



Renfrewshire Council Children’s Services

**Rashielea Primary School**

**Improvement Plan**

**2022-2023**

##### Planning framework

As part of Children’s Services, Rashielea 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. **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 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

Creating a sustainable Renfrewshire for all to enjoy

Building strong, safe and resilient communities

Working together to improve outcomes

Tackling inequality, ensuring opportunities for all

**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**

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

Develop high quality learning and teaching that leads to improved levels of attainment and achievement in all of our establishments

**Our Vision, Values and Aims**

***Learning for Today, Inspiring for Tomorrow!***

**In Rashielea we are working together to equip our children with the skills and confidence needed in today’s society in a safe, nurturing environment where everyone is valued, treated equally and encouraged to do their best and achieve success.**

**Our shared values are Kindness, Respect, Honesty, Responsibility and Ambition**

**Through our shared values in Rashielea Primary School we aim to:**

* **Treat others as we wish to be treated and create a safe, nurturing environment**
* **Create a supportive, caring environment where all children, families and staff feel valued and are treated equally**
* **Encourage everyone to make good choices by creating an open, trusting ethos**
* **Support everyone to take ownership of their own behaviour and actions, showing consideration for themselves, others and their environment**
* **Work together to enable everyone to do their best, achieve their dreams and feel a sense of achievement in all that they do**

Who did we consult?

In Rashielea Primary we identify our priorities for improvement by gathering the views of our children, parents, staff and partner agencies. We do so through a robust programme of focussed self-evaluation using a variety of methods. In Rashielea Primary this includes termly pupil groups which focus on the 5 How Good is OUR School, monthly Parent Council meetings which involve reporting on progress and activities to inform strengths and priorities, annual questionnaires, gathering stakeholder feedback at school events, programme of professional dialogues which highlight the impact of the learning and teaching improvement agenda.

We have also consulted with our partners across and out with the Council to assist us in the delivery of our priorities. We do so through cluster and family meetings, good practice visits, working groups, engagement with local businesses and services, transition meetings, discussions and questionnaires with partner agencies such as Active Schools, Barnardos, Educational Psychology, pre 5 centres and nurseries, home link worker etc.

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

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How will we know if we are achieving our aims?

In Rashielea Primary we measure and evaluate the progress we are making to achieve the key outcomes set out in this plan through a planned programme of quality assurance activities that include: monitoring learning and teaching planning files; staff confidence when discussing Getting It Right For Every Child processes; learning, teaching and assessment is monitored through both formal and informal SLT/peer class observations and feedback; auditing and moderating children’s work; planned discussions with groups of pupils by SLT; regular monitoring of teaching is based on agreed developmental criteria which is shared with all staff and SLT; children’s work and assessments are monitored regularly by SLT; each class teacher meets with the SLT 4 times a year to discuss learning, teaching, assessments, targets, care and welfare and pupil progress; ongoing review of school improvement plan progress and annual traffic lighting of 3 year plan to identify priorities for the next session; sharing good practice meetings; monitoring attendance and behaviour; analysis of attainment data and analysis of feedback from staff, pupils and parents which all inform next steps.

