



St. Anne's Primary School & Early Learning and  
Childcare Class

# School Improvement Plan

## 2024/25

# Planning framework

As part of Children's Services, St. Anne's Primary and ELCC 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**

### **Our Vision**

Our children will reach their potential.

Our children will be supported, challenged and listened to, and have their rights respected in our school/ELC Class (where Christ is at the centre of all that we do – *School*).

Working in positive partnerships with all in our school/ELC community, highly motivated staff will strive to create a safe, happy and stimulating environment, and make learning fun.

### **Our Values**

Compassion & Kindness

Wisdom & Courage

Justice & Integrity

### **Our Aims**

\*Within a Catholic ethos, develop a community guided by gospel values of love, care and honesty (school)

\*To provide a safe, secure, stimulating, nurturing environment (ELC Class)

\*To enable our children to become successful learners by providing challenging and relevant programmes of work(school)/activities (ELC Class)

\*To enable our children to be confident individuals by encouraging them to play an active and increasingly independent part in their own learning (School and ELC Class)

\*To enable our children to be responsible citizens by taking an active part in the wider community, respecting people of all beliefs, cultures, background, and ethnic origins. (School and ELC Class)

\*To enable our children to be effective contributors by promoting an ethos of achievement for all, so that they may develop fully in all aspects of their life. (School and ELC Class)

## **Who did we consult?**

To identify our priorities for improvement, we sought the views of staff, children, parents/carers and our partners. We used a variety of methods of getting the views of those who are involved in the life and work of St. Anne's Primary School and ELC Class such as:

### Consultation with Staff: (School and ELC Class):

- Weekly staff meetings and/or collegiate meetings throughout the school session.
- Annual Professional Review and Development meetings (June 2024)
- Evaluation of the service using National Improvement Framework, How Good Is Our School (HGIOS)4, How Good Is Our Early Learning and Childcare (HGIOELC), Building the Curriculum 1-5 Series, Education Scotland briefing notes/sketchpads, Pupil Equity Fund planning.
- Identifying strategic actions for School Improvement Plan collegiately throughout the session – for example, through peer observation visits and stage meetings.
- Staff consultation activities as part of In-Service and planned collegiate activity.
- Quarterly children's progress/target meetings (September, November, January, and April)
- Team Around the Child meetings
- Empowerment (Curriculum leadership) roles and remits.

### Consultation with Children

- Child/Pupil questionnaires and evaluations as part of planned learning experiences and wider self-evaluation (March 2024).
- Pupil voice group meetings – How Good is OUR school, Laudato Si Steering Group, Reading Schools Award Steering group, Junior Road Safety Officer group, Gardening Club, Digital Steering Group.
- Learning conversations, personal learning target setting and review with class teacher/ELC officer and parents, and Coaching for Performance (GROW) model feedback.
- Throughout planning for curricular areas (KWHL/ Mind Mapping/ Floorbooks, learning task board activities) and other appropriate methods including Coaching for Performance (GROW) Strategies.
- Whole school/ELC class and classroom/playroom rights-based learning activities.
- Child/pupil learning journey profile folders (ELC Class and School).

### Consultation with Parents

- Parent Council Meetings throughout session.
- Parent consultation groups (Respect for All, and School Vision/Values/Aims) – October 2023.
- Parent/Carer Self-Evaluation Questionnaires (March 2024).

- Newsletters/SWAY communication (School and ELC Class) including monthly parent/carer comment sheet/Have Your Say.
- Team Around the Child (TAC) meetings – school and ELC Class.
- Reporting to Parents (School and ELC Class) – November 2023 and March 2024 (School) and May 2024 (ELC Class)
- ELC Transfer of Information consultation with parents (May 2024)
- Bookbug sessions (ELC Class)

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

#### Consultation with Partners

- Local Area Admissions Panel meetings
- Team Around the Child (TAC) meetings
- Educational Psychology Service
- Home Link Service
- Cluster schools (St. Catherine's, St. John Bosco and St. James' Primary and Trinity High School)
- Local ELC establishments, primary schools and secondary school re transition planning and support
- Diocese of Paisley (School) – Diocesan Education Primary Representative and Head of School
- St. Bernadette's Parish – parish priest and parish leadership team
- Renfrewshire Active Schools Coordinator

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:

