



Renfrewshire Council Children's Services

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

**Improvement Plan**

**2020-2021**

## Planning framework

As part of Children's Services, Ralston Primary School and Early Learning and Childcare 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. 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.

### **Our Establishment Plan**

The priorities and actions within this improvement plan address the needs of our establishment 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

### Children's Services Vision

Working together to get it right for children, families and communities – protecting, learning, achieving and nurturing

### Renfrewshire's

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

### Education Improvement Plan Priorities

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 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 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 2019 – 2020.
- 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' staff

Improvement Priority 1 Promote the positive health and wellbeing of children & young people, parents/carers and staff			
HGIOS/HGIOELC QIs	NIF Priorities	NIF Drivers	
<p>QIs 2.1-2.4</p> <p>QI 2.7</p> <p>QI 3.1</p>	<ul style="list-style-type: none"> <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>	<ol style="list-style-type: none"> <li>School Leadership</li> <li>Teacher Professionalism</li> <li>Parental Engagement</li> </ol>	<ol style="list-style-type: none"> <li>Assessment of Children's Progress</li> <li>School Improvement</li> <li>Performance Information</li> </ol>
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>Following the extended period of working from home, we recognise the importance of ensuring all staff feel safe and secure about a phased return to school. We will ensure time and space is provided to actively promote staff health and wellbeing,</p> <p>We recognise the importance of providing clear information to parents/carers and in reassuring parents/carers that their child will be supported in their transition back to school.</p>	<p>By August 2020, all staff will understand and implement policies and procedures in relation to social distancing, hygiene and use of outdoors.</p> <p>By August 2020, parents/carers will have increased knowledge of the arrangements during Co-Vid 19 phasing and beyond</p>	<p>Policies and procedures issued to staff and discussed at virtual collegiate meetings evidence that clear and consistent messages are being provided.</p> <p>Staff self-evaluation as part of the PRD process demonstrates that all staff feel less anxious and more confident in relation to their own wellbeing</p> <p>Collegiate/In Service programmes show that a range of wellbeing activities opportunities are being provided.</p> <p>Participation rates in parental transition programmes for Nursery/P1 and ASN pupils show that almost all parents/carers attended virtually or otherwise</p> <p>Parental survey post transition programme demonstrates that all parents are more knowledgeable</p> <p>Communication to parents/carers through virtual meetings, School App and leaflets demonstrates that clear consistent messages are being provided</p>	<p>Ensure there are clear channels of communication so that all staff are fully informed of policies, procedures and arrangements during and post Co-Vid 19 phasing</p> <p>Plan the collegiate calendar in collaboration with staff to include dedicated time for staff wellbeing activities</p> <p>Introduce weekly coffee and chat drop in sessions for all staff.</p> <p>Activities will be planned for parents/carers including information sessions, curriculum overview and practical arrangements for social distancing, hygiene, learning outdoors during Co-Vid 19 phasing and post phasing</p> <p>A communication plan is developed including target audience, methods of communication, regularity and review of effectiveness</p>

