Renfrewshire Council Children's Services

Mary Russell School
Improvement Plan

2021-2022

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.**

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

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   RESPONSIBILTY   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 allows 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 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.

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

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

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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

Improvement Priority 1: Improvement in Staff and Children and Young People's Health and Wellbeing			
HGIOS/HGIOELC QIs *1.2 2.1 2.3 2.4 3.1 3.2*	**NIF Priorities** • **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** 1. School Leadership 4. Assessment of Children's Progress 2. Teacher Professionalism 5. School Improvement 3. Parental Engagement 6. Performance Information
Rationale for change	**Outcome and Expected Impact**	**Measures**	**Intervention**

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

Government and Authority guidance and advice on Staff Welfare. Impact of pandemic on staff. Staff Health and Wellbeing Survey report.	*Prioritise the importance of ensuring all staff feel safe and secure returning to school. Ensure that time and space is provided to actively promote staff health and wellbeing. To actively promote staff HWB through collegiate group.* *Staff knowledge and understanding of programmes, resources and strategies available to support their own wellbeing is increased.* *Staff will feel less anxious in their daily practice.*	***Impact Measured through*** • *Observations* • *Discussions* • *Questionnaires* • *Staff Evaluations* • *Collegiate Group Plan*	• *Staff return to school inservice day meetings (August 2021)* • *Staff HWB standing item on SM/CM agendas (Aug 21 – Dec 21)* • *Opportunities for staff HWB identified within collegiate activities (Sept 21 onwards)* • *Reintroduce Nurturing Natter programme. (August 2021 – onwards)* • *Establish annual Staff HWB survey*
To Focus on and embed nurturing Principles. To implement Renfrewshire Nurturing Relationships Approach. To inform practice with strategy	*Continue to participate in LA Developing a Whole School Approach to Nurture in partnership with EPS.* *Learners feel safe, included & nurtured Staff have a greater understanding of emotional regulation and apply them in class settings.* *All learners benefit from a consistent approach to the application of identified strategies* *School ethos is enhanced for all*	***Impact will be measured through:-*** • *Class observation* • *Checklists* • *Staff/Pupil/Parent Questionnaires* • *Staff/Parent/Pupil Focus Groups* • *Exclusion Data* • *Attainment Data* • *Target Setting Collation* • *Well being wheels*	• *Introduction of RNRA Universal and Targeted Nurturing strategies (August 2021 onwards)* • *Strategies for Nurture, Compassion and Connection delivered to all staff (August 2021 onwards)* • *Nurture Collegiate group established* • *Identified strategies shared with all staff (August 2021)*
Analysis of Target setting data shows need for targeting of support. Profiling of learners highlights need for creative interventions and supports	*To enhance Nurture Base provision* *To enhance Nurture Provision for targeted Secondary/Post 16 young people (PEF)* *Learners benefit from a positive structured learning environment to meet their needs* *Learners engagement in learning is improved*	***Impact will be measured through:*** • *Teachers Planning* • *Audits* • *Boxall profiling & monitoring* • *Subject Meeting minutes*	• *Appoint DYW Key worker to enhance post school transitions* • *Enhance supports available through base* • *Base staff undertake& review Boxall Profile/S & D audits for targeted pupils (October 2021)*

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Learners experience fewer interruptions to learning *Staff build strong relationships with targeted pupils* *Implement 'My Big Life' programme at Secondary stages* *Staff confidence in delivering My Big Life programme is increased.* *Learners benefit from a bespoke programme to support mental health*	***Impact will be measured through:-*** • *Teachers Planning* • *Audits* • *Classroom Observations* • *Pupils learning Plans* • *Staff/Pupil/parent questionnaires* • *Staff/Pupil/parent focus groups* • *Staff collegiate group feedback* • *Displays/pupils work*	• *Secondary PTs review course materials and plan for delivery with PSHE classes (August-December 2021)* • *Evaluation of programme undertaken with LA staff review in line with PAThs progression*
Introduce and further implement a range of support strategies at primary stages to ensure consistency in approach and targeted interventions to support the needs of learners. *PATHs approaches and strategies at primary stages.* *Staff confidence in delivering PATHS is increased* *Support staff are confident in reinforcing PATHs approaches during break/lunch times.* *Learners have a range of strategies to adopt to improve emotional literacy*	***Impact will be measured through:-*** • *Class visits* • *Observation* • *Staff evaluations* • *CM forums* • *Leuven Scale recording /data* • *Teachers Planning* • *Class/wall displays*	• *PATHs approaches to be considered at Secondary stages for targeted Nurture pupils. (October 2021)* • *Ensure all new staff are familiar with strategies and their use (October 2021)* • *Staff implement targeted strategies universally* • *Review implementation (May 2022)*
Attention Builders (Autism) strategies	***Impact will be measured through:-*** • *Teacher Planning Formats*	

