

St Catherine’s Primary School &

Early Learning and Childcare Centre

School Improvement Plan

2024/25

Planning framework

As part of Children’s Services, St Catherine’s Primary School 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

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| We will encourage kind and  connected communities—  where our citizens take pride  in their **place**, attracting  others to move here and  share in the opportunities  Renfrewshire has to offer. | We will support a strong and  flexible local **economy**—with  Renfrewshire able to adapt  after the pandemic, building  up resilience to support good  green jobs and skills for all  local people to enjoy the  benefits of both living and  working here. | We want Renfrewshire to be  a **fair** place—where all our  people have the best chances  to live happy, healthy and  fulfilled lives, to feel safe,  supported and empowered  to unlock the strength of our  collective potential. | We are working towards  a **greener** future—taking  responsibility for our impact  on the planet and taking  brave, bold steps to protect  the natural environment that  supports and benefits us all. | We want our employees  to feel proud to work for  Renfrewshire Council because  we are a **values** driven  organisation, where we all  understand and value our  contributions, and we are  passionate about making a  difference for Renfrewshire. |

**Renfrewshire Council’s Values**

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| We are **fair**, we treat each other and everyone we deal with respectfully and work hard to build trust in Renfrewshire Council.  We are **helpful**, we care about getting things right and are always approachable.  We are great **collaborators**; we work as one team and with people who care about this place.  We value **learning** to help us innovate, improve and deliver better services. |

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| **Children’s Services Vision**  Working together to get it right for children, families and communities – protecting, learning, achieving and nurturing | | | | |
| **Renfrewshire’s Education Improvement Plan Priorities** | | | |  |
| Protecting the most vulnerable  members of our communities  including children and young  people who are at risk. Work will  progress to ensure Renfrewshire  keeps the Promise and delivers  improved outcomes for individuals who are care experienced. Where possible children will be kept within their families and priority given to securing provision for  kinship care. | Family supports and focussing  on early intervention, by  equipping parents and carers  with the information, skills  and support they need to  ensure positive outcomes for  children and young people in  their care, whilst providing  opportunities for parents and  carers to shape the services  that impact them. | Enhancing supports  around mental health  and wellbeing, including  the school-based mental  health and wellbeing  programme and the  Ren10 network of staff  and volunteers who  provide early help  services to those in need. | Enhance learning and teaching,  delivering a meaningful, relevant and progressive curriculum that supports a wide range of learner pathways by placing the rights and needs of every child and young person at the centre of education. Efforts will  focus on raising attainment while  ensuring equity for all. There will  be a sustained focus on delivering a curriculum that equips all children and young people to achieve success in life. | Through a shared vision  and understanding  of inclusion, children  and young people will  experience inclusive  learning experiences and  supportive relationships  which lead to positive  life outcomes |

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| **Our Vision, Values and Aims**  **Our vision:** Attain Achieve Aspire!  **Our values:**  All children develop to be the best they can be, in both their learning and socially; the children being responsible, creative, tolerant and independent individuals who are aware of their role in the school and develop self-discipline through a focus on promoting positive behaviour.  **Our vision and values will be achieved through:**   * The development of an inclusive ethos based on the Gospel Values of The Church that will enable each child to develop their God given talents * Providing our pupils with the appropriate skills for the world of work and how to contribute to the wider community * Fostering and providing opportunities that develop effective partnerships with parents and our wider school community, partner agencies * Acknowledging and celebrating wider achievements, pupils and staff, outwith school * Ensure the provision of equal opportunities for pupils and staff to learn together within the school context.   **Our aims: In St Catherine’s we aim to**:   * Create a welcoming, secure and inclusive atmosphere conducive to a positive attitude to learning and teaching. * Raise attainment and develop lifelong skills by providing a stimulating and accessible curriculum for all children. * Promote a sense of responsibility, tolerance, loyalty, self-worth, co-operation and care for our community environment. |

Who did we consult?

