

Rashielea Primary School

School Improvement Plan

2024/25

Planning framework

As part of Children’s Services, Rashielea Primary 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

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| 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**

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| 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. |

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| **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** | | | |  |
| 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. | 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. | 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. | 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. | 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 |

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| **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 Themes from 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 – Improving children’s health and wellbeing by embedding a rights based approach within our school and community** | | | | | |
| **HGIOS/HGIOELC QIs**  2.4  2.7  3.1 | **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**   1. School Leadership 4. Assessment of Children’s Progress 2. Teacher Professionalism 5. School Improvement 3. Parental Engagement 6. Performance Information | |
| **Rationale for change** | | **Outcome and Expected Impact** | **Measures** | | **Interventions** |
| 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.  Our Silver accreditation feedback highlighted our next steps   * Widen range of articles school community is familiar with * Make explicit the influence of rights on policy and practice * Create opportunities to explore concepts of fairness, equity and dignity * Challenge stereotypes and build empathy * Ensure children can articulate the positive impact their participation has on the school and it’s community | | Pupil voice embedded in practice for all children, but in particular, identified children with specific ASN, there will be an increase in their engagement and readiness to learn evident in TAC minutes and Leuven Scale scores.  All classroom environments will use a consistent approach to visuals, the physical environment including a quiet space in each learning area.  Involvement in intergenerational projects would further develop pupil, resident, staff and families understanding of generation diversity, inclusion, social skills and, citizenship responsibilities.  Pupils, parents and staff will benefit from improved positive relationships reflected in parent/carer survey results.  Families access wellbeing support as required.  By June 2024 the average Leuven scale score for levels of pupil engagement will increase in Rashielea from 3.66 to 3.9 and for identified children will increase by at least 1 point. | Staff, parent pupil focus group feedback following TAC meetings.  Individual assessments used to identify the needs of identified children and reviewed.  GWMP survey results show an improvement in key areas from Aug 2024 to June 2025.  Pupil voice displays in every class evidencing plans and impact.  Pre and post survey for pupils and residents to measure impact.  Play list for Life music detective will capture the voice of pupils, residents, staff and families.  Leuven Scale observations show an improvement in engagement levels of at least one point between Aug 2024 and June 2025.  Who cares?  Staff, parents and pupil group evaluations.  UNCRC Gold Award  Intergenerational Award  Gold RNRA award reaccreditation | | The CIRCLE  All staff will complete a learning space audit with their class ensuring pupil voice supports the removal of potential barriers to learning, making changes as appropriate.  All staff will use individual assessments to identify needs and supports for identified pupils ensuring all have the right to access education by removing barriers.  Who Cares?  All staff will receive further training on Oct inservice.  Playlist for Life Music Detective project and ‘Through the Decades’ 50th Birthday Celebration.  Liaise with Rashielee Care Home to plan and develop our intergenerational approaches.  Raise awareness of Family Wellbeing supports.  Revised support staff timetables to support target interventions groups/pupils.  Complete and evidence Gold Action Plan for Rights Respecting School Award.  Continue to embed and extend RNRA |

