



Renfrewshire Council Children's Services

**Ralston Primary School
and
Early Learning and Childcare Class**

**Improvement Plan
2019-2020**

Planning framework

As part of Children's Services, Ralston 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. **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

Vision

Our School Vision is **'To learn with a Happy Heart'**

Our Values

- **Success**
- **Honesty**
- **Inclusion**
- **Respect**
- **Kindness**

Our Aims:

In Ralston Primary School and Early Learning and Childcare Class, we aim to promote high achievement and learning for life by encouraging pupils and staff;

- To provide a caring and nurturing environment where children feel safe and secure and are treated as individuals.
- To provide a high standard of education where each child is supported to have high levels of achievement and attainment
- To develop resilience, motivation, confidence and self-esteem
- To provide opportunities for every child to develop skills for lifelong learning
- To foster effective partnerships with pupils, parents and the wider community to ensure a sustainable future
- To promote active and healthy lifestyles

Who did we consult?

To identify our priorities for improvement, we sought the views of parents, carers, children and partners. We used a variety of methods of getting the views of those who are involved in the life and work of Ralston Primary School and Early Learning and Childcare Class such as;

- Views from parents, pupils, staff and wider community.
- Staff – through professional dialogue, meetings, agendas and minutes.
- Professional Review and Development
- Child's Plans and minutes from Educational Review Meetings.
- Staff discussions and evaluation of feedback from Parents' Evenings.
- Feedback from Primary/Nursery Parents' visit.
- Childrens' views through self evaluation, the House System, Leadership Groups, Learning Conversations and questionnaires

We have also consulted with our partners across and outwith the Council to assist us in the delivery of our priorities.

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:

- CFE levels and progress between levels.
- Staff planning and assessment including GL assessments and SNSA results
- Attendance, Attainment and Exclusion Profile.

Views

- Views from parents, including the Parent Council, pupils, staff and wider community.
- Evaluating the impact of last year's Improvement Plan.
- Cluster working
- Staff meetings, agendas and minutes.

Observation

- Head Teacher and promoted staff observations of classroom and nursery practice throughout the year.
- Peer observations
- A programme of monitoring throughout the year of pupil's class work and homework.

Documents

- Target Setting and Tracking records.
- School Self-Evaluation which includes statements from regular monitoring procedures.
- School Policies.
- Pupil Reports.
- Child's Plans and minutes from Educational Review Meetings.
- Expectations set out by the Authority.
- Professional review and development Session 2018 – 2019.
- Use of Quality Indicators from 'How Good is Our School?' and 'How Good is our Early Learning and Childcare?' to take a broad look across all key areas

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

Action Plan

School priority 1: Improve Health and Wellbeing of all children					
NIF key driver	HGIOS 4 / 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?
1	2.1	Further develop Locality Inclusion Support Network (LISN) programme to include Nursery (September 2019)	Pupil Support Co-ordinator	<ul style="list-style-type: none"> Children with ASN across the Nursery and School will be better supported to achieve and have their needs met 	<ul style="list-style-type: none"> Evaluation of Child's Plans
2	2.4			<ul style="list-style-type: none"> The PSC will receive peer support from cluster colleagues and other professionals to aid her in providing appropriate support for specific pupils with ASN (June 2020) 	<ul style="list-style-type: none"> Professional dialogue with staff will indicate whether needs of pupils are being met in class
3	3.1				<ul style="list-style-type: none"> TAC minutes
5	1.3	Continue to increase opportunities to promote pupil voice/leadership Nursery –P7 (September 2019)	All staff	<ul style="list-style-type: none"> All children will have increased opportunities to lead learning and have their views and opinions heard in relation to various aspects of school and Nursery life. (June 2020) 	<ul style="list-style-type: none"> Pupil Learning Conversations focused on Wellbeing Indicators
		Create a consistent nurturing approach across the school and Nursery (RNRA) with HWB permeating the curriculum. (September 2019)	DHT (JM) PT (KM) Working Party All Staff	<ul style="list-style-type: none"> All staff will understand nurture theory and the importance and benefits of nurturing relationships (June 2021) 	<ul style="list-style-type: none"> Learning Visits to classes Pupil Survey Parental Surveys Staff Survey Pupil Learning Conversations