To identify our priorities for improvement, we sought the views of all stakeholders. We used a variety of methods of getting the views of those who are involved in the life and work of, St Catherine’s Primary and Early Learning and Childcare Class such as:

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| **Staff**   * Staff meetings * In-Service Days * Curriculum Development Sessions * Regular children’s progress/target setting meetings. * Attainment and GIRFEC meetings * Education Scotland Professional Learning materials * Collegiate consultation exercise ‘Identifying Priorities for Improvement’ * Evaluation of the service using How Good Is Our School (HGIOS) 4, How Good is our Early Learning and Child Care, Building the Curriculum 1-5 series, Education Scotland briefing notes * Evaluation of Outdoor Learning with class and HWB Key Worker * Regular review of School Improvement Plan priorities * Staff Questionnaires and Depute Head Teacher 360 Questionnaire * Annual Professional Review and Development meetings | **Parents/Carers**   * Annual Report feedback * Parental Questionnaires/Surveys * Parents’ Meetings * Parent Council meetings and minutes * Termly newsletters * Parent Council Noticeboard * Website * Have your say box * Parental evaluations of school events * Induction Days * Parent Numeracy Games Workshops * Family Learning Sessions - Reading Cafes * Open days * Team Around the Child meetings |
| **Learners**   * Pupil Council meetings * Pupil Citizenship Group consultations * Pupil questionnaires and feedback * Strengths and improvement consultation * Pupil Questionnaires * Pupil Outdoor Learning Area Working Group * Learning conversations with their teacher and SLT * Literacy and Numeracy Focus Groups * Digital Leaders Group * Community Walk with teacher and HWB Key Worker * Throughout planning for curricular activities (KWHL, Mind Mapping, Floorbooks and other appropriate methods) * Whole school and classroom rights-based learning activities * Playroom planning using mind mapping and floor books | **Partners**   * Informal feedback through discussions * Termly meetings with OneRen Co-ordinator * Regular collaborative meetings with Whole Family Learning Worker, Educational Psychologist and Place2Be Project Manager * Partners’ Questionnaire * Local and Central Admissions Panel Meetings * Cluster meetings |

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:

* Monitoring calendar for school and ELCC which ensures a rigorous and systematic approach to monitoring
* Regular staff meetings
* Monitoring of planning and evaluations of learning
* Responsive target setting for each child
* Monitoring and tracking of children’s learning and attainment at termly attainment meetings
* Termly GIRFEC wellbeing meetings to monitor impact and/or identify early intervention and personalised support.
* Pupil learning conversations
* Analysis of assessment data from ongoing class assessments, summative assessments and standardised assessments (school)
* Collegiate and INSET self-evaluation activities using HGIOS 4, HGIOELCC and Education Scotland guidance/resources.
* Education Scotland and other in-house devised questionnaires to staff, parents, children and partners and analysis of results to inform improvements.
* Review of practices and impact of actions in relation to statutory duties of ASL, Parental Involvement and Engagement, Equalities Act, Care Inspectorate National Care Standards and SSSC.
* Monitoring and moderation of standards of pupil/children’s work and profiles, displays and evaluations.
* Monitoring of learning and teaching in classroom/playroom observations, including SMT learning conversations
* Peer learning visits
* Liaison with external partners who provide support for children and pupils (Speech and Language Therapy, PSADU) to ensure best provision for children.
* Staff review of policies (ELCC and school) as required.
* A range of award assemblies where success within the four capacities and wider achievement are celebrated

**Moderation**

* Cluster working across all levels within Literacy/Numeracy
* School based moderation within all curricular areas
* Educational Scotland QA Moderation resources

**Attendance**

* Attendance is monitored daily with unexplained absences followed up by phone calls, text messages, emails and letters
* Absence and late coming are monitored on a monthly basis