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| **Improvement Priority 2 – Raising attainment in Literacy through improvements to learning and teaching** | | | | | |
| **HGIOS/HGIOELC QIs**  **2.3**  **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**   1. School Leadership 4. Assessment of Children’s Progress 2. Teacher Professionalism 5. School Improvement 3. Parental Engagement 6. Performance Information | |
| **Rationale for change** | | **Outcome and Expected Impact** | **Measures** | | **Interventions** |
| Our self evaluation of quality indicator 2.3 identified that the Talk4Writing approach had been successful in improving engagement of our pupils in writing, however, presented as a barrier to some children whose attendance and/or limited cultural capital was impacting their learning  Inconsistencies were observed in   * effective differentiation * personalisation and choice * effective feedback   ACEL data demonstrates an attainment gap in writing in P5 and P6 (23/24 cohorts). 70% of all pupils are on track to achieve second level at the end of P7 but of the 30% not on track 47% are in receipt of FME/CG, 29% have attendance rates below the 93% average of their peers and 82% have a Literacy difficulty. | | By June 2025 the attainment gap in writing in P6 and P7 will have reduced by 12%  By June 2025 attendance of target group of children will increase by 5%.  By June 2025, a clear, structured, progressive, consistent approach to fiction and non-fiction writing will be evident at all stages using the Talk for Writing approach in combination with additional evidence-based reading and writing pedagogies.  By June 2025, all teaching staff will be confident in the delivery of ‘Talk for Writing’ which will impact upon pupil’s engagement and attainment in this curricular area.  By June 2025, all teaching staff will be more confident in evaluating their own practice, identifying area(s) for improvement and implementing change as appropriate. | SLT will engage in in the continual audit of ‘Improving Our Schools’ timeline of implementation.  IOS pre and post staff questionnaires focusing on QI 2.3 and 3.2 including SLT/Peer observation feedback and PRD minutes.  Ongoing evaluation of staff confidence, understanding and progress in the teaching staff professional journals.  Analysis of ACEL data and dashboard information pre and post interventions.  Learning trio visits feedback.  Termly tracking meetings focused on targeted challenge questions in line with IOS interventions  Feedback from pupil groups – pre and post intervention to measure impact.  Feedback from parents/carers via events, surveys and Seesaw feedback. | | Engagement of all staff in the IOS framework and calendar of CLPL finalised by Sep 24.  SLT will engage in professional dialogue and act on advice from West Partnership Leads through participation in planned meetings and visits.  Engagement with two schools participating in the IOS framework to share ideas, good practice and improvement.  All staff will have the opportunity to undertake evidence based research relating to effective practices in the teaching of writing  TIG will receive additional support from ASNA/CT for writing and DHT for attendance (PEF)  Engagement in writing moderation around the ‘Teaching and Learning Cycle including two trio visits. |

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| **Improvement Priority 3 – Cluster based approach to skills development through practitioner enquiry** | | | | | |
| **HGIOS/HGIOELC QIs**  **1.3**  **2.3**  **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 | | | **NIF Drivers**   1. School Leadership 4. Assessment of Children’s Progress 2. Teacher Professionalism 5. School Improvement 3. Parental Engagement 6. Performance Information | |
| **Rationale for change** | | **Outcome and Expected Impact** | **Measures** | | **Interventions** |
| 2023-2028  As part of their learner journey, all children and young people are entitled to experience a coherent curriculum from 3 – 18, in order that they have the opportunities to develop the knowledge, skills and attributes they need to adapt, think critically and flourish in today’s world (Cluster)  2024-2025  Through cluster HT professional dialogue, it was evident that differing approaches to skills development was impacting on the application of skills as pupils progressed through the BGE. It was agreed that a cluster approach was required to provide a more consistent experience for pupils with a shared language of skills.  Our self-evaluation using HGIOS 4 quality indicators and level 5 illustrations and as part of PRD process, staff identified the development of digital, outdoor learning and implementation of play pedagogy/inquiry-based learning and skills development throughout the school as a continued priority.  P4 – P7 pupil survey indicated 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. | | 2023-2028  A skills framework is developed within the cluster and pupils will be able to reflect upon the skills for learning, life and work they have developed as an integral part of their education/learning experiences and be clear about how all their achievements relate to these.  2024-2025  By the session end, almost all teaching staff will have an increased awareness, knowledge, and confidence in skills development.  By the end of the session all pupils will have increased ability to identify and talk about skills with an increase in the average score of P4-7 pupil survey of one point. | Cluster baseline and post survey to evaluate staff’s confidence around skills development.  Pupils will undertake a pre and post survey to identify their understanding, awareness and confidence around skills.  Pupil focus groups demonstrate a clear understanding of the skills they are learning and applying in different contexts and those they need to develop further. | | Practitioner Enquiry, based approach -  Staff will work collaboratively in stage groups across the cluster chaired by a lead practitioner within the year group to focus on   * Share practice in relation to skills * Planning for skills * Research for skills * Create proposal for implementation * Trial within own environment * Evaluation * Share practice/feedback   Working time agreement time of 8 hours over the session.  Collegiate calendar/INSET to include dedicated time for staff training, sharing of good practice and evaluation (Working groups/practitioner enquiry within school and other establishments). |