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

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| **Improvement Priority 1 -** Raise attainment in Literacy with a priority focus on Writing | | | | |
| **HGIOS/HGIOELC QIs**  Q.I 2.3  Q.I 2.4  Q.I. 3.2 | **NIF Priorities**   * 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   *Highlight as appropriate* | | **NIF Drivers**  School Leadership Assessment of Children’s progress  Teacher Professionalism School Improvement  Parental Engagement Performance Information | |
| **Rationale for change** | **Outcome and Expected Impact** | **Measures** | | **Intervention** |
| CfE data demonstrates that, as a school, writing is the main area for improvement and the biggest dip in attainment appears from P4.  Analysis of data indicates that attendance is a key factor impacting attainment at this stage with 13% of children not attaining expected levels and an attendance rate below the 94% average for their peers.  For the identified group of children in SIMD 1-4 not attaining expected levels, 20% have attendance rates below the average 94% of their peers.  For the identified group of children in receipt of FSM not attaining expected levels, 42% have attendance rates below the average of 94% of their peers. | By June 2023 attainment of children in P1 – 3 in writing improves by 5% and in P4 – 7 by 10% and by June 2024 improves in P4 – 7 by a further 5%.  By June 2023, attainment of SIMD 1 - 4 children (Pr2-7) in writing improves by 40% and by June 2024 improves by a further 13%.  By June 2023, the poverty-related attainment gap at first level writing is narrowed from 9% points to 4% points. The gap at second level is narrowed from 10% points to 4% points.  Attendance of the target group is increased to 90% by June 2023 and to 94% by June 2024.  By Dec 2022, almost all teachers are more confident and skilled in the learning and teaching of writing. Almost all support staff are more confident and skilled in providing in-class support to the identified group. | * Pre/ post teacher judgement data * Writing assessment scores * Pre/ post pupil surveys/learning conversations * Standardised assessment data including SNSA/ACEL at P4 and P7 * Class formative assessment * Levels of staff engagement with CLPL * Lesson study plans and review * Pre/post evaluations on staff confidence and understanding * Tracking meetings with class teacher * Peer class visit feedback * Learner feedback – target group * Target group writing journals * Attendance data | | Appointment of 0.3 FTE teacher (**PEF funded-**  £16,174.04**)** to release DHT to provide targeted interventions to identified group.  Appointment of 1.0fte Classroom Assistant to provide targeted support for identified children. (PEF funded £16,303.9)  Calendar of writing CLPL sessions finalised by Sep 2022 and delivered throughout the session including lesson study and partnership with West Dunbartonshire Learning Community.  Provide professional learning for teaching and support staff (Talk for Writing) in Aug ‘22. (PEF - £600)  Liaise with Home link worker to engage with target families to build relationships, improve pupil attendance, encourage parental engagement in school activities and in supporting writing at home. |

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| **Improvement Priority 2 –** Develop a rights based approach to learning and teaching with a focus on understanding children’s learning developmentally | | | | |
| **HGIOS/HGIOELC QIs**  **QI 1.2**  **QI 2.3**  **QI 2.4**  **QI 3.1 & 3.2** | **NIF Priorities**   * 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 | | **NIF Drivers**  School Leadership Assessment of Children’s progress  Teacher Professionalism School Improvement  Parental Engagement Performance Information | |
| **Rationale for change** | **Outcome and Expected Impact** | **Measures** | | **Intervention** |
| The Scottish Government has made a commitment that Scottish policy, law and decision making must take account of children’s rights based on the United Nations Convention on the Rights of the Child (UNCRC) and ensure all children have a voice and are empowered to realise their rights.  Although all staff surveyed stated they strongly agreed/agreed there is a commitment in the school to children’s rights and positive relationships, it is not embedded in our practice and requires further development.  Parental census for 2022 showed only 31% of respondents agreed that the school helped them understand their child’s rights with 54% who neither agreed nor disagreed.  We continue to develop our Renfrewshire Nurturing Relationships Approaches (RNRA) and will focus on the nurture principle ‘Understanding Learning Developmentally’.  Analysis of a Learning and Teaching survey indicated  64% felt learners were appropriately challenged and activities were well matched to pupils’ needs  45% felt activities were well matched to pupils’ interests  64% felt children took responsibility for their learning  Although staff teaching at Early Level felt they used observations very effectively and staff teaching at First and Second Level felt they used observations effectively to reflect and inform planning and assessment, they identified the need for professional development on the use of the Leuven scale. This would ensure consistency across the school and provide an effective means of tracking and monitoring pupil engagement. | By June 2023 the % of parents agreeing that the school helped them understand their child’s rights will have increased by 40%.   * Children and the wider school community know about and understand the UN Convention on the Rights of the Child and can describe how it impacts on their lives and on the lives of children everywhere. * In school children enjoy the rights enshrined in the United Nations Convention on the Rights of the Child. * Relationships are positive and founded on dignity and a mutual respect for rights * Children are safe and protected and know what to do if they need support. * Children’s social and emotional wellbeing is a priority. They learn to develop healthy lifestyles. * Children are included and are valued as individuals. * Children value education and are involved in making decisions about their education. * Children know that their views are taken seriously.   By Dec 2022, almost all teachers are more confident and skilled in   * differentiating learning tasks, including social and emotional skills * personalisation and choice for children * providing a wider variety of play/inquiry- based learning activities * use of language suited to developmental needs of our children * awareness of language development * use of holistic assessment including HWB and pupil engagement (Leuven Scale)   Almost all support staff are more confident and skilled in providing in-class support to the identified group.  By June 2023 attainment in literacy and numeracy will continue to show an upward trend at P1, P4 and P7. | * Leuven scale * GMWP pupil survey results * CLPL evaluations * RICE audit * Collegiate session minutes * Learning visits and teacher evaluations * How Good is OUR School (theme 1 and 2) pupil group discussions and surveys * Standardised assessment data including SNSA/ACEL at P1, P4 and P7 * Class formative assessment * Levels of staff engagement with CLPL * Lesson study plans and review * Pre/post evaluations on staff confidence and understanding * Tracking meetings with class teacher * Peer class visit feedback * Achievement of Gold RNRA award. * All class bases will be using widgit graphics * Achievement of Bronze Rights Respecting School Award. | | Begin our Rights Respecting school journey   * Raise awareness of becoming a Rights Respecting School and UNCRC rights of the child. * Create a pupil-led steering group * Survey current school practice * Undertake training * Formulate Silver Award action plan   CLPL for all staff on Nurture Principle 1 – Children’s learning is understood developmentally  CLPL for staff on effective use of Leuven scale  CLPL for staff on Renfrewshire’s Inclusive Communications Environments (RICE)  All classes will use widgit graphics for labelling, T4W story boards, visual timetables, individual timetables  (PEF - £500)  Learning Walks and Professional Dialogues will include a focus on agreed action plan (RNRA)  CLPL for teaching staff on differentiation using Renfrewshire training materials.  Plan the collegiate calendar/INSET in collaboration with staff to include dedicated time for staff training, sharing of good practice and evaluation (Working groups/practitioner enquiry/peer observations within school and other establishments**)**  *.* |