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 (school) – Developing high quality learning, teaching and assessment leading to improved attainment and achievement in literacy, through introducing the Accelerated Reading resource to encourage greater engagement in Reading for Pleasure and using the Read/Write accessibility digital tools to support better access to the curriculum for all students.** | | | | | |
| **HGIOS/HGIOELC QIs**  **1.2 1.3**  **2.2, 2.3**  **3.2** | **NIF Priorities**   * Placing the human rights and needs of every child and young person at the centre of education * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least disadvantaged children * Improvement in children's and young people’s health and wellbeing * Improvement in employability skills and sustained, positive school leaver destinations for all young people | | | **NIF Drivers**   1. School Leadership 4. Assessment of Children’s Progress 2. Teacher Professionalism 5. School Improvement 3. Parental Engagement 6. Performance Information | |
| **Rationale for change** | | **Outcome and Expected Impact** | **Measures** | | **Interventions** |
| *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?*  Evidence from collated monitoring, pupil voice surveys and the student literacy focus group has identified a need to concentrate on pupil engagement in reading for pleasure and reading comprehension skills. This will be a leadership focus across the school through practitioner enquiry, moderation and robust monitoring to inform gaps and identify next steps.  Planning and tracking minutes and the results of the standardised testing also reflected a need to take a closer look at progression in comprehension skills in P4 to P7.  Staff also identified reading comprehension and reading for pleasure as an area of improvement through evaluation of the literacy curriculum.  Through our Reading Café parental evaluation questionnaire, our parents/carers identified a desire to continue participating in these sessions as they gained a greater understanding of the strategies needed to support their children’s reading skills. This will be to improve our attainment in literacy and to introduce the parents to how they can participate in the Accelerated Reading Programme.  The Parents’ Evening survey highlighted that parents/carers would welcome support to help their children with their literacy homework, as well as with the use of digital technology. | | *What change do we want to see for learners? By how much? Who are the target group? By when? (timescales can extend beyond 1 academic year if appropriate)*  By Dec 2024, all teachers will be more confident and skilled in the learning and teaching of reading through participating in Accelerated Reading and Read/Write training. As well as the implementation of the Accelerated Reading programme within P4 to P7 and the Read/Write resource within P1 to P7 classroom practice.  All support staff will enjoy greater confidence and be more skilled in providing bespoke targeted interventions including the use of the Read/Write resource.  Children will be more engaged in their reading as teaching and learning will be enhanced through the introduction of the Accelerated Reading and Read/Write digital resource and the associated training.  Learner engagement will improve through teachers providing support and access to tools for dyslexic students, EAL learners and children who require visual aids and prompts when accessing the curriculum, through the use of the Read/Write resource.  In Term 3 all parents will have the opportunity to engage in support for learning through access to Reading Café sessions and the Accelerate Reading Programme to help support their children’s reading comprehension skills and to promote reading for pleasure at home.  The parents of children receiving targeted support will be individually contacted and encouraged to take part in the Reading Café Workshops. The workshops will focus on the tasks and strategies connected to the Renfrewshire Literacy Programme and will promote reading for enjoyment at home through the Accelerated Reading Programme.  All parents will have access, in-person through workshops and on-line (video tutorials), to engage in learning to support literacy homework, including the engaging with the Accelerate Reading Programme through the effective use of digital technologies.  We will, through the Stage Intervention Process, accelerate progress for targeted individuals:   * 1% at first level reading * 1% at first level writing * 1% at second level writing   We will, through the Staged Intervention Process, provide bespoke targeted interventions to ensure continued progression at nationally expected levels for:   * All children at early level (early intervention approach) * 16 children at first level reading and writing * 16 children at second level reading and writing | *How will we know the change is an improvement?