- Self-evaluation calendar for school and ELC Class which ensures a rigorous monitoring approach.
- Staff meetings, monthly stage meetings and curriculum development meetings, and ELC planning meetings.
- Monitoring and tracking for learning, teaching, and assessment quarterly (Sept, Oct/Nov, Jan, March) – School and ELC Class
- Annual target setting for each child (school and ELC Class) to identify and build upon prior levels of attainment.
- Monthly GIRFEC meetings to monitor impact and/or identify early intervention and personalised support, including the monitoring of attendance, behaviour and support as identified in Child's Planning.
- 6 weekly (Half-Termly) Pupil Equity Fund monitoring and tracking of impact of interventions and identification of next steps.
- Termly formal learning conversations and individual target setting between children and class teacher/ELC Officer.
- Daily GROW model targets in Literacy and Numeracy activities
- Analysis of assessment data from ongoing class assessments, summative assessments, and standardised assessments (school), and Early Years Progression Toolkit (ELC Class)
- Collegiate and INSET self-evaluation activities using HGIOS4, HGIOELC, National Improvement Framework, Education Scotland guidance/publications, Care Inspectorate guidance and publications (including A Quality Framework for Daycare of Children, Childminding and School Aged Children).
- Education Scotland questionnaires to staff, parents/carers, partners and children and analysis of results to inform improvements (annually March/May)
- Review of practices and impact of actions in relation to statutory duties including, but not restricted to, Safeguarding, ASL, Parental Involvement, Equalities Act, Care Inspectorate National Care Standards and SSSC, and GTCS Professional Standards.
- Monitoring and moderation of standards of pupil/children's work and profiles, displays and evaluations.
- Monitoring of learning, teaching and assessment in classroom/playroom observations aligned to school, local and national improvement priorities (SLT observations in Oct 24, Dec 24, Feb 25) and Peer learning visits (Sept 24, Nov 24, Jan 25, Mar 25)
- Leadership of Learning roles–remits and evaluation of activity/impact meetings (termly)
- Accessing pupil views within the 4 contexts for learning.
- Liaison with external partners who provide support for children and pupils (E.g Speech and Language Therapy, Home Link, Occupational therapy, CAMHS etc) to ensure best provision for children.
- Working parties including parents, staff and children regarding policy development and review.
- Parent Council meetings (6 annually) and feedback

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 – To Develop, Promote and Sustain an Aspirational Vision which Underpins our Commitment to Continuous Improvement within our Learning Community.**

<b>HGIOS/HGIOELC</b> <b>QIs</b> <b>1.1</b> <b>1.3</b> <b>3.1</b>	<b>NIF Priorities</b> <ul style="list-style-type: none"> <li>• Placing the human rights and needs of every child and young person at the centre of education</li> <li>• Improvement in attainment, particularly in literacy and numeracy</li> <li>• Closing the attainment gap between the most and least disadvantaged children</li> <li>• Improvement in children’s and young people’s health and wellbeing</li> <li>• Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ul>	<b>NIF Drivers</b> <ol style="list-style-type: none"> <li>1. School Leadership</li> <li>2. Teacher Professionalism</li> <li>3. Parental Engagement</li> <li>4. Assessment of Children’s Progress</li> <li>5. School Improvement</li> <li>6. Performance Information</li> </ol>
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>In St. Anne’s Primary and ELCC, we are committed to ensuring that we achieve the highest possible standards for our learners. We know that developing a shared vision, values and aims are at the heart of this aspiration. Professional discussion with all staff at the INSET days, self-evaluation with pupils at Assembly and discussions with representatives of the parent/carer body at Parent Partnership level has outlined the need for us to review our school vision and values. It would be timely for us to engage in this process given the new Senior Leadership Team and the building of sustainable relationships within the school community.</p> <p><b>‘The service’s vision, values and aims were shared with the school community. Senior leaders and staff should revisit these and use improvements identified in this inspection to ensure that they are fully embedded in the nursery, thereby guiding the direction of the service.’</b>  <b>(Care Inspectorate – 26<sup>th</sup> March 2024).</b></p> <p><b>‘A vision gives meaning and purpose to your actions. It is the picture on the jigsaw box of life.’ (Anon)</b></p>	<p>By December 2024, all members of the school and ELCC community will feel they have ownership around the refresh of our vision and values. They will have a sense of pride and attribute value to the promotion of our vision and values having been involved in the refresh.</p> <p>By June 2025, almost all staff, pupils, parents and partners will be able to recognise the shared vision of our school and ELCC. They will be able to use a shared language to communicate this to one another in their thoughts, words and actions. This will unite our school and ELCC and provide us with a strong sense of unity and shared purpose when moving forward with our improvement priorities. Our vision will become our ‘Guiding Star.’</p> <p>By June 2025, all staff and learners will have been supported to understand our school vision and values through the four contexts of learning. They will be able to make connections in their learning to our shared vision and realise</p>	<p>Our vision and values will be visible across our establishment – in our displays, communication, social media, parental engagement app, tracking of achievement and in how we think and behave as the St. Anne’s Family.</p> <p>We will capture the views of our pupils, parents, staff, partners and community in a post refresh questionnaire using Microsoft Forms. This measure will enable us to ascertain if our outcomes have been achieved and what further work we will be required to engage in to ensure our vision and values are embedded into the culture and ‘way of being’ for us as a leaning community.</p>	<ul style="list-style-type: none"> <li>• <b>September – October 2024:</b> As values drive behaviour and behaviour over time creates culture, then we will initially focus on our school/ELCC values as a means of underpinning our vision. Pupils, staff, parents and partners will be invited to contribute to a consultation around ‘The St. Anne’s Family...our Ideal Learning Community.’ All stakeholders will be given the opportunity to contribute in words, pictures, cartoons, symbols what they would see and hear in their ‘perfect’ learning environment – what behaviours would they see? ‘Love one Another’ is our school motto which is Christ centred as a Catholic school and this will be used to ‘drill down’ into the core values we would expect to see.</li> <li>• <b>October – November 2024:</b> The ‘School &amp; ELCC Improvement Committee’ led by the AHT and Nursery Depute will meet to explore the chosen values and make sense of what we are trying to achieve by encapsulating the main themes into a variety of vision statements. The school community will then be invited to contribute to choosing the vision that they feel best communicates our values and our shared vision will be realised.</li> <li>• <b>January – February 2025:</b> A further piece of work (Home Shared Learning Task and Collegiate Time)</li> </ul>

