



Ralston Primary School
and
Early Learning and Childcare Class

Improvement Plan 2024/25

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 2023 – 2024
- 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 – Further develop approaches to ensure wellbeing, equality and inclusion.

<p>HGIOS/HGIOELC Qjs Q.I 2.3 Q.I 2.4 Q.I. 3.2</p>	<p>NIF Priorities</p> <ul style="list-style-type: none"> • Placing the human rights and needs of every child and young person at the centre of education • 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 	<p>NIF Drivers</p> <table border="0"> <tr> <td>1. School Leadership</td> <td>4. Assessment of Children's Progress</td> </tr> <tr> <td>2. Teacher Professionalism</td> <td>5. School Improvement</td> </tr> <tr> <td>3. Parental Engagement</td> <td>6. Performance Information</td> </tr> </table>	1. School Leadership	4. Assessment of Children's Progress	2. Teacher Professionalism	5. School Improvement	3. Parental Engagement	6. Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>Following staff and pupil discussion, it became clear that our current Health and Wellbeing programme required to be revised. Pupils were not clear about Bounce Back and teachers indicated resources were lacking and not relevant. Monitoring of planning indicated there was not a consistent approach to delivering our HWB programme.</p> <p>We continue to recognise the value that nurture, and nurture approaches play in supporting the health and wellbeing of children and continue to develop our nurturing approaches to ensure wellbeing for all.</p>	<p>All ELCC and school staff will be knowledgeable in delivery of the PATHS resource and will implement this in their classes from Sept 2024.</p> <p>By June 2025, through the use of the PATHS resource, almost all pupils will develop social and emotional skills to help them make more positive life choices.</p> <p>By June 2026, a consistent approach to delivering HWB will be in place across the ELCC and school.</p> <p>Pupils showing distressed behaviours will have a quiet place to go to de-escalate to allow them to prepare to return to their class.</p>	<p>Staff pre & post implementation surveys will demonstrate confidence in delivery of PATHS.</p> <p>Pupils will demonstrate confidence in talking about social and emotional skills during pupil learning conversations with SLT.</p> <p>Playground and classroom /playroom observations will demonstrate increased resilience amongst pupils.</p> <p>Restorative conversations demonstrate an increase in responsibility and empathy.</p> <p>Following implementation of the PATHS resource, we will see a reduction in number of incidents of distressed behaviours.</p>	<p>ELCC and school staff will receive training in PATHS (Barnardos) in August 2024 to support children in developing social and emotional skills. In September 2024, ELCC to P7 will begin to implement PATHS lessons.</p> <p>RNRA core group will continue to focus on All Behaviour is Communication. We will plan to achieve our Jade award by August 2025.</p> <p>Re-design Room 8 to provide a dedicated space to support children's emotional and learning needs. The space will include some soft furnishings, sensory resources and a quiet workspace.</p>

<p>The United Nations Convention on the Rights of the Child (UNCRC) is central to Scotland’s national approach to improving outcomes for children. Incorporating the UNCRC into learning and teaching is critical to ensuring children’s rights and needs are at the centre of our decision making.</p> <p>We are committed to upholding and promoting the rights of all our learners. Teaching staff adhere to the GTCS professional standards and the incorporation of the United Nations Convention on the Rights of the Child (UNCRC) into Scots Law – from August 2024.</p>	<p>By June 2025, pupils will have a greater understanding of global citizenship and the Rights of the Child. Our initial focus will be on sustainability.</p>	<p>Tracking meetings to monitor targeted children, evidence ongoing improvement in emotional needs.</p> <p>During learning conversations with SLT, pupils will be able to talk confidently about sustainability and our global responsibilities.</p> <p>During class visits, almost all staff will be observed referring to school values and UNCRC articles in restorative conversations.</p> <p>Displays around the school evidence work on our global responsibilities.</p>	<p>Rights Respecting leaders will raise the profile of global citizenship across the ELCC and school at termly assemblies.</p>
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Improvement Priority 2 – To continue to raise attainment across the ELCC and School through high quality learning and teaching.