*  *What information/data will we gather to measure progress and impact?*   * Pre/post teacher judgement data to measure confidence in introducing and engaging with the Accelerated Reading Programme. * Evidence from practitioner enquiry. To ensure continued professional development within reading for all teachers. * Monitoring of levels of staff engagement with CLPL and evaluation of impact. * SLT learning visit feedback to ensure quality reading engagement and comprehension throughout all stages. * Comparing the initial baseline reading age recorded in the Accelerated Reading Programme to the student’s reading age at the end of Term 3 2025. * Standardised reading assessment data including SNSA P1, P4 and P7 to ensure pupils are on track. * Reading running record assessment scores Term 1/3/4 – ensuring progress throughout the year * Pre/ post pupil engagement in reading surveys/learning conversations * Record of learning conversations with reading focus group children to measure engagement, to ensure the pupil’s voice is impactful. * Parental confidence level/   evaluation by scale pre/post attendance at Reading Cafes   * Accelerated Reading Programme data, including skills development, reading age and engagement scores. Almost all children’s reading and chronological age should match by Term 3. * Record of learning conversations with targeted learners’ focus group children. * Post questionnaires with children/parents to evaluate the Accelerated Reading Programme to support reading comprehension skills and reading for pleasure. * Standardised reading/writing assessment data including SNSA P1, P4 and P7 to ensure pupils are on track. * Reading Running Record scores Term 1/3/4 – ensuring progress throughout the year * Writing assessment scores Term 1/3/4 – ensuring progress throughout the year | | *What do we plan to do?*  *What evidence informed approaches might be effective? What have others done when facing similar issues in a similar context (collaboration)?*  All staff will participate in professional learning for the Accelerate Reading Programme to support Reading for Pleasure and improving comprehension skills.  **(PEF funded- £2,265.55)**  All staff to engage in-school training in order to effectively use the digital Read/Write resource to increase pupil reading engagement. Children, with specific ASN, EAL or targeted interventions, will be given the opportunity to engage with this resource as an immersive reader, to use the dictation and translation tools to help meets the learners’ individual needs.  Working parties at CfE stages to plan how to incorporate the Accelerated Reading Programme and Read/Write resource within the school’s literacy planners. Refreshing the current literacy planners to reflect a more progressive approach to the teaching of reading comprehension and reading for pleasure.  Staff will collegiately decide the ‘big question’ to inform a whole school approach to practitioner enquiry for reading comprehension/pleasure and decide how this will be recorded and measured.  Practitioner enquiry in reading will inform the focus for in-house moderation and ensure shared high standards of learning and teaching, consistency of approach and continuity across the school. (February 2025).  The SLT learning visit will focus on pedagogy and engagement in reading for pleasure, reading comprehension and evaluate the impact of professional learning, identify gaps in teaching and learning and identify next steps to inform future priorities. (Term 3)  We will provide Reading Café sessions universally and to targeted families, promoting reading for pleasure at home.  Parental engagement through Reading Café sessions for families will focus on the supporting parents/carers to engage in reading at home and accessing the Skoobmobile library. With the targeting of parents of children who are in receipt of targeted support.  Parental engagement through providing workshops and on-line video tutorials; in order for parents to gain greater confidence when supporting their children at home with literacy, through digitally accessing the Accelerated Reading Programme.  Literacy Champion to continue the community reading partnership with Gallowhill Primary School and engagement with the wider community e.g., library within the Outdoor Learning Area and children’s/adult’s library within St. Mirin’s Cathedral. As well as engaging with Renfrewshire Library services to support our children and families to engage with the Skoobmobile and Central Library to promote reading for pleasure at home.  0.5FTE teacher to provide targeted interventions to identified groups/individuals.  **(PEF funded- £38,424.73)**  0.5 classroom assistant to provide targeted interventions to identified groups/individuals  (**PEF funded- £10,637.31)**  Targeted Support staff will be provided with in-house CLPL for the Accelerated Reading Programme and Read/Write resource to support the identified targeted learners’ reading skills. |

