



Riverbrae School

School Improvement Plan 2023/24

Planning framework

As part of Children's Services, Riverbrae 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

To work together to build an inclusive and happy community where every achievement is celebrated, and every experience is viewed as an opportunity for learning. We want our young people to have success for today and be prepared for tomorrow.

Our Values are embodied in the acronym LEARN:

Leadership, Equity, Ambition, Respect and Nurture

Our Aims

- To build a happy and inclusive community where children and young people experience positive opportunities for learning and personal growth
- To improve attainment, particularly in literacy and numeracy and health and wellbeing
- To close the attainment gap between the most and least disadvantaged children and young people- particularly by reducing the impact of disability
- To prioritise improvement in employability skills and sustained, positive school leaver destinations for all young people

Who did we consult?

To identify our priorities for improvement, we sought the views of the children, parents, staff, and partners. We used a variety of methods of getting the views of those who are involved in the life and work of Riverbrae by consulting our stakeholders in the following ways:

School Consultation Procedures	
Staff <ul style="list-style-type: none">• SIP progress review with SMT, teaching and support staff• Staff questionnaires annually• HGIOS self-evaluation• Staff and stage meetings• Professional review and development progress• Professional dialogues• TAC meetings• Working parties• Review and update of policies / practices	Parents <ul style="list-style-type: none">• Annual Education Scotland questionnaire• Report feedback• TAC meetings• Website / Twitter• Parental meetings• Informal discussions
Pupils <ul style="list-style-type: none">• Class discussions• Discussions with SMT• Wellbeing profiling• Active assemblies	Partner agencies/ cluster schools/ local business/ local community <ul style="list-style-type: none">• Liaison/planning with Active schools/Educational Psychologist/ Home link/Exchange/health service• Social work• Engagement with local business• Health

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:

- Regular attainment and tracking meetings
- Professional dialogues
- Regular self – evaluation sessions using HGIOS 4
- Analysis of Teacher judgement data and standardised assessment data
- Pupil attendance and late coming figures scrutinised monthly with parents contacted as necessary
- Bullying and racist incidents monitored
- Annual parent/child/partner audits to gather the views of stakeholders, including views on improvement
- Regular discussions with all stakeholders to establish opinions on improvement

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 – Promote health and wellbeing for all and ensure we are an inclusive and supportive environment

HGIOS/HGIOELC QIs 2.5 – Family Learning 3.1- Ensuring wellbeing, equality, and inclusion 3.3- Increasing creativity and employability	NIF Priorities <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 	NIF Drivers <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. School Leadership</td> <td style="width: 50%;">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>Positive feedback from all parents involved in the NVR group from the primary department and through review meetings and parental questionnaires we are extending our targeted support for an identified group of parents in the secondary department.</p> <p>United Nations Conventions on the Rights of the Child (UNCRC) is incorporated into Scots law and educating children about their rights is a council and school priority</p> <p>Through staff questionnaires staff identified that although stakeholders have an awareness of UNCRC, it is not embedded in our practice and requires further development.</p> <p>We aim to create a learning environment that supports the school to raise standards</p>	<p>Parents will be more confident in supporting their child with distressed behaviours and children will be more settled in school.</p> <p>Parents of the targeted group will feel more involved in the life of the school community and have access to a wider range of supports</p> <p>By June 2024 almost all children will have an understanding of the UNCRC. By Oct 2023 a few children will be part of a whole school steering group</p> <p>Educations Scotland's – Children's Rights Whole School Evaluation will demonstrate an increase in ongoing developments and consistent practice for session 23/24 in at least 3 self-evaluation statements.</p> <p>Questionnaire for all SP pupils will identify area of interest for work experience. (June 2023)</p>	<p>Parental evaluations will be completed by parents at the start and the end of the 8-week training programme to monitor its effectiveness.</p> <p>Annual parental questionnaires will show increase in parental engagement.</p> <p>Educations Scotland's "Children's Rights Whole School Evaluation" audit</p>	<p>Inclusion Support Assistants to participate in the NVR groups and support parents to access the training (£60,000)</p> <p>PEF teacher to promote inclusion in our local community</p> <p>All SMT trained in NVR to level 2</p> <p>All staff trained in NVR (Oct Inservice)</p> <p>Educations Scotland's publication "Recognising and Realising Children's Rights" (Feb 24) and UNICEF resources used to share the current context and plan whole school improvements. Lead practitioner- Lorna Gavin and Jill Sweeney</p> <p>Work towards and apply for the bronze status within the "Rights Respecting Schools Award" (June 2024)</p> <p>Two staff employed to deliver Developing Young Workforce programme (DYW)</p>

