



Riverbrae School

School Improvement Plan

2024/25

Planning framework

As part of Children's Services, Riverbrae 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 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

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
---	--	---	---	--

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 • 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 • Annual Education Scotland questionnaire • Report feedback • TAC meetings • Website / Twitter • Parental meetings • Informal discussions
Pupils • Class discussions • Discussions with SMT • Wellbeing profiling • Active assemblies	Partner agencies/ cluster schools/ local business/ local community • 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 • 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><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
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						
Through parent questionnaires we have identified that parents continue to require support managing distressed behaviour at home. This is having an impact on family life. As a result of positive feedback from all parents involved in the NVR group from the primary and secondary department, we will further embed our NVR groups across the school. Our Inclusion Support Assistants (PEF) help Parents to access the group and support them through this, creating a link between home and school. 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. Through staff questionnaires staff identified that although stakeholders have an awareness of UNCRC, it is not embedded in our practice and requires further development.	70% of Parent participating will be more confident in supporting their child with distressed behaviours and children will be more settled in school. By June 2025, parents will have access to a wider range of effective parenting strategies by attending a block of weekly NVR support groups in the school. By the end of the block parents will be more confident in supporting their children at home. This will be evidenced through evaluations. By June 2025 almost all children will understand the UNCRC. By Oct 2026 a few children will be part of a whole school steering group. Supporting children and young people to know their rights and use their voice at key transition points. Rights Respecting Schools Bronze Award received.	Parental evaluations will be completed by parents at the start and the end of the 8-week training programme to monitor its effectiveness. Through Learning Conversations and data tracker, we will be able to track any improvement in pupil behaviour and participation in class. Annual parental questionnaires will show increase in parental engagement. Educations Scotland’s “Children’s Rights Whole School Evaluation” audit to establish a baseline. School assemblies highlight pupil awareness and understanding of UNCRC. Early Learning and Childcare Centre ensure that children and their	An 8-week NVR parenting support programme will be led by the EP and DHT. Inclusion Support Assistants (PEF) will support parents to access the training. All SMT trained in NVR to level 2, we aim to complete Level 3 when this becomes available. All staff during Oct Inservice will participate in a refresher for NVR and identify pro-active measures to support young people. Education 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 Work towards and apply for the bronze status within the “Rights Respecting Schools Award” (June 2025)						

We aim to create a learning environment that supports the school to raise standards and to promote a culture of life-long learning. Almost all Senior Phase (SP) pupils have had opportunities to take part in work experience this session. This needs to be further embedded across Senior Phase.	Educations Scotland's – Children's Rights Whole School Evaluation will demonstrate an increase in ongoing developments and consistent practice for session 24/25 in at least 3 self-evaluation statements. Children will be able to talk about a theme from the Rights of the child through class assembly. By June 2025 all senior phase pupils will have had an opportunity for work experience. Partnership with Skills Development Scotland (SDS) will further develop employability skills of SP pupils and introducing employability qualifications will increase opportunities for employability. Improved relationships with local employers will lead to work opportunities for some SP pupils. Partnership with West College Scotland will further enhance opportunities for our SP pupils to engage in college placements after school.	Parents/Carers use their voice at key transition points. Evaluations will be completed by SP pupils after their work experience to monitor the success of the work placements. Data will show an increase of SP pupils taking part in work experience and the aim would be for some pupils to successfully transition into part time employment. 100% of school leavers in June 2025 will have a positive, appropriate destination.	Two (PEF Funded) staff employed to deliver Developing Young Workforce programme (DYW). Questionnaire for all SP pupils will identify area of interest for work experience. (June 2024) Further develop relationships with seven of our local community businesses to support employment / work experience for senior phase. Pupils will meet with the DYW team to discuss areas of interest in the workplace. This includes hairdressers, retail, grooming centre for dogs. Information evening for parents and senior phase pupils which run termly. Partnership with Skills Development Scotland
--	---	---	---

--	--	--	--

Improvement Priority 2 – Raise attainment in Literacy with a priority focus on Reading and Writing