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| **Improvement Priority 1 (ELCC) - Learning, engagement, and effective use of assessment by introducing Talk for Writing. To be embedded throughout ELCC. UNCRC – Article 29 – Education must develop every child’s abilities to the full.** | | | | |
| **HGIOELC/QF QIs**  **Q.I 1.1,**  **Q.I 2.2, 2.3**  **Q.I 3.2** | **NIF Priorities**   * Placing the human rights and needs of every child and young person at the centre of education * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least disadvantaged children * Improvement in children's and young people’s health and wellbeing * Improvement in employability skills and sustained, positive school leaver destinations for all young people | | **NIF Drivers**  School Leadership Assessment of Children’s progress  Teacher Professionalism School Improvement  Parental Engagement Performance Information | |
| **Rationale for change** | **Outcome and Expected Impact** | **Measures** | | **Intervention** |
| Evidence collated from monitoring, evaluations from Equity and Excellence Lead (EEL) from targeted support, children’s targets and both early level and pre-early level progression tools has identified a need to focus on creating a challenging environment to enable the ELCC children to independently express themselves vocally and creatively through stories and rhymes. To achieve this the ELCC will participate in Early Years Talk for Writing training.  The Early Years Talk for Writing will be a leadership focus across the whole ELCC, where monitoring will inform gaps and next steps. | * Children’s learning will benefit from taking part in the Talk for Writing approach to literacy rich experiences using stories and rhymes. * Literacy attainment will increase from 76% to 96% for early level and 60% to 80% for pre-early level. * By December 2024 all staff will be confident and skilled in delivering literacy experiences through participating in the Early Years Talk for Writing approach. * The ELCC children will become confident in sharing their own thoughts, ideas and use their imagination to re-tell and create their own stories, with knowledgeable practitioners supporting them throughout the three I’s of the Talk for Writing approach:   Imitation - The ability to retell a story so that the child has a collection of stories that they are familiar with. The language patterns are so well known that they become part of the long-term working memory; embedded and internalised.  Innovation - The ability to adapt a well-known story, in order to create a new story, either by making simple changes or more complex retelling – substitute, add or alter.  Invention - The ability to draw upon a full range of stories, language, experiences, and ideas to create your own story.   * By April 2025 SLT will review the children’s literacy outcomes as detailed within the progression tool, which outlines a clear progression in children’s level of engagement. * Children will be confident when sharing stories, they will develop re-call skills and build on their imagination when telling/adapting their own stories. | * Most children will show higher levels of literacy within the progression tool assessments. With a rise of 20% for children achieving early level and 20% for children achieving pre-early level by June 2025. * Pre and post evaluations will be completed by staff measuring their levels of knowledge and confidence when using the Talk for Writing approach. * Staff will monitor individual children’s progress using the reading spine to score the children’s participation and progression. * The EEL will collate evidence, data, and provide feedback to staff from written observations which will support children’s participation and literacy skills. All evidence will be shared collegiately to support the development of literacy experiences and the next steps in learning. * Recording of children’s voice throughout floorbooks will measure engagement and impact. | | * Equity and Excellence Lead (EEL) to complete Talk for Writing CLPL. SLT will monitor and track literacy measures for individual children, literacy figures progress from 76% to 96% for early level and 60% to 80% for pre-early level. * All practitioners will participate in Talk for Writing CPL between Aug & Oct ‘24 and Apr & May ‘25 * Staff will collegiately decide which stories, rhymes and props will effectively engage children. * SLT will focus on supporting and advising practitioners when using the Talk for Writing process, whilst actively engaging and encouraging children to participate in literacy rich experiences. * Evidence from staff observations and literacy targets, will inform gaps and areas of development. * All evidence will be shared collegiately to support the development of literacy experiences and the next steps in learning. |