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 1: Improve Health and Wellbeing of all children					
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?
1	2.1	Review pedagogies on transforming behaviours where relationships and awareness of adverse childhood experiences are at the centre (October 2019)	DHT (JM) and (CK) Working Party All Staff	<ul style="list-style-type: none"> • Improved behaviour and transitions for children with ACES (June 2020) • A consistent approach is in place for managing and rewarding behaviour across the school (August 2020) 	<ul style="list-style-type: none"> • Professional dialogue with staff • TAC minutes • Pupil Learning Conversations • Learning Visits to classes • Pupil Survey • Parental Surveys • Staff Survey • Annual parental questionnaire
2	2.4				
3	3.1	Review school behaviour management policy including the effectiveness of Golden Time (October 2019)	Head Teacher Support Staff	<ul style="list-style-type: none"> • Parental Engagement with all parents will improve through regular and enhanced communication from School Office, SLT and Teaching Staff (school events, calendar dates, SMT blogs) (June 2020) 	
5	1.3	Introduce MySchool App to enhance communication between school and parents/carers (August 2019)			

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School priority 2: Develop high quality learning and teaching that leads to improved levels of attainment and achievement					
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 4 5 6	1.1 1.2 1.3 2.3 3.2	<p>Further develop processes for learners to reflect on their own learning, plan their targets and track their own progress.</p> <ul style="list-style-type: none"> • Nursery to P7 Profiling (August 2019) • Setting Learning Intentions and Success Criteria and ensuring they are consistent (October 2019) <p>Extend implementation of playful pedagogy in Primary 1 and 2, enhancing pupil learning experiences and improving the process for planning, observing, assessing and tracking progress. Deirdrie Grogan (Strathclyde University) (August 2019)</p>	DHT (CK) Working Party All staff HT DHT (JM) PT (KM) P1 and P2 staff Classroom Assistants	<ul style="list-style-type: none"> • All pupils are more responsible for their own learning • All parents are clearer on their child's next steps in Literacy and Numeracy • All staff have a clearer understanding of the link between learning intentions and success criteria (June 2020) • All P1 and P2 pupils will be supported and challenged through meaningful play experiences which provide opportunities for child-led learning (August 2021) • Revised responsive planning formats reflect pupil voice and involvement in the planning process (August 2021) 	<ul style="list-style-type: none"> • Scrutiny of online profiles • Class Learning Visits • Pupil Learning Conversations • Professional Dialogue with Class Teachers • Scrutiny of end of level teacher judgement data and summative assessment results • Scrutiny of planning and evaluations by SLT • Minutes of meetings with Class Teachers and Deirdrie Grogan

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School priority 2: Develop high quality learning and teaching that leads to improved levels of attainment and achievement					
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 4 5 6	1.1 1.3 2.2 2.3 3.1	<p>Begin to review Social Studies programme and IDL. (October 2019)</p> <p>Revise current curriculum rationale (January 2020)</p> <p>Apply to receive Digital Schools Award accreditation (January 2020)</p>	<p>Working Party</p> <p>All staff</p> <p>PT (LC) CT Natalie Chisholm</p>	<ul style="list-style-type: none"> • Coherent and progressive programme in Social Studies to ensure coverage of Experiences and Outcomes across all levels (June 2021) • All children will have a breadth and depth of knowledge and transferrable skills (June 2021) • Curriculum meets the needs of pupils and families within the community (June 2020) • Use of Digital Technologies is embedded within Learning and Teaching across the school and Nursery (June 2020) 	<ul style="list-style-type: none"> • Scrutiny of planning • Pupil learning conversations • Professional dialogue with teachers • Staff Survey • Pupil Survey • Parent Survey • Receipt of award

