

Establishment logo (optional)

Renfrewshire Council Children’s Services

**<insert name of establishment>**

**Improvement Plan**

**2020-2021**

##### Planning framework

As part of Children’s Services, <insert establishment name> 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

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

**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**

Who did we consult?

To identify our priorities for improvement, we sought the views of <insert the list of stakeholders>. We used a variety of methods of getting the views of those who are involved in the life and work of <insert name of establishment> such as <insert the variety of methods used>.

We have also consulted with our partners across and outwith the Council to assist us in the delivery of our priorities.

<provide examples of partners and consultation methods>

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: [list quality assurance activities]

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** | | | | |
| **HGIOS/HGIOELC QIs**  *What are the focus QIs for this priority?* | **NIF Priorities**   * 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**   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** | | **Intervention** |
| ***Where are the barriers identified through analysis of data and self-evaluation information? What is our self-evaluation information telling us? Where are the gaps?*** | ***What change do we want to see for learners? By how much? Who are the target group? By when?*** | ***How will we know the change is an improvement?***  ***What information/data will we gather to measure progress and impact?*** | | ***What do we plan to do?*** |

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| **Improvement Priority 2** | | | | |
| **HGIOS/HGIOELC QIs**  *What are the focus QIs for this priority?* | **NIF Priorities**   * 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**   1. School Leadership 4. Assessment of Children’s Progress 2. Teacher Professionalism 5. Establishment Improvement 3. Parental Engagement 6. Performance Information | |
| **Rationale for change** | **Outcome and Expected Impact** | **Measures** | | **Intervention** |
| ***Where are the barriers identified through analysis of data and self-evaluation information? What is our self-evaluation information telling us? Where are the gaps?*** | ***What change do we want to see for learners? By how much? Who are the target group? By when?*** | ***How will we know the change is an improvement?***  ***What information/data will we gather to measure progress and impact?*** | | ***What do we plan to do?*** |

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| **Improvement Priority 3** | | | | |
| **HGIOS/HGIOELC QIs**  *What are the focus QIs for this priority?* | **NIF Priorities**   * 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**   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** | | **Intervention** |
| ***Where are the barriers identified through analysis of data and self-evaluation information? What is our self-evaluation information telling us? Where are the gaps?*** | ***What change do we want to see for learners? By how much? Who are the target group? By when?*** | ***How will we know the change is an improvement?***  ***What information/data will we gather to measure progress and impact?*** | | ***What do we plan to do?*** |

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| **Improvement Priority 4** | | | | |
| **HGIOS/HGIOELC QIs**  *What are the focus QIs for this priority?* | **NIF Priorities**   * 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**   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** | | **Intervention** |
| ***Where are the barriers identified through analysis of data and self-evaluation information? What is our self-evaluation information telling us? Where are the gaps?*** | ***What change do we want to see for learners? By how much? Who are the target group? By when?*** | ***How will we know the change is an improvement?***  ***What information/data will we gather to measure progress and impact?*** | | ***What do we plan to do?*** |