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| **Improvement Priority 2 (School) – Developing high quality learning, teaching & assessment leading to improved attainment and achievement in numeracy, through focusing on planning and implementing financial education and engaging with the Skills Development Scotland World of Work resources to explore and identify skills and careers that relate to jobs in the STEM industry.** | | | | | | | | | |
| **HGIOS/HGIOELC Qis**  **1.1, 1.3**  **2.3**  **3.1, 3.2, 3.3** | **NIF Priorities**   * Placing the human rights and needs of every child and young person at the centre of education * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least disadvantaged children * Improvement in children's and young people’s health and wellbeing * Improvement in employability skills and sustained, positive school leaver destinations for all young people | | | | | **NIF Drivers**   1. School Leadership 4. Assessment of Children’s Progress 2. Teacher Professionalism 5. School Improvement 3. Parental Engagement 6. Performance Information | | | |
| **Rationale for change** | | | **Outcome and Expected Impact** | | **Measures** | | | **Interventions** | |
| We are committed to improving our numeracy strategy. The teachers’ curriculum evaluations identified a need to further develop our professional learning and expertise with a focus on the following areas:   * Financial Education and * Skills for Learning, Life and Work   Our P1 and P4 SNAS results for 2023/2024 highlight a gap in the students’ knowledge and understanding of money and finance.  The Quality Assurance visit from the Education Manager reflected a need for all staff to continually engage with early, first and second level numeracy professional learning and skills for learning, life and work to ensure sustainability and consistency of quality across all stages.  Through our parental evaluation questionnaire our parents/carers identified support with numeracy as an area that they would benefit from when helping to develop their children’s mathematical skills. We will continue to develop our parental engagement by providing math and numeracy workshops with a focus on ‘Engaging Mathematical Games’. This will be to improve our attainment in numeracy and maths. | | | By June 2025 all teaching staff will gain greater confidence in their knowledge and understanding of how to plan and implement the learning and teaching of financial education. As well as how to engage their students in the world of work, by identifying gaps in our financial skills and careers education.  By December 2024 all teachers will have engaged with professional learning. Engaging in professional learning will allow us to raise the staff and students’ engagement and understanding of financial education and its impact on the lives of the students. As well as focusing on an evaluation of financial education and what our next steps need to be to improve learning and teaching within this area.  By June 2025 our SNAS results in P1 and P4 will demonstrate an improved understanding of money, through a 20% improvement in the results of the 2024/2025 SNAS money questions.    We will promote the professional learning being offered by Skills Development Scotland, Scotland’s Financial Schools and Young Enterprise Scotland to ensure we improve and embed high-quality teaching and learning for financial literacy and the skills for learning, life and work. By April 2025 all staff will have engaged in in professional learning in this area.  By March 2025 all children will have engaged with Skills Development Scotland and the STEM ambassadors and thereafter identified their individual skills and how they related to a STEM career and what future careers may be of interest to them.  In Term 1 all parents will have the opportunity to engage in support for learning through access to in-person maths workshops on mathematical games, resources, and access to on-line tutorial videos to help support their children’s learning in numeracy.  The parents of children receiving targeted support will be specifically contacted and encouraged to take part in the Mathematical Games Workshops. The workshops and on-line resource will focus on the games connected to mental maths strategies.  We will, through the Staged Intervention Process, accelerate progress for targeted individuals:   * 1% at first level   We will, through the Staged Intervention Process, provide bespoke targeted interventions to ensure continue progression at nationally expected levels for:   * All children at early level (early intervention approach) * 7 children at first level * 8 children at second level | | * Pre/post teacher confidence in the effective teaching of financial education (August 2024 and March 2025). * Pre/post teacher judgement data to measure progress in students’ understanding of money and financial education as reflected in the End of Level Pathways. * Teacher evaluation using Scotland’s Financial Schools ‘Where is our school on its journey?’ (August 2024 and March 2025) to assess our next steps in improving our financial education. * The P1 and P4 SNAS 2024/2025 results to reflect an improved understanding of money and financial education. * Pre and post student questionnaire on career aspirations. To measure the impact on the students’ career aspirations through engaging with the Skills Development Scotland World of Work resources. * Levels of staff engagement with financial education and skills for learning, life and work CLPL and evaluation of impact. * Records of tracking and monitoring meetings/wellbeing conversations with class teacher and support staff. * Attendance at Mathematical Games Workshops with a focus on targeting the parents of the pupils in receipt of targeted support. * Pre and post Parental confidence survey for playing mathematical games with their children. * Pre/post targeted pupil assessments demonstrating improvement through engaging in the Maths Recovery Programme * Record of learning conversations with focus group children * Standardised assessment data including SNSA at P1, P4 and P7 | | | * Professional learning provided by Numeracy Champion, Digital Champion and SLT for the teaching staff to evaluate ‘Where is our school on its journey?’ and identify what our next steps are to improve the financial education within the school. * Form working parties to plan, implement and assess the ‘On the Money’ (P4 – P7) activities and the Financial Literacy books and associated activities (P1 – P3), to ensure a shared understanding of pedagogy, knowledge and understanding, quality of teaching and learning for financial education across all stages. These will be led by the Numeracy Champion (P4 to P7) and the Digital Champion (P1 to P3) * Introduce Education Scotland’s ‘On the Money’ books and activities for P4 to P7 and Financial Literacy books (Save It, Finance 4 Kids and Financial Literacy for Kids) and activities for P1 to P3. * Promote opportunities for continual professional learning for all teaching and support staff in numeracy and maths and financial education through professional review and development meetings. * As part of STEM learning and teaching we will engage with the Skills Development Scotland World of Work resources (Animal Me, What could I be and What are Skills) to identify what skills are needed in different careers, the children’s own skills and what careers their skills would be useful within. * STEM champion will arrange visits from the STEM Ambassadors to engage with students to highlight and promote STEM careers. * Parental engagement through providing digital and mathematical games workshops, resources, and on-line video tutorials; in order for parents to gain greater confidence when supporting their children’s numeracy development. Targeting of parents of children who are in receipt of targeted support. * Pupil led help videos/tutorials on using math strategies will be added to school website. Links will be shared with parents via school website, ‘x’ account and on newsletters to raise awareness. * 0.5 FTE teacher to provide targeted interventions to identified groups/individuals.   **(PEF funded- £ 38,424.73)**   * 0.5 classroom assistant to provide targeted interventions to identified groups/individuals.   (**PEF funded- £10,637.31)** | |
| **Improvement Priority 2 (ELCC) - Develop learning, teaching, and assessment to improve mathematical skills and skills for life and learning through a focus on money and the real-life skills needed to run a café. UNCRC – Article 29 - You have the right to education which tries to develop your personality and abilities as much as possible.** | | | | | | | | | | | |
| **HGIOELC/QF QIs**  **Q.I 2.2**  **Q.I 3.2, 3.3** | | | **NIF Priorities**   * Placing the human rights and needs of every child and young person at the centre of education * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least disadvantaged children * Improvement in children's and young people’s health and wellbeing * Improvement in employability skills and sustained, positive school leaver destinations for all young people | | | | | **NIF Drivers**  School Leadership Assessment of Children’s progress  Teacher Professionalism School Improvement  Parental Engagement Performance Information | | | |
| **Rationale for change** | | | **Outcome and Expected Impact** | | **Measures** | | | | | **Intervention** | |
| We are committed to improving mathematical skills for all children across the ELCC.  Evidence from tracking, monitoring and progression tool data has identified a need for children to have further experiences in the areas:   * number processes * money   ELCC children’s baking experiences and parental baking workshop evaluations have demonstrated a successful sharing of the learning between ELCC and home.  Consultation with the children has identified an interest in creating our own café for families and the wider community to visit. Children intimated that they wished to have roles and responsibilities including baking to sell at the café, serving customers, and the exchanging of money for purchases. | | | * By January 2025 almost all children will have had opportunities to participate in mathematical experiences where they will gain knowledge of numbers, quantities and counting. They will have had the opportunity to work with money and be starting to show recognition of coins and be gaining knowledge through selling their own produce. * Children will benefit from participating in baking experiences where they will be exploring the measuring of quantities and following visual, and spoken, sequencing instructions. * The children will have enjoyed real life experiences out with the ELCC through visiting and creating links with a local café. During these visits they will see what roles and responsibilities are needed in the daily running of a café, giving them the knowledge and understanding of what they will need to do to run their own cafe. * Most children will develop an awareness of how money is used and will begin to recognise and use a range of coins. | | * Most children will improvement as recorded in the progression tool in their maths and numeracy. With a 17% increase for children achieving early level and 20% for children achieving pre-early level. * Children’s progress in mathematics and skills for life will be monitored using the Early Level Benchmarks, Child Inclusion Research into Curriculum Learning Education (CIRCLE) and Realising the Ambition. Evidence of this will be monitored by SMT and data collated to identify next steps. * Excellence and Equity Lead (EEL) will collate data from the targeted support children to detail the progress made. This will inform keyworkers individual numeracy targets for targeted support children. * Practitioners will complete pre/post confidence scale in developing Stages of Early Arithmetic Learning (SEAL) through play. * With the use of class dojo and parental questionnaires SLT will collate the parents/carers’ views pre and post development of our baking workshops and café. | | | | | * In collaboration with SLT the ELCC practitioners will observe, monitor, and review children’s progress in the areas of money, routine and comparison. * Children will have the opportunity to visit a local café where they will personally how it functions. The children will discuss roles and responsibilities that will be part of their own café. They will experience the purchasing of produce using money, discussing the monetary value of the items and how much money we will receive in change. * Adult/child discussion and consultation will inform the development of the café and be recorded in a floorbook. * Practitioners will access CLPL for SEAL through Play to ensure they are embedding numeracy experiences throughout all areas of the ELCC. * Parental engagement through baking workshops and accompanying their children on the visits to the local café, will enable parents and carers to share in the learning with their children. | |