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School priority 3: Develop high quality learning and teaching that leads to improved levels of attainment and achievement					
Literacy					
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	1.1	Reading	Head Teacher	<ul style="list-style-type: none"> • All children will demonstrate increased engagement in reading and improved comprehension skills • All Teaching Staff will extend their range of formal and informal reading strategies and will be more confident about responsive comprehension teaching • All Parents will have a shared understanding of how reading is taught and how they can support their child • All Children are more confident in using higher order thinking skills and terminology across the curriculum • Improved pupil attainment in Literacy across the curriculum • Staff will have a clear, progressive literacy programme in place for all levels to aid planning (June 2020) 	<ul style="list-style-type: none"> • Tracking meetings • Classroom Visits • Pupil Learning Conversations • Teacher professional judgement data in Literacy • AR results • Parental evaluations • Standardised Assessment Results • SNSA data • Scrutiny of planning
3	1.3	Continue to embed and extend evidence-based approaches to the teaching of reading as highlighted within the Primary Literacy Coaching Programme (P1-3) and Dive into Reading (P4-7) (August 2019)	2x Literacy Champions		
	2.2		Classroom Assistants		
5	2.3	Raise the profile of Accelerated Reading with a focus on data analysis (August 2019)	P3-7 staff		
	3.1		Head Teacher		
	3.2		Depute Head Teacher (JM)		
		Implement comprehension strategies using Higher Order Thinking skills from P1-P7. (September 2019)	All staff		
		Review and update whole school Literacy policy and pathways for each stage (October 2019)			

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School priority 3: Develop high quality learning and teaching that leads to improved levels of attainment and achievement					
Literacy					
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	1.1	<p>Writing Continue to embed and extend evidence based approaches to the teaching of writing. (August 2019)</p> <p>Staff will attend a Cluster Moderation event on writing (February 2020)</p> <p>Targeted Support in Literacy (PEF) IDL (Interactive Dyslexia Learning) 5 Minute Box Toe by Toe RAFA (August 2019)</p>	All staff	<ul style="list-style-type: none"> • Improved attainment in writing at P1,P4,P7 (June 2020) • All staff have an understanding of moderation processes and use these to share standards and expectations, improving confidence to assess achievement of a level (June 2021) • Increased attainment in literacy for all targeted pupils including PEF pupils. (June 2021) 	<ul style="list-style-type: none"> • Tracking meetings • Classroom Visits • Pupil Learning Conversations • Teacher professional judgement data in Literacy • Standardised Assessment Results • Teacher Professional Dialogue • Formative assessments
3	1.3				
5	2.2		PT (LB)		
	2.3				
	3.1				
	3.2		PEF classroom Assistants		

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School priority 4: Develop high quality learning and teaching that leads to improved levels of attainment and achievement						
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?	
1	1.1	Further develop teacher's knowledge and skills in numeracy with a focus on SEAL/Number Talks. (June 2020)	DHT (CK)	<ul style="list-style-type: none"> Consistent standards and expectations across year groups and progression evident across the school and nursery. (June 2020) 	<ul style="list-style-type: none"> Pupil Learning Conversations 	
2	1.3		Numeracy Champion			
3	2.2		Develop the use of holistic assessments as part of the planning process in Maths. (October 2020)	All staff	<ul style="list-style-type: none"> Increased attainment in Maths across all stages (June 2020) 	<ul style="list-style-type: none"> Learners can articulate their understanding of numeracy strategies
5	2.3			DHT (CK)		
	3.1					
	3.2	Introduce CUBS P1-3 (January 2020)			<ul style="list-style-type: none"> Learning Visits 	
		Targeted Support in Numeracy (PEF) <ul style="list-style-type: none"> 5 Minute Box 1,2,3 Learning (August 2019)	PEF Classroom Assistants	<ul style="list-style-type: none"> Increased attainment in Numeracy for all pupils including PEF pupils. (June 2020) 	<ul style="list-style-type: none"> Formative and Summative Assessments SNSA Data Teacher Professional Judgement data Targeted learners have improved levels of understanding in Numeracy. 	

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