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<p>Following the extended period of remote learning, we recognise the importance of ensuring all children feel safe and secure about transitioning back to school, particularly those entering P1 and those who have ASN</p>	<p>By December 2020, children will feel safe, confident and engaged in their new surroundings.</p> <p>By January 2021, children with ASN across the Nursery and School will be better supported to achieve and have their needs met.</p> <p>The PSC will receive peer support from cluster colleagues and other professionals to aid her in providing appropriate support for specific pupils with ASN</p>	<p>Learning visits and professional dialogue with teachers will show that almost all children are happy in class and engaged in their learning.</p> <p>Teachers' planning will demonstrate the increased focus on mental health and wellbeing.</p> <p>Wellbeing indicators results demonstrate that almost all children, score 8 or above in all SHANNARI indicators by December 2020</p> <p>Learning visits, professional dialogue with staff and minutes of TAC meetings will indicate that the needs of almost all pupils are being met</p> <p>All staff will understand nurture theory and the importance and benefits of nurturing relationships</p>	<p>Enhanced transition programmes will be delivered in partnership with Early Years colleagues.</p> <p>Timetables will be adjusted to provide greater curricular time for health and wellbeing activities (re-establishing routines, learning outdoors)</p> <p>Emotional Literacy will be explicitly taught (RNRA, Bounceback)</p> <p>HT/DHT to attend LISN and be part of the Nursery programme.</p> <p>Create a consistent nurturing approach across the school and Nursery (RNRA) with HWB permeating the curriculum</p> <p>Relationships policy will be reviewed with staff, parents and children</p>
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Improvement Priority 2 Plan and implement a phased return to school for pupils and staff			
HGIOS/HGIOELC QIs	NIF Priorities	NIF Drivers	
QIs 1.3-1.5 QIs 2.1-2.4 and 2.6 QI 3.1	<ul style="list-style-type: none"> <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>	1. School Leadership 2. Teacher Professionalism 3. Parental Engagement	4. Assessment of Children's Progress 5. Establishment Improvement 6. Performance Information
Rationale for change	Outcome and Expected Impact	Measures	Intervention
Following several months of lockdown, it is necessary to have a clear plan in place for the phased return of children and staff to our establishment, in line with local and national guidance.	<p>By August 2020, clear capacity and capability planning ensures that staff who are able to work in the establishment will return and the others will work from home.</p> <p>By August 2020, staff have increased knowledge of guidelines and expectations when working in establishment or at home.</p> <p>By August 2020, all staff, children and parents/carers have increased knowledge of health and safety measures and will evidence the implementation in their practice. These include hygiene and social distancing measures, within the establishment and in outdoor areas.</p> <p>By August 2020, children begin a phased return to the establishment as per SG guidance and successfully engage in a blend of home and establishment learning.</p>	<p>The capacity planning return to HQ demonstrates that there is clarity about the availability of staff and the reasons why some may need to continue working from home in line with Public Health Scotland guidance.</p> <p>Practitioners' planning will evidence that all practitioners know and follow the LA Guidance on Remote Learning and the school's plan for 'blended' learning.</p> <p>Timetables and recovery plans show that children are grouped in cohorts with maximum of 16 children per class and patterns of attendance align with SG social distancing guidance.</p> <p>The Recovery guidance, Business Continuity plan, Health and Safety workplace assessment and Co-Vid 19 Risk assessments demonstrate that local and national guidance is being followed and that clear and consistent messages are shared with staff, children and parents/carers.</p> <p>Minutes of staff meetings show that staff are involved in the recovery planning process.</p>	<p>Adapt <b>Health and safety risk assessment</b> to local context.</p> <p>Undertake the <b>H&amp;S workplace assessment using "COVID workplace checklist"</b></p> <p>Follow clear protocols in the event of someone becoming unwell and/or presenting with Co-Vid 19 systems</p> <p>Contextualise the LA <b>'Recovery guidance for establishments and early years establishments'</b> and retain for our own establishment.</p> <ul style="list-style-type: none"> <li>Reducing potential exposure</li> <li>Social distancing</li> <li>Hygiene and protection</li> <li>Cleaning regimes</li> </ul> <p>Create a staff (teaching and support) timetable for those available to work in the establishment and those working from home. Staff timetables will reflect a 'blended' learning approach for children and will maximise learning outdoors.</p> <p>Plan for phased return of priority groups, divide into cohorts and establish attendance patterns. Minimise movement of children.</p>

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<p>Should a further lockdown be imposed we want to be well-prepared to ensure that children can engage in learning at home.</p>	<p>By October 2020, all stakeholders have an increased knowledge of our business continuity arrangements in the event of another lockdown. We have an improved understanding of what needs to be done pre, during and post lockdown. We have learned lessons from the previous lockdown and are well-prepared to provide learning at home, at relatively short notice, should it be required</p>	<p>Observations of the internal and external building flow will demonstrate that in almost all instances, staff, children, parents/carers and visitors are adhering to the health and safety measures.</p> <p>Pre and post CLPL training surveys show an increase in understanding and confidence in all staff (Scale 1 to 5) in, for example, use of digital platforms for remote learning.</p> <p>Communication to all stakeholders through digital platforms evidence that clear and consistent messages are being conveyed to all in the establishment community.</p> <p>The Business Continuity plan (BCP) outlines detailed arrangements and actions to be taken (pre, during and post) in the event of a further lockdown to provide as much educational continuity as possible.</p>	<p>Staggered arrivals, departures, breaks.</p> <p>Develop a clear learning, teaching and assessment plan that assesses the wellbeing and learning needs of children and provides both learning within the establishment and at home. Priorities initially to re-engage children and families, establish routines and ensure wellbeing needs are met. New learning will be planned when children are ready.</p> <p>Identify and address staff CLPL needs particularly around digital learning pedagogy, wellbeing and learning outdoors.</p> <p>Complete the '<b>Business Continuity Plan</b>', using the LA template, in consultation with staff and children.</p> <p>Develop a plan for communicating and engaging with parents and the wider community about key messages, protocols and expectations.</p>
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Improvement Priority 3 Develop high quality learning, teaching and assessment leading to improved attainment and achievement in literacy and numeracy			
HGIOS/HGIOELC QIs	NIF Priorities	NIF Drivers	
	<ul style="list-style-type: none"> <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>	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
<p>Following this extended period of establishment closure, we recognise the increased importance of formative assessment and use of evidence-based pedagogies in literacy and numeracy to identify and address gaps in children's attainment and achievement.</p>	<p>By September 2020 all staff will recognise and effectively use evidence of learning experiences previously collected to inform judgements on learners' progress during the period of establishment closure to plan appropriate revision and next steps in learning.</p> <p>By September 2020 practitioners will have increased knowledge of and will evidence in their practice a range of targeted, evidence-based pedagogies in literacy and numeracy to support blended learning experiences both in establishment and at home as part of a wider recovery curriculum.</p> <p>By September 2020, all staff will use a range of assessment data and evidence-based approaches to raising attainment in literacy and numeracy to support and challenge children appropriately through considered approaches to differentiation.</p>	<p>Teachers' and Practitioners' planning will demonstrate skilled use of formative assessment to inform appropriately differentiated learning and teaching to meet the needs of individual children.</p> <p><i>Discussions during PRD demonstrate that most/all staff have increased confidence in applying concepts from CLPL relating to learning, teaching and assessment.</i></p> <p>Teachers' and Practitioners' planning reflects the Renfrewshire literacy and numeracy approaches in play-based and class-based learning, opportunities for home learning, learning online and learning outdoors.</p> <p>Attainment and tracking data for almost all children shows that they are making progress in literacy, numeracy and health and wellbeing with a trend towards closing identified attainment gaps.</p> <p>Informal playroom/class visits, monitoring of online/home learning activities and use of specific tools e.g reader engagement surveys will highlight increasing child/pupil engagement, effective use of digital platforms and independent working skills.</p>	<p>Practitioners and establishment leaders will use formative assessment strategies to assess the progress and learning needs of individual children and to inform planning of appropriate learning experiences in literacy and numeracy.</p> <p>Continue to make skilled use of formative assessment strategies to inform next steps in learning, and access CLPL or professional reading, linked to these approaches, where required e.g.:</p> <ul style="list-style-type: none"> <li>Learning Intentions &amp; Success Criteria</li> <li>Effective questioning</li> <li>Feedback</li> <li>Peer/self-assessment</li> </ul> <p>Where required, practitioners will access high quality CLPL to promote understanding on approaches to differentiation.</p> <p>Continue to embed &amp; extend evidence-based approaches to the teaching of literacy and numeracy:</p>