HGIOS/HGIOELC Qis 2.3-Learning Teaching and Assessment 2.4-Personalised Support 3.2-Raising attainment and Achievement	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 2. Teacher Professionalism 3. Parental Engagement 4. Assessment of Children's Progress 5. School Improvement 6. Performance Information	
Rationale for change	Outcome and Expected Impact	Measures	Interventions
Following from 2023-24 where significant work was undertaken to improve writing pedagogy A strong focus is required on implementation of the approach across the school to ensure a consistent approach to writing maximise impact on pupil engagement and attainment. Attainment data demonstrates the need to ensure consistency across the stages. The largest dip in attainment appears in P7. Assessment and tracking information of SIMD 1 and 2 pupils throughout all stages evidence that the biggest gap for these pupils begins in P3. Greater links now need to be established between the teaching of reading and writing to create a coherent, progressive literacy curriculum for all learners.	By December 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%. By December 2024, 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. By June 2025, all pupils will receive well-planned, high quality learning opportunities in reading through further development of consistent approaches in pedagogy and assessment. Learning conversations and staff meetings will provide ongoing	- Pre/ post teacher judgement data - Pre/ post pupil surveys/learning conversations - Standardised assessment data including SNSA/ACEL at P4 and P7 if appropriate. - Class formative assessment - Bespoke CLPL in delivering Talk for writing within ASN context. - Pre/post evaluations on staff confidence and understanding. - Learning Conversations with class teacher - Learner feedback – target group - Reading assessments and use of 3-domain model where appropriate.	Calendar of writing CLPL sessions finalised by Sep 2024 and delivered throughout the session. Provide bespoke professional learning for teaching and support staff in Talk for Writing in August 2024 (In-service day). Continue to audit resources for writing with particular attention to P3, P7 and S1 by Dec '24. Identify and purchase resources required. PT for Primary to lead Talk for writing Implementation Group. Class teacher also allocated 0.1 to develop approach. Update the operational plan, by October 24, for implementation of the Talk for Writing approach (fiction and non-fiction) to include key features e.g.: - Maintain a whole school reading spine. - create/maintain a whole school overview with resource linked units. - adapt templates for unit planning to align with existing planning approaches.

Following the Care Inspectorate visit from September 2024, all learners in the Early Learning and Childcare Centre should benefit from increased opportunities for outdoor learning, with a greater focus on literacy.	evaluation of the implementation and almost all staff are more confident in the teaching of reading. By December 2024, the Early learning and childcare centre staff will have completed a development plan for the outdoor area and children will benefit from greater provocations in literacy outdoors. By June 2025, the outdoor area will provide more opportunities for literacy experiences which are meaningful to the children.	• Parental questionnaires to ensure their voice is heard and they can be involved in the development plan. • Staff planning meetings. • Observations of learners within the environment to identify provocations. • Responsive planning to the needs of the learners.	• establish teaching non-negotiables bespoke to our setting and ensure consistent implementation across the school. • establish/maintain effective procedures for quality assurance of the approach. • Calendar of events for CLPL identified and confirmed. • Staff across ASN establishments work collaboratively and engage in professional dialogue. • Use of key documents such as 'Out to Play' Care Inspectorate, 'Realising the Ambition', Scottish Government. • CLPL to be identified for outdoor learning. • Planning meetings with SLT in ELCC to create development plan. • ELCC staff to visit other establishment's outdoor areas to continue to develop their practice. • ELCC staff to create a development plan taking all stakeholder views into account.
---	---	--	--

Improvement Priority 3 – Learning for Sustainability

HGIOS/HGIOELC QIs	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 <table><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
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
Children and young people need to develop a greater understanding of sustainability and the importance for looking after environment. Eco Schools committee will be developed to provide leadership at all levels and develop our children and young people's understanding of sustainability. Children in the Early Learning and Childcare Centre will have access to outdoor learning opportunities that connect them with nature and develop their curiosity in the natural world.	By June 2025, children and young people will have a greater understanding of global warning and begin to reuse and recycle at school and encourage their family at home. By June 2025, Riverbrae will be awarded our first Eco Schools green flag award.	School audit on where we are now-in recycling and identify next steps. Questionnaire for children and young people, staff and parents/carers. Develop our PSHE curriculum to incorporate learning for sustainability and review planning documents for this.	Identify school sustainability goals by using 'Whole School and Community Learning for Sustainability' by Education Scotland. Eco Schools committee formed to drive forward next steps in improving our sustainability. CLPL session based on Learning for Sustainability led by SLT. All staff to follow sustainability goals and green print strategy.