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	Staff confidence in the use of Attention Builders is increased. *Learners benefit from the delivery of consistent approaches across the department*	• *Observations* • *Questionnaires* • *Class/wall displays*	
	Leuven Scale observations & recording *Staff confidence in using Leuven as a measure of engagement is increased.* *Staff can record and analyse Leuven scale data.* *Improvements in pupil engagement in learning is recognised and tracked* *Learners demonstrate increased engagement in learning*		• *Continue to support new staff at early stages to use Leuven as an assessment tool* • *Staff continue to use LS to track targeted pupils' engagement in learning (October – March 2022)*
	Continue to embed UNCRC principles of RRS across school to achieve Silver Status RRSA *(September 2021 – June 2022)*		*Staff plan for a rights based curriculum within subject areas.* *Rights education continues to be embedded in life & work of our school* *Learners demonstrate awareness of their Rights*
	Increase range of support strategies at secondary stages to support learners *Targeted learners benefit from opportunities to participate in activities which improve pupil HWB* *Continue to develop breakfast club to target pupils within SIMD 1&2 across all stages* ***(PEF)***	***Impact will be measured through:-*** • *Attendance figures* • *Attendance in class* • *Focus on learning*	• *Further develop Parkour through after school club provision (September 2021 – March 2022)* ***(PEF)*** • *Introduce and resource equipment to provide Rebound Therapy for targeted pupils* ***(PEF)***

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Improvement Priority 2: Improvement in attainment, particularly in literacy and numeracy;

HGIOS/HGIOELC QIs	NIF Priorities	NIF Drivers	
1.2, 1.5, 2.3, 2.4, 2.5, 3.2, 2.6, 2.7	• **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**	1. School Leadership 2. Teacher Professionalism 3. Parental Engagement	4. Assessment of Children's Progress 5. School Improvement 6. Performance Information

Rationale for change	Outcome and Expected Impact	Measures	Intervention
To continue to pursue increased attainment in literacy and numeracy outcomes for our young people. To harness the power of school, home and pupils working together to improve outcomes. To increase data analysis as a tool for improved practice.	*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* *Learners are exposed to a wider range of reading materials appropriate to age, stage & levels* *Learners attainment levels in literacy & numeracy raised and effectively tracked and monitored.* *Learners attainment levels in literacy & numeracy raised and effectively tracked and monitored.* *Staff demonstrate increased confidence in using assessment data to inform teacher judgement of achievement of CfE levels*	***Impact will be measured through:-*** • *Parental forums monitoring* • *Parental evaluations* • *Pupil evaluations* • *Records of attendance* • *Positive destinations* • *Exclusion data* ***Impact will be measured s through:*** • *Staff evaluations* • *Pupils learning plans* • *Teachers Planning* • *Parental forums* • *Parental feedback* • *New additional Assessment data* • *CfE Achievement of Level data* • *POLAAR data* • *SNSA data* • *Progress/tracking /target setting meetings CM/SM*	*Continue to develop Family learning programmes (parent/carer in partnership programme) at primary stages (Term 3) (PEF)* *Improve and further develop & adapt 3 year rolling parent/carer in partnership programme at secondary stages (Terms 2/3)* *Continue to increase range of assessment data for literacy & numeracy through computer based programmes star reader, accelerated reader, accelerated maths (PEF)* *(October 2021- June 2022)* *Allocate time within current timetabling arrangements to teaching staff to manage data. (September – October 2021)* *Continue to develop BGE tracking tool to include all curricular areas at Secondary stages* *(December 2021- June 2022)*

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

	Learners benefit from increased scrutiny of data to target appropriate interventions *Parental discussions have an increased focus on identified support and future steps for their children* *Staff benefit from modelling & coaching of best practice pedagogy* *Pupils benefit from enhanced quality of learning experiences*		*Provide opportunities for staff to engage in LA moderation activities with mainstream/ASN* *Engage in inter authority (Inverclyde) moderation with a focus on Expressive Arts (Music & Art) (January- March 2022)*
To continue to pursue increased attainment and achievement outcomes for our young people in the Lower primary stages.	*Staff are confident in the delivery& planning of a play pedagogy approach* *Learners benefit from an environment developed to meet a wide range of needs* *Parents have increased opportunities to be involved in their child's learning* *Learners benefit from individualised targeted support to raise attainment*	***Impact will be measured s through:*** • *Staff evaluations* • *Pupils learning plans* • *Teachers Planning* • *Parental forums* • *Parental feedback* • *POLAAR data* • *SNSA data* • *Additional data eg |Accelerated reader* • *Progress/tracking /target setting meetings CM/SM*	*Continue to develop Primary Play pedagogy approaches & strategies at P1-4 stages **(PEF)*** *Continue to Plan Develop & resource learning environment to support play pedagogy methodologies (September 2021- June 2022)* *Develop opportunities for key staff to share good practice, develop approaches and work collegiately (October -June 2022)* *Train & support EYCO staff to develop venturing into play approaches for targeted pupils (October – December 2021)* *Review and evaluate impact of approach (June 2022)*