	<p>the importance of our values in the work that they do.</p> <p>By June 2025, almost all members of the school community will know explicitly what our vision and values look like in practice, how they contribute towards the continual improvement of our school and ELCC and what role they play in ensuring our vision and values become a reality.</p> <p><b><u>Extended Timescales:</u></b> By June 2026, our school aims will have been reviewed in line with our 'Curriculum Rationale.' They will be robust, fit for purpose and communicate exactly what we are doing to improve outcomes for our learners and why.</p>		<p>will be facilitated whereby the core values will be aligned to the four contexts of learning within CfE. Pupils, staff, parents and partners will have the opportunity to contribute to what the values look like/sound like and feel like within these contexts. This approach will engage the human limbic system which is the control centre in the brain for emotions, behaviours, values and memories. This will create a shared understanding and language around the behaviours that we would want to see in our learning community.</p> <ul style="list-style-type: none"> <li>• <b><u>March – April 2025:</u></b> Pupils will be invited to create visuals/symbols of the core values around our vision statement. A local artist will be commissioned to work with the children and depict the vision and values of our learning community as visual form of communication that can be used in all our forms of communication.</li> <li>• <b><u>May – June 2025:</u></b> Staff will work together to create a 'Sketchnote' visual around our vision and values which can be displayed and referred to in classrooms using child friendly language. Similar visuals can be created for staff development and for parents to support the shared understanding of roles and responsibilities within achieving our vision. This visual will become a prominent feature in our 'Respect for All' Policy and practice.</li> <li>• <b><u>August 2025:</u></b> AHT and the 'School and ELCC Committee' will work with the Wigwam Marketing Company to design and create vision/values visuals that can be used as reminders to our school community.</li> </ul>
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**Improvement Priority 2 – To Enhance Self Evaluation and School Improvement Activities Further by Involving Learners in the Process. (Young Leaders of Learning Programme – YLL).**

