



Ralston Primary School  
and  
Early Learning and Childcare Class

# Improvement Plan 2023/24

# Planning framework

As part of Children's Services, Ralston Primary School and ELCC 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

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 ELCC 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.
- 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 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:

- CFE levels and progress between levels.
- Staff planning and assessment including NSA data
- Attendance, Attainment and Exclusion Profile.

**Views**

- Dialogue with parents, including the Virtual Parent Council, pupils, staff and wider community.
- Virtual Meet the Teacher/Parents' Night appointments
- 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

- Tracking records.
- School Self-Evaluation which includes statements from regular monitoring procedures.
- School Policies and guidelines
- Pupil Reports
- SEESAW/CLASSDOJO
- Child's Plans and minutes from Team Around the Child Meetings.
- Expectations set out by the Authority.
- Professional review and development Session 2022 – 2023
- 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 – To raise attainment in Literacy across the ELCC and School

<b>HGIOS/HGIOELC</b> <b>Qjs</b> Q.I 2.3 Q.I 2.4 Q.I. 3.2	<b>NIF Priorities</b> <ul style="list-style-type: none"> <li>Placing the human rights and needs of every child and young person at the centre of education</li> <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>	<b>NIF Drivers</b> <ol style="list-style-type: none"> <li>School Leadership</li> <li>Teacher Professionalism</li> <li>Parental Engagement</li> <li>Assessment of Children's Progress</li> <li>School Improvement</li> <li>Performance Information</li> </ol>
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Rationale for change	Outcome and Expected Impact	Measures	Interventions																																													
<p><b>Literacy</b>                      Teacher professional judgement (ACEL) tracking and monitoring data indicates an ongoing need to raise attainment in writing with a particular focus on targeted pupils in P3, P4 and P5 where attainment begins to dip at P3 stage</p>	<p><b>Literacy</b>                      Table below indicates overall end of level attainment for writing and targeted % increase at each level</p> <table border="1" data-bbox="654 738 1111 1015"> <thead> <tr> <th></th> <th>2021</th> <th>2022</th> <th>2023</th> <th>2024</th> </tr> </thead> <tbody> <tr> <td>ELCC</td> <td></td> <td>55.17 %</td> <td>90%</td> <td>90%</td> </tr> <tr> <td>P1</td> <td>80%</td> <td>82%</td> <td>87%</td> <td>90%</td> </tr> <tr> <td>P2</td> <td>84%</td> <td>82%</td> <td>83%</td> <td>86%</td> </tr> <tr> <td>P3</td> <td>69%</td> <td>75%</td> <td>68%</td> <td>82%</td> </tr> <tr> <td>P4</td> <td>63%</td> <td>60%</td> <td>68%</td> <td>77%</td> </tr> <tr> <td>P5</td> <td>70%</td> <td>73%</td> <td>68%</td> <td>76%</td> </tr> <tr> <td>P6</td> <td>66%</td> <td>62%</td> <td>76%</td> <td>77%</td> </tr> <tr> <td>P7</td> <td>53%</td> <td>66%</td> <td>68%</td> <td>80%</td> </tr> </tbody> </table> <p>By June 2024 our target for P3 is 82%-86%, ensuring attainment does not dip from P2 current attainment of 82%.</p> <p>Use the Early Years Tracker data (August 2023) effectively to identify children in P1 at risk of underachieving.</p>		2021	2022	2023	2024	ELCC		55.17 %	90%	90%	P1	80%	82%	87%	90%	P2	84%	82%	83%	86%	P3	69%	75%	68%	82%	P4	63%	60%	68%	77%	P5	70%	73%	68%	76%	P6	66%	62%	76%	77%	P7	53%	66%	68%	80%	<p><b>Literacy</b>                      Teacher professional judgement/ACEL data demonstrates the predicted increase in attainment of targeted pupils at P3, P4 and P5.</p> <p>P1- 7 Writing Assessments demonstrate improving attainment for all pupils across the school.</p> <p>Tracking and monitoring meetings demonstrate that children at targeted stages are on track to attain predicted levels throughout the session.</p> <p>P1 baseline assessment data will provide additional information to allow for targeted intervention.</p>	<p><b>Literacy</b>                      Appointment of classroom assistants (27.5hrs) (<b>PEF £27000</b>) to provide targeted interventions to identified group to raise attainment in literacy. This includes '5 minute box, IDL and writing support in P3, P4, P5                      Targeted support at P3 stage for children at risk of not remaining on track with a focus on memory, structure, scaffolding of stories and phonic support.                      Targeted support for P4 and P5 children who are not on track with a focus on improving structure and sequence of stories as well as using digital technologies to support learning.</p> <p>Implement CA support in literacy and numeracy for those children identified as not on track in certain milestones, from data from the Early Years Tracker August 2023.</p>
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<p>Following training In Talk for Writing during Session 2021/22 and 2022/23, a strong focus is required on the implementation of the approach across the school and ELCC to ensure a consistent approach to writing and maximise the impact on pupil engagement and attainment</p>	<p>By June 2024 a clear, structured, progressive, consistent approach to fiction and non fiction writing will be evident across the school and ELCC using the Talk for Writing approach. This will include a revised approach to assessment with a focus on the CfE benchmarks.</p> <p>By June 2024, PEF spending contributes to raising attainment in writing through targeted support in P2, P3, P4, P5 with an increase of 3- 5% at each of the identified levels of pupils being on track</p>	<p>Evaluation of staff confidence, understanding and progress with implementation of TfW using the 'Confidence in Applying the Talk for Writing Process' survey.</p> <p>Pupil friendly assessment criteria will aid children in setting personal targets in writing.</p> <p>Teacher professional judgement/ACEL data will reflect a 3-5% increase in writing attainment at all levels.</p>	<p>Confirm our operational plan by October 2023 for implementation of the Talk for Writing approach (fiction and non fiction) to include key features which will include a whole school overview with resource linked units.</p> <p>Establish a working party to agree an improved target setting approach, to ensure all learners understand their current attainment and next steps in their learning journey.</p>
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## Improvement Priority 2 – To continue to raise attainment in Numeracy across the ELCC and School

