action Plan

School priority 2: Improvement in attainment, particularly in literacy and numeracy;					
NIF key driver	HGIOS4 / HGIOELC QIs	What are we going to do?	Who will be responsible for implementation?	What is the expected impact? (on children & young people; staff; families etc)	How will we measure this?
3	1.2 1.5 2.3 2.4 2.5 3.2 2.6 2.7	We will: <i>Extend parent/carer in partnership programme to primary stages with a focus on literacy (Term 2) (PEF)</i> <i>Continue and further develop parent/carer in partnership programme at secondary stages with a focus on numeracy (August – December 2018) (PEF)</i>	DHT Primary CTs DHT Secondary PT S3 CTs	Expected impact: <i>Increased parental engagement for targeted pupils Home/School relationships & partnerships are strengthened Parental expectations are increased Vulnerable families will engage in quality family learning programmes to enable them to support pupil learning at home</i>	Impact will be measured through:- <ul style="list-style-type: none"> • Parental forums monitoring • Parental evaluations • Pupil evaluations • Records of attendance • Positive destinations • Exclusion data
5 4 & 6 1 & 2		<i>Establish & resource school libraries in primary & secondary departments (August – December 2018) (PEF)</i> <i>Increase range of assessment data through computer based programmes star reader, accelerated reader (August – June 2019)</i> <i>Continue to develop BGE tracking tool to include new data (August – December 2018)</i> <i>Engage in cluster Numeracy moderation (3 collegiate sessions for facilitators 10hrs (August – February 2019) (PEF)</i>	DHT Primary /Secondary CTs PEF ASNAs HT PL Raising Attainment All staff Cluster Numeracy Facilitator	<i>Pupils are exposed to a wider range of reading materials appropriate to age, stage & levels</i> <i>Pupil attainment levels in literacy & numeracy raised and effectively tracked and monitored.</i> <i>Staff demonstrate increased confidence in using assessment data to inform teacher judgement of achievement of CfE levels</i> <i>Pupils benefit from increased scrutiny of data to target appropriate interventions</i> <i>Parental discussions have an increased focus on identified support and future steps for their children</i>	Impact will be measured s through: <ul style="list-style-type: none"> • Staff evaluations • Pupils learning plans • Teachers Planning • Parental forums • Parental feedback • New additional Assessment data • CfE Achievement of Level data • POLAAR data • SNSA/GL data • Progress/tracking/target setting meetings CM/SM
1 & 4 4		<i>Number talks & Concrete/Pictorial/Abstract training to be delivered supported by numeracy DO and numeracy champions (By April 2019)</i> <i>Establish transition teacher 0.4FTE at P7-S1 stages to support literacy & numeracy (Aug) (PEF)</i>	LA Numeracy DO Numeracy Champions HT	<i>Staff benefit from modelling & coaching of best practice pedagogy Pupils benefit from enhanced quality of learning experiences</i>	
4		<i>Continue additional support for targeted pupils with ASNA literacy & numeracy at S1-3 stages (August – June 2019) (PEF)</i>	HT		

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School priority 3: Improvement in employability skills and sustained, positive school leaver destinations for all young people					
NIF key driver	HGIOS4 / HGIOELC QIs	What are we going to do?	Who will be responsible for implementation?	What is the expected impact? (on children & young people; staff; families etc)	How will we measure this?
5	1.2 2.2 2.3 2.4 2.5 2.6 2.7 3.2 3.3	<p>We will:</p> <p><i>Further develop Joint Employability project initiatives (August – June 2019)</i></p> <p><i>Continue to extend world of work opportunities & experiences for primary aged pupils (August – June 2019)</i></p> <p><i>Develop wider achievement programmes P7-S2 (JASS) (August – April 2019)</i></p> <p><i>Review current Skills for Work programme at secondary stages (August – December 2018)</i></p>	<p><i>DHT Post 16</i> <i>PL Employability</i> <i>PT Employability</i></p> <p><i>CTs</i></p> <p><i>PT Employability</i></p>	<p>Expected impact:</p> <p><i>Pupils from SIMD deciles 1 & 2 are supported to engage in increased employability opportunities.</i> <i>Post school destination options for young people are increased</i></p> <p><i>Greater involvement in world of work experiences for primary parents</i></p> <p><i>Pupils have increased opportunities to gain accredited wider achievement awards</i></p> <p><i>Skill based learning is coherent and progressive 3-18 years</i></p>	<p>Impact will be measured through:-</p> <ul style="list-style-type: none"> • <i>SLD figures</i> • <i>Range and quantity of work placements</i> • <i>Range and quantity of volunteering opportunities</i> • <i>Class observations</i> • <i>Teachers planning</i> • <i>Parental engagement figures</i> • <i>Stakeholders views</i>

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School priority 4: Leadership & Digital Literacy					
NIF key driver	HG10S4 / HG10ELC QIs	What are we going to do?	Who will be responsible for implementation?	What is the expected impact? (on children & young people; staff; families etc)	How will we measure this?
1	1.2 1.3 1.5 2.2 2.3	We will: Continue to develop roles of project leaders in literacy, numeracy, HWB & Raising Attainment(August –June 2019) (PEF)	HT	Expected impact: Staff have increased opportunities to motivate, inspire and lead others	Impact will be measured through:- <ul style="list-style-type: none"> • Range and quantity of opportunities • Teachers planning • Learning Plans • Class observations • Staff PRD processes • Increased involvement of SMT in delivering courses • Staff audit • Attendance figures
1	2.7 3.1 3.2	Continue to develop in house programme of leadership training for aspiring staff	DHT	Pupils demonstrate increased confidence, resilience and engagement	
1	3.3	Continue to increase opportunities for pupils to develop leadership skills	SLT	Pupils have opportunities to lead their own and others' learning. They contribute to planning learning pathways which meet their needs, interests and aspirations and increased involvement in school improvement planning	
4 & 5		Increase wifi capacity across school (August – October 2018) (PEF)	HT	Pupils have access to a wide range of quality digital resources and improved network/internet access for learning	Impact will be measured through:- <ul style="list-style-type: none"> • Range and quantity of opportunities • Teachers planning • Learning Plans • Class observations • Parental feedback
4 & 5		Increase range of IT equipment (laptops/ipads) (August –October 2018) (PEF)	HT	Staff deliver high quality learning experiences supported by improved IT provision	
3 & 5		Introduce My school App (August –October 2018) (PEF)	Social Media Group	Parental communication is further enhanced	

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