<p><b>HGIOS/HGIOELC Qis:</b></p> <p><b>HGIOURS Theme 5 Relationships</b></p>	<p><b>NIF Priorities</b></p> <ul style="list-style-type: none"> <li>• Placing the human rights and needs of every child and young person at the centre of education</li> <li>• Improvement in attainment, particularly in literacy and numeracy</li> <li>• Closing the attainment gap between the most and least disadvantaged children</li> <li>• Improvement in children's and young people's health and wellbeing</li> <li>• Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ul>	<p><b>NIF Drivers</b></p> <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>Pupil voice is active and valued in St. Anne's and it is used as a driver for positive change in our school and ELCC. In Session 2023 – 2024, all pupils formed part of a Committee of choice and were involved in a process of self evaluation and action planning to implement positive changes across our school. We realise there is scope to involve learners further in evaluation processes using HGIOURS and that the YLL programme presents an opportunity to take the above work a step further by involving learners in reciprocal visits to other schools to identify what is working well, areas for improvement and effective practice and promoting ways that children and young people can be involved in school improvement activities in their own school.</p> <p>The 'Relationships' theme from HGIOURS will be the focus of the above work as it will provide a familiar and accessible context for the children to engage in this process of self-evaluation. It will also enhance the feedback that has been provided from a recent QI visit (March 2024) 'Staff have created a calm</p>	<p>By June 2025, we will have an improved structure for the inclusion of learner voice into our self-evaluation processes which will align to our school improvement priorities.</p> <p>Our Young Leaders from the Primary 6 cohort will have improved leadership skills and will be driving forward improvements in the school through an action plan developed by them.</p> <p>The Young Leaders of Learning will be confident in sharing their practice in St. Anne's and will be more familiar with the language and processes of school improvement.</p> <p>Our Young Leaders will have an enhanced range of skills including:</p> <ul style="list-style-type: none"> <li>- communication</li> <li>- team work</li> <li>- resilience</li> <li>- time keeping</li> <li>- organisation</li> <li>- and social skills</li> </ul>	<p>Local Authority staff and learner pre &amp; post YLL programme evaluation will:</p> <ul style="list-style-type: none"> <li>- show improvement in pupil leadership skills and use of evaluative language.</li> <li>- demonstrate improvement in collaboration and sharing good practice with other schools.</li> </ul> <p>As a school, we will self- evaluate the success of the programme with the AHT collating qualitative data with the YLL group pre and post intervention along with the use of both the 'SWOT' analysis tool to support the self-evaluation process and the HGIOURS challenge questions within the chosen theme.</p> <p>We will measure the progress made in our school action plan following the reciprocal visits and areas for development highlighted during the visit will be addressed.</p>	<ul style="list-style-type: none"> <li>• <b>August 2024 :</b> Our YLL Team (comprising of six Primary 6 learners) will attend YLL training along with our partner school, St. Fillan's Primary. Our Principal Teacher will also engage in a protected day of training provided by the Local Authority in St. Peter's primary school.</li> <li>• <b>September – November 2024:</b> Over a series of 3-4 planning meetings (online and face to face) our YLL will develop:             <ul style="list-style-type: none"> <li>- a focus for the reciprocal visits from the 'Relationships' theme in HGIOURS.</li> <li>- a set of questions to help them evaluate the focus during the visits.</li> <li>- a programme of activity for the visit to each school.                 <ul style="list-style-type: none"> <li>• <b>January 2025:</b> YLL will take part in reciprocal visits and identify:                     <ul style="list-style-type: none"> <li>- strengths of the focus area in each school.</li> <li>- areas for development in each school.</li> </ul> </li> <li>• <b>February – May 2025:</b> YLL will produce an action plan to take forward the areas for development within their own school. This will be led by them. There will be a planned event to recognise and celebrate achievement and the development of key</li> </ul> </li> </ul> </li></ul>

<p>environment for learning with a culture of respect where positive relationships are evident between adults and children and between children themselves. The catholic ethos permeates across the full school community.'</p>	<p>Our Young Leaders will be excellent role models and will train a further group of Young Leaders to take part in the programme in 2025-2026 which will ensure sustainability in the approach.</p> <p>An enhanced relationship with St. Fillan's Primary School by June 2025 will allow:</p> <ul style="list-style-type: none"><li>- further sharing of good practice.</li><li>- more collaborative opportunities such as moderation and further YLL opportunities.</li></ul>		<p>skills. This will incorporate parental engagement.</p>
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**Improvement Priority 3 – Ensure we are Meeting the Learning Needs of all Learners through Improving our Children’s Health and Wellbeing.**