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| **Improvement Priority 3 -** Continue to develop skills for lifelong learning through evidenced based approaches to learning and teaching | | | | |
| **HGIOS/HGIOELC QIs**  **Q1 1.2**  **QI 2.2 & 2.3**  **QI 3.2 & 3.3** | **NIF Priorities**   * 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   *Highlight as appropriate* | | **NIF Drivers**  School Leadership Assessment of Children’s progress  Teacher Professionalism School Improvement  Parental Engagement Performance Information | |
| **Rationale for change** | **Outcome and Expected Impact** | **Measures** | | **Intervention** |
| Following feedback from our HMIe Thematic inspection and Recovery Visit, our self-evaluation using HGIOS 4 quality indicators and level 5 illustrations and as part of PRD(Professional Review and Development) process, staff identified the development of outdoor learning and implementation of play pedagogy/inquiry-based learning and skills development throughout the school as a continued priority.  Pupil survey showed 8% of pupils in P1 – 3 could confidently identify and talk about the skills they were developing and in P4 – 7 the children scored an average of 3.8 out of 5 to indicate their confidence level in identifying and discussing skills being developed, their strengths and areas for development. | By June 2023, all staff will have improved skills and increased confidence in planning progressive outdoor learning experiences which focus on curriculum experiences and outcomes and the development of skills.  By June 2023, all P1 & P2 staff will have improved skills and increased confidence in planning progressive skills development and curriculum experiences and outcomes across the 4 contexts of learning in a more active, play-based approach in.  By June 2023, all P3 – P7 staff will have improved skills and increased confidence in planning the introduction of a more active, inquiry-based approach to learning and teaching across the 4 contexts of learning, with a focus on curriculum experiences and outcomes and progressive skills development.  By June 2023, all children’s engagement in learning and independent working skills will be increased using evidence-based effective learning approaches.  By June 2023 the majority of children will be able to confidently identify the skills they are developing, their strengths and areas for development.  Pupil survey results for P1 – 3 pupils will increase to 50% and in P4 -7 the average score will increase to 4.2 out of 5 by June 2023 | * CLPL evaluations * Teacher’s short and long term planning * Pilot project evaluation * Collegiate session minutes * Learning visits and teacher evaluations * How Good is OUR School (theme 2 and 4) pupil group discussions and surveys * Class formative assessment * Levels of staff engagement with CLPL * Lesson study plans and review * Pre/post evaluations on staff confidence and understanding * Tracking meetings with class teacher * Peer class visit feedback * Pupil survey | | CLPL to promote understanding on approaches to outdoor learning, play pedagogy and skills development. (PEF £700 – Learning Through Landscapes)  Continue to embed and extend evidence-based approaches to the teaching of literacy and numeracy:  Renfrewshire Literacy and Numeracy strategies Talk4Writing  Stages of Early Arithmetical Learning  Concrete-Pictorial-Abstract progression  Play pedagogy/inquiry based learning  Outdoor learning  Pilot project ‘Research Learning’ in P7/6 (Deirdre Grogan)  Develop a clear learning, teaching and assessment plan for outdoor learning and play/inquiry based approaches that assesses the progressive development of skills and curricular knowledge and understanding.  (PEF - £2500 resources - various)  Collegiate calendar/INSET to include dedicated time for staff training, sharing of good practice and evaluation (Working groups/practitioner enquiry/peer observations within school and other establishments) |