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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>Almost all staff in collegiate self-evaluation across the ELCC and School recognised that there is not yet consistency in development of digital literacy skills within planned learning experiences. Individual self-evaluation (as discussed at Professional Review and Development) highlighted that almost all staff identified a need for continued professional learning within digital literacy to further increase professional knowledge, understanding and skill in integration and development of digital literacy skills within learning, teaching and assessment.</p> <p>Staff self evaluation highlighted the need for us to embed play pedagogy across ELCC, P1 and P2. It also highlighted the need for a greater focus on quality observations and assessment to support planning and further develop our approaches to play based learning from P3-P7.</p>	<p>All staff will be confident delivering the Renfrewshire Digital Pathway for the stage they are teaching in session 2024/25.</p> <p>All pupils will demonstrate increased skill and ability in using a variety of digital technology to enhance learning and teaching throughout session 2024-25.</p> <p>By June 2026, we will have built on good practice within Early Years and all pupils will have experience of learning through play and enquiry based approaches.</p>	<p>Professional Dialogues with SLT, staff surveys and tracking meetings will demonstrate increasing staff confidence and understanding of the pedagogy employed in implementing the new digital planners.</p> <p>Classroom and playroom visits will demonstrate increased use of chrome books and I pads to support learning.</p> <p>Class visits and pupil learning conversations with SLT will demonstrate greater pupil involvement in play/in their learning.</p> <p>Staff survey will demonstrate an increase in almost all staff confidence in a play/enquiry based approach.</p>	<p>Staff will receive inhouse training on aspects of the Renfrewshire Digital planner to increase their confidence in the delivery of digital learning.</p> <p>Digital champion and identified staff will share good practice with ELCC and school staff.</p> <p>Re-design Rm 12 to allow opportunities for P4-7 classes to investigate resources through enquiry based approaches.</p> <p>Further develop P3 classrooms and shared spaces to increase opportunities for play in Primary 3.</p> <p>ELCC, P1 and P2 staff to model and support staff in P3-P7, including ELCC staff sharing techniques to support quality observations.</p>

<p>Significant work has been undertaken in relation to building a playful pedagogy across the Early Years, as well as providing meaningful opportunities for learning outdoors. In order to ensure equitable and high quality learning experiences across the school a coherent and progressive approach to outdoor learning is required.</p>	<p>By June 2025 all teaching and non teaching staff will have participated in quality CLPL in relation to outdoor learning pedagogy and will demonstrate increased confidence and skill in planning, teaching and assessing children’s learning through the use of the outdoors. Training and collegiate working will ensure that learners’ experiences are highly engaging and appropriate to their age and stage of development.</p> <p>By June 2025 almost all children will demonstrate high levels of engagement in learning outdoors. Almost all experiences will stimulate learners’ interests and provide appropriate levels of challenge.</p> <p>By June 2026 a clear, structured, progressive and consistent approach</p>	<p>Levels of staff engagement with CLPL – Learning through Landscapes</p> <p>Pupil learning conversations to evaluate the impact of increased opportunities for outdoor learning and types of activities.</p> <p>Sharing good practice at collegiate sessions</p> <p>Pre/post training surveys with identified staff, including evaluation of staff confidence, understanding and progress with implementation.</p>	<p>Purchase additional resources to ensure environments are well resourced and conducive to play and enquiry based learning.</p> <p>Provide professional learning for all teaching staff in both approaches.</p> <p>Staff will visit our ELCC, classes within and outwith our school community where pedagogical approaches are already established to observe good practice and plan for how they will incorporate elements of this within their own classes.</p> <p>Appointment of classroom assistants (27.5 hrs) (PEF £27000) to provide targeted interventions to identified groups to raise attainment in Literacy and Numeracy.</p> <p>By June 26, outdoor learning zones including, gardening/mini beast zone, physical zone and construction will be established within the playground areas.</p>
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<p>Professional dialogue with staff, indicates they would like to refresh our planners and programmes for Expressive Arts ensuring there is greater depth, relevance and they link more closely to the CfE benchmarks.</p> <p>In Ralston Primary, although pupils are developing many skills through approaches to learning and teaching; in discussions, most pupils are not able to identify the skills they are developing or need to employ when faced with new or unfamiliar contexts.</p>	<p>to outdoor learning will be established throughout the entire establishment, facilitating opportunities for curiosity, problem solving and creativity.</p> <p>Increased confidence in pupils applying skills in practical situations with and without adult/suggestion/prompts.</p> <p>By August 2025, all pupils will engage in a progressive, stimulating and relevant programme in Expressive Arts from ELCC to Primary 7.</p> <p>Pupils will be able to articulate skills learned and skills required in varying learning situations.</p> <p>Teachers will begin to assess and track skills in Art, Music and Drama.</p>	<p>Class planners will identify skills progression in Expressive Arts.</p> <p>During pupil learning conversations with SLT, pupils can talk confidently about learning experiences and new skills developed in Expressive Arts, Play, Outdoor Learning and Digital Learning.</p> <p>During tracking meetings, staff can confidently talk about pupil progress in Expressive Arts.</p>	<p>Create working parties to revise and update programmes for Art, Music and Drama</p>
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