<p><b>HGIOS/HGIOELC</b></p> <p><b>Qis</b></p> <p><b>1.1</b></p> <p><b>1.3</b></p> <p><b>2.1</b></p> <p><b>2.4</b></p> <p><b>3.1</b></p>	<p><b>NIF Priorities</b></p> <ul style="list-style-type: none"> <li>• Placing the human rights and needs of every child and young person at the centre of education</li> <li>• Improvement in attainment, particularly in literacy and numeracy</li> <li>• Closing the attainment gap between the most and least disadvantaged children</li> <li>• Improvement in children’s and young people’s health and wellbeing</li> <li>• Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ul>	<p><b>NIF Drivers</b></p> <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>Feedback from a recent QI Inspection communicated the following: <i>‘The school has an ethos of inclusion, barriers to learning are minimised through the use of effective strategies and staged intervention processes. Support staff are deployed effectively to support the learning of individuals and groups. Pupils speak highly of the support they receive in class and across the school. This continues to be a focus for the school moving forward to ensure all learners are able to access appropriate learning opportunities.’</i> Feedback from a recent Care Inspectorate visit (March 2024) also communicated the following: <i>‘The Senior Leadership Team needs to ensure timely personal planning for all children, which is of the upmost importance, and conduct an audit, including review of these working documents to further support children in receiving nurturing care and support that meets their needs. This should be a key area of improvement.’</i></p> <p>SLT observations and professional discussions in both the school and the ELCC have highlighted that a joint approach to RNRA working would address the theme of ‘All</p>	<p><b><u>Universal Outcomes and Impact:</u></b></p> <p>All staff will be able to apply and understand the importance of relationships to all children and young people’s wellbeing and achievement across establishments.</p> <p>Almost all staff will be skilled in the RNRA self-evaluation process and understand the importance of interventions being data informed.</p> <p>Almost all staff will be more familiar with the CIRCLE Framework as a self-evaluation framework and become increasingly confident in using the assessment tool of the CICS/CIELES to proactively plan for inclusion thus ensuring the needs of children are being effectively met.</p> <p>Research tells us that planning for and providing an inclusive environment for children with additional support needs can have a positive impact on</p>	<p>SLT/Depute Heads of Centre analysis of a staff pre and post intervention Microsoft Forms questionnaire to gather data around staff confidence levels in meeting pupils needs, familiarity with the CIRCLE framework and understanding of the Nurture Principle.</p> <p>Staff feedback from the training opportunities provided throughout the session and the tracking of attendance.</p> <p>Evaluations within the ‘Joint Working Plan’ with the EP Service to ascertain impact.</p> <p>The RNRA Action Plan – PDSA approach – Plan, Do, Study, Act as a means of evidence gathering around our successes as a team.</p> <p>The use of the CICS (Circle Inclusive Classroom Scale) and CIELES (Circle Inclusive Early Learning Environment Scale) assessment</p>	<ul style="list-style-type: none"> <li>• <b><u>October 2024:</u></b> ELCC Staff and partners will engage in the RNRA training with the Educational Psychologist around this Nurture Principle at the October INSET day (Friday 11<sup>th</sup> October). School staff and partners will be invited to attend the same input with the Educational Psychologist during a Collegiate Time on Wednesday 23<sup>rd</sup> October 2024 at 3.15pm. School teaching staff will attend the ‘Circle Framework’ training on the October INSET day (Friday 11<sup>th</sup> October) provided by the Local Authority and the West Partnership. The Depute Heads in the ELCC will engage in CLPL to become familiar with the ‘Up, Up and Away’ Early Years version of the CIRCLE Framework. Time should also be built into the Collegiate Calendar to provide the DHT/Pupil Support Co-ordinator with the opportunity of sharing the ‘Staged Intervention Data’ with the team.</li> <li>• <b><u>November 2024:</u></b> The RNRA Core Group will meet on Tuesday 12<sup>th</sup> November at 3.15pm (various meetings will follow thereafter) to discuss the training and the options to incorporate the CIRCLE Framework into our approach and Action Plan moving forward.</li> </ul>