<p>and to promote a culture of life-long learning. Some Senior Phase (SP) pupils have had opportunities to take part in work experience this session. This needs to be further embedded across Senior Phase.</p>	<p>By June 2024 all senior phase pupils will have had an opportunity for work experience.</p> <p>Working partnership with Skills Development Scotland (SDS) to develop employability skills and introducing employability qualifications to increase their opportunities for employability.</p> <p>We work in partnership with West College Scotland to further enhance opportunities for our young people to engage to in college placements after school.</p>	<p>Rights Respecting Schools Bronze Award received</p> <p>School assemblies highlight pupil awareness and understanding of UNCRC</p> <p>Evaluations will be completed by pupils after their work experience</p> <p>Data will show an increase of pupils taking part in work experience</p> <p>A few leavers will be successfully employed either in paid work or in the voluntary sector or moving on to college.</p>	<p>Further develop relationships with our local community to support employment / work experience for senior phase</p> <p>Information evening for parents and senior phase pupils.</p> <p>Partnership with SDS</p>
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Improvement Priority 2 – Raise attainment in Digital Technology and Literacy with a priority focus on Writing and Reading

HGIOS/HGIOELC Qis 2.3-Learning Teaching and Assessment 2.4-Personalised Support 3.2-Raising attainment and Achievement	NIF Priorities <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 	NIF Drivers <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>CfE data demonstrates that, as a school, writing is the main area for improvement and the biggest dip in attainment appears in P7. However, assessment and tracking information of SIMD 1 and 2 pupils throughout all stages evidence that the biggest gap actually begins in P3.</p>	<p>By June 2024, attainment of SIMD 1 and 2 children (P3, P7, S1) in writing improves by 2% and by June 2025 improves by a further 2%.</p> <p>By Dec 2023, 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.</p>	<ul style="list-style-type: none"> 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 Relevant programme assessment measures Bespoke CLPL in delivering Talk for writing within ASN context Pre/post evaluations on staff confidence and understanding Learning Conversations with class teacher and inclusion support officers Learner feedback – target group Use of library resources 	<p>Calendar of writing CLPL sessions finalised by Sep 2023 and delivered throughout the session.</p> <p>Provide bespoke professional learning for teaching and support staff in Talk for Writing in August 2023 (In-service day).</p> <p>Continue to audit resources for writing with particular attention to P3 by Dec '23. Identify and purchase resources required.</p>

<p>All pupils will receive well-planned, high quality learning opportunities in reading through further development of consistent approaches in pedagogy and assessment</p> <p>We continue to work collaboratively with other ASN schools through the West Partnership ASN Assessment and Moderation Network. Although staff have made some progress in developing skills and knowledge in assessment in moderation, staff questionnaires identified the need to further develop our practice.</p>	<p>By June 2024 some teachers will be more confident and skilled in supporting children with their reading</p> <p>Class teachers are clear that the purpose of moderation and leads to raised standards and expectations and levels of consistency across teachers and schools.</p> <ul style="list-style-type: none"> • Staff will have opportunities to explore practical solutions to moderation. • Staff will engage in professional dialogue about moderation within and across establishments. • Staff will be more confident in using 7 principles of curriculum design in the moderation process. • Staff will be aware of roles and responsibilities of the learner and teacher and that quality assurance and moderation is an integral part of ongoing learning, teaching and assessment practice. 	<p>Learning conversations and staff meetings will provide ongoing evaluation of the implementation and confidence of staff</p> <p>Target staff nominated by 4/9/23</p> <p>Agreed focus on Literacy, Numeracy and HWB (PE)</p> <p>Staff effectively grouped in their chosen subject</p> <p>First session (refresh on training and collaborative planning) – Wednesday 11/10/23 via Teams</p> <p>Check in – a chance to discuss progress within their groups – 6/12/23 via Teams</p> <p>Moderation session (moderating their session in person) – 14/2/24 – Riverbrae school</p>	<p>Provide bespoke professional learning for some staff (Read Recovery Training 23/24)</p> <p>Staff increased confidence in assessing reading.</p> <p>Calendar of events for CLPL identified and confirmed</p> <p>Staff across ASN establishments work collaboratively and engage in professional dialogue.</p>
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<p>Embed digital learning experiences across the curriculum, through development of staff digital knowledge and skills</p>	<p>SLT to develop an overview to digital platforms and their use across stages/subjects.</p> <p>Staff engage with digital learning CLPL</p>	<p>Planning tracking and monitoring Digital Technology across the school</p>	<p>Digital Learning and Guidance reissued (Aug 2023)</p> <p>Bespoke training for all staff in Reading Eggs and Math seeds during the August Inservice Day</p> <p>Enhancing Learning and Teaching Through the Use of Digital Technology – A Digital Learning and Teaching Strategy for Scotland</p> <p>https://education.gov.scot/resources/what-digital-learning-might-look-like/</p>
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