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	<p>By October 2020, children's engagement in blended learning and independent working skills will be increased using a combination of effective learning approaches and ongoing nurture support.</p> <p>By October 2020, staff will have improved skills and increased confidence in using digital tools to support blended learning.</p>	<p>Children's voice demonstrates that almost all children enjoy learning, at home and online, and can talk confidently about their learning and next steps.</p> <p>Staff and parent surveys will demonstrate increased confidence in supporting blended learning approaches.</p> <p>Monitoring and tracking information will evidence that all children have access to sufficient hardware and data to enable online learning</p>	<ul style="list-style-type: none"> <li>• Stages of Early Arithmetical Learning ELCC</li> <li>• Learning to listen ELCC</li> <li>• I can ELCC</li> <li>• Primary Literacy Coaching Programme</li> <li>• Dive into Reading</li> <li>• Dive into Writing</li> <li>• Talk for Writing P1 and P2</li> <li>• Stages of Early Arithmetical Learning</li> <li>• Concrete-Pictorial-Abstract progression</li> <li>• Growth Mindset</li> </ul> <p>Where required, practitioners will access CLPL to promote a shared understanding of provision of high quality learning online.</p> <p>School Digital Champions will continue to participate in LA meetings and disseminate information and best practice approaches to the staff team</p> <p>Staff will keep abreast of resources and guidance in relation to digital and home learning. Websites such as Renfrewshire's 'Home Learning' and the national 'Scotland Learns' site will be used to support this process.</p>
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Improvement Priority 4 To ensure effective use of data and evidence to plan for recovery			
HGIOS/HGIOELC QIs QI 1.1,1.3 QI 2.3 QI 3.1,3.2	NIF Priorities	NIF Drivers	
	<ul style="list-style-type: none"> <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>	1. School Leadership Progress 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
<p>Prior to lockdown, all staff have been becoming more familiar with what data is important for tracking and planning for improvement. During the recovery phase a broader approach to data is required to ensure that the data which is important now is being considered and used for planning for recovery.</p>	<p>By October 2020, all practitioners will have increased confidence and knowledge in what data they should be using to track health and wellbeing and progress of learning. They will use this evidence to target and design interventions and inform approaches to blended learning.</p>	<p>Pre and post CLPL survey training shows an increase in understanding and confidence in all practitioners.</p> <p>All planning associated with learners demonstrate a range of data sources being considered.</p> <p>Data gathered through quality assurance process will evidence that almost all staff have effectively planned approaches to blended learning,</p> <p>Evaluative evidence will demonstrate that the learners requiring support have been identified and appropriate interventions implemented.</p> <p>Almost all children and young people report that universal/ targeted/ intensive supports met their needs during transition and blended learning.</p> <p>Almost all children and young people have demonstrated increased participation and engagement throughout blended learning.</p>	<p>Staff will engage with Dive into Data (Data for Recovery) professional learning provided by Management Information Officer and Attainment Advisor</p> <p>Staff will engage with professional learning on effective approaches to blended learning for example, approaches to formative assessment, differentiation and remote pedagogy.</p> <p>Learner/teacher/parents' views of blended learning approaches</p> <p>Evidence used to identify key trends and inform school recovery planning.</p> <p>Evidence used within classrooms to understand learner experience and plan next steps in health and wellbeing support and learning.</p> <p>Progress measured through ongoing evaluations to ensure the needs of children are being met .</p>

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