<p>Behaviour is Communication’ and a secure understanding of this nurture principle along with it’s challenges would support the accessing of appropriate learning opportunities for all pupils in our care. This would, in time support the transition of our children from the ELCC to the school environment.</p> <p>As the UNCRC is now enshrined in Scots Law (July 2024), it is imperative that the needs of every child are fully realised and met. We believe that the familiarisation of the CIRCLE Framework in conjunction with the RNRA principles, will promote a consistent culture of good practice across our establishment. This is also endorsed by the ‘Review of Additional Support for Learning Implementation Report’ (June 2020) and the OCED ‘Putting the Learner at the Centre’ recommendations (March 2022).</p>	<p>all pupils. In particular, both learning and participation is enhanced.</p> <p><b><u>Targeted Outcomes and Impact:</u></b></p> <p>Personal Plans in the ELC will be completed in a timely manner and within the recommended 28 days of starting the service.</p> <p>TAC meetings for pupils in the ELCC and School will be based upon a collaborative approach with parents/carers along with the evidence collated from the assessment tool CPS (Circle Participation Scale). This information will then be used to develop tailored strategies to promote children’s health and wellbeing, thus positively impacting both learning and participation.</p>	<p>tools and related paperwork to ‘drill down’ into an area of focus in each setting. Including the use of the ‘Planning page’ documentation.</p> <p>Minutes of Meetings and the information gathered through the ‘Reflective Questions’ in the CIRCLE framework to measure impact.</p> <p>Observation of pupils within the learning environment and the tracking of their progress through Tracking Meetings and the Staged Intervention process for targeted individuals.</p> <p>Tracking and discussion of the Health and Wellbeing data (school) as a whole (GMT – Glasgow Motivational Tool) to identify patterns, trends and identified target areas for further exploration. Staff can make use of the data to facilitate personalised learning conversations with the children to support the formulation of their health and wellbeing targets.</p>	<p>One theme of shared agreement in each setting will be the focus to drive forward the actions of the new Nurture principle. Collaborative engagement will be encouraged and reflective questions within the framework will be used to promote discussion and formulate SMART targets for improvement.</p> <ul style="list-style-type: none"> <li>• <b><u>January 2025:</u></b> SLT and ELCC Deputes to provide an opportunity for staff to engage in a coaching session, using the ‘GROWTH Model’ around their professional learning in this area. This will take the form of a ‘Nurture Clinic’ whereby staff will have the opportunity to bring along a concern about a child in terms of meeting their learning needs.</li> <li>• <b><u>January – May 2025:</u></b> An agreed action plan using the evidence based PDSA approach of improvement will be implemented by both the school and ELCC. This will be tracked, monitored and reviewed on an ongoing basis.</li> <li>• <b><u>June 2025:</u></b> The Core Group will communicate and share their success with the wider community and areas of effective shared practice will form the basis of our RNRA Visible Consistencies approach moving forward. (‘This is Us’ Annual Powerpoint).</li> </ul>
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## Improvement Priority 4 – Promote Parental Engagement and Involvement in Health and Wellbeing through the Online Seesaw Application.

<b>HGIOS/HGIOELC</b> <b>Qis</b> <b>1.1</b> <b>1.3</b> <b>2.3</b> <b>2.6</b> <b>2.7</b>	<b>NIF Priorities</b> <ul style="list-style-type: none"> <li>Placing the human rights and needs of every child and young person at the centre of education</li> <li>Improvement in attainment, particularly in literacy and numeracy</li> <li>Closing the attainment gap between the most and least disadvantaged children</li> <li>Improvement in children's and young people's health and wellbeing</li> <li>Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ul>	<b>NIF Drivers</b> <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>4. 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	4. Parental Engagement	6. Performance Information
1. School Leadership	4. Assessment of Children's Progress							
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4. Parental Engagement	6. Performance Information							

Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>We recognise the importance of our parents and carers in feeling valued and involved as partners in their child's education. Qualitative data gathered from INSET days, Collegiate Time and the Parent Partnership Meetings suggest that there is a strong desire for improved communication between home and school.</p> <p>As a staff, we are committed to build upon the success of Google Classrooms by making use of the Seesaw application as a platform to share our children's learning and achievements.</p> <p>For the AHT and new staff members to proactively build positive relationships with families through the use of this application.</p> <p>The Local Authority's 'Green Print Strategy' has provided establishments with the opportunity to engage and promote online platforms to share information. This also complements our whole school and Committee work around 'Laudato Si' and the</p>	<p>By June 2025, staff, learners and families will feel confident in the use of the platform.</p> <p>By June 2025, all stakeholders will feel that our means and efficiency of communication has improved.</p> <p>Home and school partnership working will be strengthened through greater transparency into classroom learning and life.</p> <p>Families will be able to actively share and engage with their child's learning journey and witness progress over time and growth throughout an academic year.</p> <p>Families will feel that their contributions are valued and that they play an active role in their child's learning.</p>	<p>By October 2024, staff will complete a baseline of staff confidence and knowledge prior to the Seesaw professional learning and at the end to measure the impact of this strategic change.</p> <p>Feedback will be gathered from all stakeholders (Staff Questionnaire and the Parent/Carer and Pupil Scaling Survey) to measure impact. These findings will be collated and shared in a way that is easy to understand and is accessible to all. Next steps for improvement will be ascertained and shared.</p> <p>PT will devise an online process of tracking and monitoring monthly parental engagement and involvement and analyse the results with staff. Next steps will be discussed and implemented to build on improvement – for example – ensuring accessibility for</p>	<ul style="list-style-type: none"> <li><b>August – September 2024:</b> AHT to facilitate the purchase the Seesaw application subscription. PT to arrange a whole staff training session with the company (online) and staff to actively engage in this training. PT will arrange for the Staff Baseline Questionnaire to be completed. PT will liaise with the AHT to create a suite of online resources to support staff in the invitation of families to access the app. AHT to circulate all GDPR requirements and a draft copy of the policy and practice document.</li> <li><b>September – October 2024:</b> Class teacher's will invest time in developing the children's skills in using this application to showcase their learning and achievements. Learners will be tasked with sharing their ICT skills and learning at home to support their families in the use of the app. Primary 7 pupils will be given the responsibility of adopting a 'Digital Leader' role and cascade their learning to the younger classes following a rolling programme for implementation. Pupils will be assigned to support individual classes. PT to facilitate a</li> </ul>