Improvement Priority 3: Improvement in employability skills and sustained, positive school leaver destinations for all young people

HGIOS/HGIOELC QIs *1.2, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7* *3.2, 3.3*	**NIF Priorities** • 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** 1. School Leadership 4. Assessment of Children's Progress 2. Teacher Professionalism 5. School Improvement 3. Parental Engagement 6. Performance Information

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

Rationale for change	Outcome and Expected Impact	Measures	Intervention
In line with guidance from SDS partners and the Careers Education Standard 3-18 provision must be enhanced from Primary stages through to Post 16 in order to maintain positive destination figures	Pupils from SIMD deciles 1 & 2 are supported to engage in increased employability opportunities. Post school destination options for young people are increased Greater involvement in world of work experiences for primary parents & pupils Pupils have increased opportunities to gain accredited wider achievement awards Pupils & parents are fully involved in the development of a bespoke home/school wider achievement programme. Pupils wider achievement is recorded and recognised. Skill based learning is coherent and progressive 5-18 years Learners have access to a range of practical skills for work resources	*• SLD figures* *• Range and quantity of work placements* *• Range and quantity of volunteering opportunities* *• Class observations* *• Teachers planning* *• Parental engagement figures* *• Stakeholders views* *• Wider achievement statistics*	Review range of Employability initiatives and opportunities for pupils at senior stages (October – June 2022) Continue to develop world of work opportunities & experiences for primary aged pupils (Jan -June 2022) Continue to develop wider achievement programmes P6-S2 (JASS) (Jan – June 2022) **(PEF)** Introduce JASS programmes for pupils P1-P5 (Jan – June 2022) Continue to develop Skills for Work course programmes at secondary stages (August – December 2022) Improve practical World of Work resources at primary/secondary stages September - March 2022 **(PEF)**

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

Improvement Priority 4: Leadership & Digital Literacy

HGIOS/HGIOELC QIs	NIF Priorities	NIF Drivers
1.2, 1.3, 1.5, 2.2, 2.3, 2.7, 3.1 3.2, 3.3	• **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**	1. School Leadership 4. Assessment of Children's Progress 2. Teacher Professionalism 5. School Improvement 3. Parental Engagement 6. Performance Information

Rationale for change	Outcome and Expected Impact	Measures	Intervention
Opportunity to develop collegiate working in school and to implement distributed leadership model. Need to expand Pupil voice and to move towards further digital literacy.	Staff have increased opportunities to motivate, inspire and lead others Staff engage in well structured experiences to enhance the development of leadership Pupils demonstrate increased confidence, resilience and engagement 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 Pupils have opportunity to mentor and support peers. Staff have increased opportunity to lead & inspire others	• Range and quantity of opportunities • Staff audit & feedback **Impact will be measured through:-** • Range and quantity of opportunities • Pupil self evaluation formats • Questionnaires	**Teacher Professionalism** • Continue to further develop roles of project leaders in literacy, numeracy & HWB (August 2021 – June 2022) **(PEF)** • Implement Sharing Good Practice LA policy (January – June 2022) **Pupil Leadership** • Pilot leadership opportunities for Senior pupils through 'Hearty Life's Peer Mentoring Programme (January – June 2022) • Increase opportunities for pupils to undertake self evaluation through the use of HGIOS? for Learners (November 2021- June 2022) **Digital Literacy** • Continue to develop the role of digital champion (September 2021 - June 2022) **(PEF)**

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

	Pupils have access to a wide range of quality digital resources for learning	**Impact will be measured through:-**	• Develop Digital Contingency Support PL role to support staff and improve communications with all stakeholders **(PEF)**
		• Attainment Data • Range & availability of resources • Class visits • Observations .	• Develop IT strategy to achieve Digital Schools Bronze level. (December – March 2021) • Increase range of hardware to support the development of speech to text programmes (September 2021 – April 2022) • Further develop use of speech to text software programmes (ongoing 21-22)
	Pupils attainment in SQA certification is raised Staff deliver high quality learning experiences supported by improved IT provision and if required online learning for learners.		

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