<b>HGIOS/HGIOELC</b> <b>QI 2.3</b> <b>QI 2.4</b> <b>QI 3.2</b>	<b>NIF Priorities</b> <ul style="list-style-type: none"> <li>Placing the human rights and needs of every child and young person at the centre of education</li> <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>	<b>NIF Drivers</b> <ol style="list-style-type: none"> <li>School Leadership</li> <li>Teacher Professionalism</li> <li>Parental Engagement</li> <li>Assessment of Children's Progress</li> <li>School Improvement</li> <li>Performance Information</li> </ol>
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p><b>Numeracy</b> Teacher judgement data demonstrates that there is a need to raise attainment and achievement for all in maths and numeracy. The biggest dip is at P3 stage with only 70% on track June 2023.</p>	<p><b>Numeracy</b> ACEL June 2023 indicates Numeracy P1 85% Numeracy P4 83% Numeracy P7 80%</p> <p>By June 2024 our target for P4 is 70%-77% (P3 June 2023 70% on track) and ensuring attainment does not dip from P2 (June 2023 94% on track) at the end of P3 June 2024.</p> <p>By <b>June 2024</b> an improved target setting approach will ensure all learners understand their current attainment and next steps in their learning journey.</p> <p>Through use of data from the Early Years Tracker (August 2023), early and targeted interventions are in place in P1 at the right time to support all individuals in meeting their potential</p>	<p><b>Numeracy</b> Pre and post teacher judgements on pupil attainment indicate improvements in progress across all stages throughout the session.</p> <p>Standardised assessment including NSA/ACEL at P1, P4 and P7 indicate improvements in progress across all 3 stages throughout the session.</p> <p>P1 baseline assessment data will provide additional information to allow for targeted intervention</p> <p>Tracking meetings to monitor targeted children, evidence ongoing progress throughout the session.</p>	<p><b>Numeracy</b> Appointment of classroom assistants (27.5hrs) (<b>PEF £27000</b>) to provide targeted interventions to identified group to raise attainment in Numeracy. This includes '5 minute box and SEAL support in P3 and P4.</p> <p>Targeted support in Numeracy for identified children at P3 stage who are at risk of not remaining on track as they move from P2 to P3 and progress through First Level Curriculum Pathways.</p> <p>Establish a working party to agree an improved target setting approach, to ensure all learners understand their current attainment and next steps in their learning journey.</p> <p>Plan appropriate supports for those children identified from data as not on track from the Early Years Tracker August 2023.</p>