<p>care and protection we show to our common home.</p> <p>The Profiling of our children’s ‘Learning Journey’ continues to be reflected in folders and in paper form. Families only have the opportunity to share in their children’s learning experiences through planned events. We would hope to encourage our families to engage in regular discussions at home around their child’s learning which will support transitions and build the child’s sense of identity as a learner.</p>	<p>Learning conversations will be nurtured and promoted between home and school. ICT and online skills of staff and learners will continue to be utilised and will be enhanced through the use of this application.</p> <p>Achievements in all areas of Health and Wellbeing will be recognised, recorded and celebrated across the school and within the parent body.</p> <p>The SLT will be better equipped to monitor and promote family engagement through the use of this application.</p> <p>Assessment practices will be enhanced with the creation of a digital portfolio of learners achievements in Health and Wellbeing being (in the first instance).</p> <p>The number of daily phonecalls to the School Office and the SLT will be reduced due to parents having a platform to contact the school around minor issues such as lost property/ date reminders/homework.</p>	<p>all/increasing parental engagement through the app.</p>	<p>‘Parental Drop In Session’ for families with accessibility issues or questions.</p> <ul style="list-style-type: none"> <li>• <b><u>November – December 2024:</u></b> Seesaw to be fully utilised across the school. Information will be shared with parents and carers via ParentPay and Google Classrooms if required. Information relating to our RNRA (Renfrewshire Nurturing Relationships Approach) principle of: ‘All Behaviour is Communication’ will be shared by the SLT through this platform to provide parental prompts and support to families. Staff in leadership roles may also use this platform to share information with families. For example: Mrs Smith in terms of NVR approaches that would complement our RNRA work.</li> <li>• <b><u>January – February 2025:</u></b> PT will analyse and share the results of the Parental Engagement Data with staff. Interventions will be discussed and implemented to support families and practitioners with any issues.</li> <li>• <b><u>April – May 2025:</u></b> PT to facilitate the completion of Staff Questionnaires and circulate and gather the views of both pupils families through the Scaling Surveys. PT will provide a summarised impact assessment by May 2025 outlining our learning journey, feedback from all stakeholders and suggested next steps for consultation and improvement. This will be shared with staff and there will be an opportunity to moderate best practice across the school.</li> </ul>
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## Improvement Priority 5 – Raise Attainment in Literacy with a Focus on Writing.