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| **Improvement Priority 4 –** Improve parental engagement and opportunities for family learning | | | | |
| **HGIOS/HGIOELC QIs**  **QI 1.3**  **QI 2.5 & 2.7**  **QI 3.1 & 3.2** | **NIF Priorities**   * 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 | | **NIF Drivers**  School Leadership Assessment of Children’s progress  Teacher Professionalism School Improvement  Parental Engagement Performance Information | |
| **Rationale for change** | **Outcome and Expected Impact** | **Measures** | | **.Intervention** |
| Due to COVID restrictions our parental engagement in the life of the school and opportunities for family learning have been significantly impacted which has been reflected in the parental census results.  The 2022 results of 30 respondents (18%) showed that although the majority of parents were positive about the levels of engagement on average 20% - 40% of those responded neither agreed nor disagreed with the statements.  A minority of parents (23%) had participated in family learning activities.  73% of respondents would like to be more involved and indicated the lack of opportunities, work commitments and childcare were the key barriers. | By September 2022, we will have greater knowledge and understanding of barriers to parental/carer engagement and potential barriers to learning and parents/carers will have a clear understanding of the priorities for reconnecting and engagement opportunities during the session 22/23  An increase in respondents from 18% to 50% to our annual parental survey.  An increase in the % of parents who strongly agree or agree with statements relating to engagement, in particular on areas relating to their child’s learning and progress and family learning indicating most parents (75% – 90%) are satisfied.  Attendance at school events and family learning opportunities show a high level of participation with the majority of parents invited taking part.  Almost all parents/carers of children in the target groups attended.  Almost all children will be supported in achieving targets set and progressing in their learning.  All children will benefit from reconnecting with our community partners in person to enhance their learning experiences, develop leadership and citizenship skills. | * Parental survey * Communication audit – sharing of good practice * Participation rates in parental engagement/involvement activities * Parental focus groups | | A programme of events to involve and engage parents in their child’s learning and in the life of the school including   * Open afternoons to showcase IDL * Meet the teacher * Bedtime story club/reading training * Talk 4 Writing * Numeracy showcase led by pupils * Open mornings to showcase approaches to learning in literacy, numeracy * Videos to demonstrate key learning and teaching strategies for literacy & numeracy * Videos created by staff and pupils to demonstrate approaches to learning across the school e.g. play pedagogy in P1 & 2. Inquiry-based activities in P3–7   Work with Active Schools to provide activities for children to participate in, allowing parents to attend planned curriculum events (PEF - £1500)  Parental Survey using Parental Engagement toolkit will be used to inform programme of engagement activities in one of the 6 key areas.  A communication plan is developed including target audience, methods of communication, regularity and review of effectiveness.   * Consistent use of Seesaw (PEF - £1250)   A plan to engage in person with our community partners is developed including the local care home, businesses, forestry commission and parishioners from the local church.  A plan to work in partnership with parents to apply for appropriate grants to enhance the learning environment for our children, both indoors and outdoors will be developed. |