<p>The New Renfrewshire Maths Planners have been devised to incorporate key methodologies (including SEAL), streamline skills across a level and support effective teaching by using high-quality rich tasks that provide breadth and depth. In session 22/23 teachers in P1 and P2 and P5 began utilising the new planners to support learning and teaching with a positive impact. There is a need for a progressive and consistent approach across the school therefore these planners will be used by staff at all stages.</p> <p>Many class teachers use number talks in their classrooms but there is a need for a more consistent and planned approach throughout the school to raise attainment. The evidence suggests that the use of Number Talks programme, which focuses on sharing reasoning and strategies for mental maths can have a positive impact on children's mathematical abilities particularly their fluency, flexibility and confidence. It can also provide valuable formative assessment information.</p>	<p>Full transition to the new Renfrewshire Maths Progression Planners will be evident at all stages by October 2023, to ensure a structured, progressive and consistent approach to Maths and Numeracy.</p> <p>By December 2023 almost all teachers are more confident and skilled in the learning and teaching of Numeracy.</p> <p><b>By January 2024</b> Number Talks will be evident in all (P4-7) classes 3-5 times a week.</p> <p>By June 2024, Number talks involving dot patterns, (5/10 frames, Numicon, Rekenrek etc) will take place daily in P1-3 through play/ class routines/games/adult initiated discussions.</p> <p><b>By June 2024</b> children will demonstrate increased ability to think flexibly within their number range.</p>	<p>Professional Dialogue with HT, staff surveys and tracking meetings will demonstrate staff confidence and understanding of the pedagogy employed in implementing the new planners.</p> <p>Staff level of engagement/impact from CLPL training on CPA approaches which will support transition to the new planners.</p> <p>Staff survey and course evaluation. Monitoring of planning and assessment will demonstrate almost all teachers using Renfrewshire end of pathway and/or end of topic assessments where pedagogy is in line with planners.</p> <p>Class visit feedback will evidence improved pedagogy in numeracy through Number Talks.</p> <p>Pupil learning conversations with focus on Number Talks demonstrate increased pupil confidence in the use of number talks strategies.</p> <p>Ongoing class/group formative assessment (September to May) will measure improvement in children's progress in demonstrating flexible thinking during Number Talk sessions.</p>	<p>The school as a whole will transition to the Renfrewshire maths planners in session 23/24. This transition will incorporate elements of the revised end of pathway and end of topic assessments aligning with current methodologies.</p> <p>Staff training on implementation of new planners will support whole school transition. (DHT, Numeracy Champion and Maths Coaching officer)</p> <p>Encourage continuous professional development opportunities throughout the year for teachers in Maths and Numeracy including authority CLPL. Opportunities will be provided at staff meetings for staff to cascade information to staff and adaptations to pedagogy will be monitored by SLT during class learning visits. The school will participate in the authority's roll- out plan for Number Talks, ensuring that a progressive and uniform approach is implemented across all classrooms.</p> <p>Allocate time for the authority Numeracy Coaching Officer and School Numeracy Champion to present to staff a refresh on number talks and the number talks programme. This will provide an opportunity to assess our school approach to planned Number Talk sessions and ensure a consistent approach is embedded.</p>
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**Improvement Priority 3 – To continue to establish Inclusive learning environments ensuring the needs of all children are being met**

<p><b>HGIOS/HGIOELC QIs</b></p>	<p><b>NIF Priorities</b></p> <ul style="list-style-type: none"> <li>• Placing the human rights and needs of every child and young person at the centre of education</li> <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>	<p><b>NIF Drivers</b></p> <p>1. School Leadership      4. Assessment of Children's Progress</p> <p>2. Teacher Professionalism      5. School Improvement</p> <p>3. Parental Engagement      6. Performance Information</p>
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>Following the relaunch of Renfrewshire Council's revised GIRFEC policy and the increasing number of children who are identified with ASN, we need to ensure our policy and practice is consistent throughout the school and ELCC.</p>	<p>By June 2024 a pupil and parent survey will indicate that they are clear about targeted interventions and support for identified children with ASN and pupils have achieved almost all targets set.</p> <p>Following SLT classroom /playroom visits 2023/24, it will be evident that learning environments are inclusive for all and that the needs of learners are being met appropriately.</p> <p>Children displaying dysregulated behaviours across the school and ELCC are well supported by confident trained staff. This in turn will result in children spending longer engaging in activities in class.</p>	<p>SLT Monitoring of Staged Intervention Monitoring forms and Action plans will show more detail of supports/strategies being implemented.</p> <p>Records of class/playroom visits will indicate learning environments are inclusive in meeting the needs of all learners.</p> <p>Through ongoing professional dialogue and staff and pupil surveys there is an increased number of children being able to manage their emotions effectively in order to access learning and teaching.</p>	<p>Introduce Renfrewshire Council's revised resources for recording supports and interventions in place for identified children with ASN</p> <p>Introduce The Circle Inclusive Classroom Framework throughout the school and ELCC with a focus on ensuring learning environments are suitable for all children's needs</p> <p>Ensure continued use of the outdoors is planned to allow children to experience learning and teaching opportunities out with the confines of the classroom/playroom.</p> <p>Class Teachers to ensure ICT is central to supporting learning and teaching and meeting the learning needs of all children. Chromebooks and I pads will be evident in all classes.</p> <p>Re-establish the RNRA core group and create a plan which includes a focus on NVR and UNCRC with our new Educational Psychologist</p>