<b>HGIOS/HGIOELC</b> <b>Qis</b> <b>1.1</b> <b>1.3</b> <b>2.3</b> <b>2.4</b>	<b>NIF Priorities</b> <ul style="list-style-type: none"> <li>Placing the human rights and needs of every child and young person at the centre of education</li> <li>Improvement in attainment, particularly in literacy and numeracy</li> <li>Closing the attainment gap between the most and least disadvantaged children</li> <li>Improvement in children’s and young people’s health and wellbeing</li> <li>Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ul>	<b>NIF Drivers</b> <ul style="list-style-type: none"> <li>School Leadership</li> <li>Assessment of Children’s Progress</li> <li>Teacher Professionalism</li> <li>School Improvement</li> <li>Parental Engagement</li> <li>Performance Information</li> </ul>
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Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>Quality assurance information from all stakeholders in our school community has been used effectively to inform our PEF spend. Self-evaluation through professional discussion, data analysis, professional observations and tracking and monitoring data indicate that the two root causes of the PRAG (Poverty Related Attainment Gap) in our school are based around health and wellbeing concerns and the curriculum (Writing).</p> <p>Stakeholders have expressed a desire to explore the attainment gap in writing. Current attainment data shows that although we are exceeding pre-pandemic levels (2018 – 2019) in attainment in Writing for Primary 1, 4 and 7, 14% of all pupils are not currently on track to achieve the national expectation in this curricular area.</p>	<p>By June 2025, most Primary 1, 4 and 7 (75 – 90%) pupils will achieve expected levels for their stage.</p> <p>By June 2025, most children in Primaries 2, 3, 5 and 6 will be on track to achieve expected levels for their stage in Writing.</p> <p>By June 2025, all teachers across Early, First and Second level will continue to make confident use of the ‘Talk for Writing’ programme and approaches within class for targeted pupils who require additional support and consolidation in the development of writing skills.</p>	<p>0.4 PEF teacher to deliver writing support to the children in Primaries 3, 4, 6 and 7 who are currently not on track to achieve the national expectation.</p> <p>Continued implementation of the Talk for Writing programme and approaches, year 3, universal.</p> <p>Tracking meetings in September, January and May will demonstrate the progress of targeted children. This will include the analysis of the Baseline ‘Talk for Writing’ data in terms of cold and hot pieces and added value following targeted intervention. (Quantitative).</p> <p>Quality improvement visits to all classes in October and February will demonstrate consistency in the approach to the delivery of Talk for Writing across the school. (Qualitative).</p>	<ul style="list-style-type: none"> <li><b>August – September 2024:</b> AHT to ensure that all new staff have been trained in the Talk for Writing Fiction approach as offered by the Local Authority. Class Teachers will facilitate the collection and analysis of baseline data (Talk for Writing and the Writer’s Engagement Survey). Tracking Meeting 1 to be facilitated and data discussed. Recommendations will then be actioned by the Class Teacher. The PEF teacher will spend time building relationships with the children in the targeted group and liaising with both the Class Teachers and pupils during target setting opportunities to ascertain their needs. Targeted intervention to begin.</li> <li><b>September – October 2024:</b> Quality Improvement visits to classes around the pedagogical approaches to writing will be facilitated by the SLT. The school’s approach to implementing T4W will be reviewed to ensure it is robust, consistent across the school and fit for purpose. The DHT will meet with the PEF teacher to track the progress of the targeted groups in Literacy through updating the PEF RAG Framework. Professional discussions with staff will be facilitated to make use of this</li> </ul>

		<p>Analysis of the PEF Tracking RAG Framework in October, February and May will demonstrate the development of writing skills of the target group. (Quantitative).</p> <p>Analysis of the Writer’s Engagement Survey Data (September 2024) to ascertain any issues in terms of the pupils self-concept as a writer and the value that they place on writing. The outcome of this data will then be actioned by considering pedagogical approaches and use of the CLPE (Centre for Literacy in Primary Education) documents around ‘What we Know Works?’</p> <p>All teaching staff will engage in Cluster moderation in November 2024 to discuss shared standards in non fictional writing at Early, First and Second level.</p>	<p>implementation data to tailor and improve the pedagogical approach if required.</p> <ul style="list-style-type: none"> <li> <p><b>November – February 2025:</b> Tracking Meeting 2 to be facilitated and data discussed (February 2025) Recommendations guided by the adopt/adapt/abandon approach will then be actioned by the Class Teacher and PEF Teacher. AHT to ensure that all new staff have been trained in the Talk for Writing Non-Fiction approach as offered by the Local Authority (January 2025). The DHT will meet with the PEF teacher to track the progress of the targeted groups in Literacy through updating the PEF RAG Framework. Professional discussions with staff will be facilitated to make use of this implementation data to tailor and improve the pedagogical approach if required. Teaching staff will engage in Cluster Moderation around Non Fiction in November 2024. Best practice will be considered and the ‘Talk for Writing Position Statement’ will be updated accordingly. Quality Improvement visits (February 2025) to classes around the pedagogical approaches to writing will be facilitated by the SLT. Added value/impact from the November visits will be realised and shared with staff. Further recommendations will be discussed at Collegiate Time and implemented by staff.</p> </li> <li> <p><b>May - June 2025:</b> The DHT will meet with the PEF teacher to track the progress of the targeted groups in Literacy through updating the PEF RAG Framework. Tracking Meeting 3 to be facilitated (May 2025) and data discussed. Pupils progress will be reflected in the ACEL data in May 2025. PT will facilitate the Writer’s Engagement Survey</p> </li> </ul>
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