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| **Improvement Priority 3 (school & ELCC) – To support the Health & Wellbeing of our learners through promoting an inclusive environment through engaging with Renfrewshire’s Nurturing Relationship Approach (RNRA), Renfrewshire’s Inclusive Communication Environment (RICE) and Child Inclusion Research into Curriculum Learning Education (CIRCLE) to meet the needs of all learners, regardless of disabilities, (UNCRC Article 23) ensuring a right to an education that ‘respects children’s dignity and their rights’ (UNCRC Article 28).** | | | | | |
| **HGIOS/HGIOELC QIs 1.3, 1.5**  **QI 3.1** | **NIF Priorities**   * Placing the human rights and needs of every child and young person at the centre of education * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least disadvantaged children * Improvement in children's and young people’s health and wellbeing * Improvement in employability skills and sustained, positive school leaver destinations for all young people | | | **NIF Drivers**   1. School Leadership 4. Assessment of Children’s Progress 2. Teacher Professionalism 5. School Improvement 3. Parental Engagement 6. Performance Information | |
| **Rationale for change** | | **Outcome and Expected Impact** | Measures | | **Interventions** |
| In January 2024 teaching staff, and in May 2023 the ELCC staff, engaged with Renfrewshire Inclusive Communication Environment (RICE) training and highlighted the need to make the learning environment more inclusive for all learners. 80% of the teaching staff suggested consistent use of visuals as our next step to make our environment more inclusive.  We are committed throughout the school to the 2 plus one language strategy. In June 2024 through P6 student interviews it was demonstrated that there was a high level of engagement in using British Sign Language (BSL) to make a BSL film. The learner interviews intimated a high level of enjoyment and staff agreed that BSL learning would be beneficial to the students, children with a hearing impairment within the school, as well as the wider whole school community. BSL will become a part of our RICE approach.  ELCC staff presently support some ELCC children through the use of Makaton. In addition to this resource the ELCC have identified that BSL would be beneficial for ELCC children.  In February 2024 teaching and support staff identified through the CIRCLE environment checklist and the RICE Self-Evaluation Framework that the school, classroom and playground environments/interactions needed to be adapted to provide greater support for neurodivergent learners and that this could be achieved through engaging with Renfrewshire’s Nurturing Relationships Approach (RNRA) and achieving RNRA Jade accreditation.  In October 2024, ELCC staff engaged with training in Child Inclusion Research into Curriculum Learning Education (CIRCLE) resource and Renfrewshire Inclusive Communication environment (RICE) training. The ELCC staff identified the need to use the CIRCLE environment checklist and the RICE Self-Evaluation Framework to provide a more inclusive learning environment, that would be beneficial to all children. They agreed that this could be achieved through engaging with Renfrewshire’s Nurturing Relationships Approach (RNRA) and achieving RNRA Jade accreditation.    Our Parent/Carers’ Evening parental evaluations indicated that parents/carers continued to value the school’s focus on Health and Wellbeing, in particular mental health.  Parental and student evaluations of Place2Be, in conjunction with and the numbers of students who have accessed the service in 2024/2025, (Place2Be thirteen children 1-to-1 counselling, Place2Talk one hundred and twelve appointments and Family Practitioner seven families) indicate that this service is highly valued and supports our student mental health and wellbeing.  Our combined Place2Be service supports effective communication and the development of nurturing relationships throughout the whole school community. It will be a beneficial aspect of our adoption of RICE and RNRA. | | By December 2024 through staff (teaching, ELCC and support) consultation, will have chosen and developed a consistent range of visuals that will support the creation of an inclusive environment that aids learners to communicate their wants and needs.  By December 2024 all learners who require support will have accessed the Read/Write accessibility digital resource including speech-to-text, overlays, immersive reader and translation tools.  Widget pictorial signs and symbols will be consistently used throughout the ELCC and school, with translations, to support the adoption of the RICE approach to support the engagement of all children including those for whom English is an alternative language.  In the ELCC the pre-early level progression tool figures will be positively impacted and increase by 10% through the adoption of the RICE approach and the use of the CIRCLE resource.  By December 2024 all school and ELCC staff will have an understanding of the attunement principles and be consistently applying these in their daily interactions.  By December 2024 all children and their families will have had opportunities to use their mother tongue and know that this is valued and respected within the ELCC and school. Ensuring families feel welcomed to communicate with the school.  In the ELCC parental engagement with Class Dojo will increase by at least 9% to 90% of all parents/carers, including EAL parents/carers.  By June 2025 P5, P6 and P7 will be able to communicate using some basic British Sign Language.  By June 2025 our senior students will work collaboratively and introduced British Sign Language to our ELCC, P1, P2, P3 and P4.  .  By August 2024 all school and ELCC staff will have an improved knowledge of neurodivergent children, their needs within the school and ELCC environment and an understanding of the strengths and barriers being experienced by individual children.  By June 2025 all school and ELCC staff will have an understanding of the chosen Nurture Principal identified through the analysis of the school and ELCC environments.  By June 2025 all school and ELCC staff will have incorporated the selected Nurture Principal into their daily practice.  By June 2025 the school and ELCC will have achieved RNRA Jade Accreditation.   * By June 2025 all students who have been identified by parents, staff or self-referral as benefiting from counselling support will have participated in one-to-one Place2Be counselling sessions (10 sessions). * By June 2025 all children who have requested Place2Talk appointments with the Place2Be counsellor will have accessed the service. * By June 2025 all families who have been referred to the Place2Be Family Practitioner via the school or Place2Be counsellor will have had access to the service. | * Comparison of staff’s pre and post RICE scaled evaluation of the inclusivity of the school, classroom, playground and ELCC playrooms and outdoor environment. * Pre and Post ELCC staff confidence scales on the use and effectiveness of the CIRCLE environment checklist and RICE Self-evaluation Framework. * Each term the ELCC will monitoring the environmental alterations made through engaging with the CIRCLE Environment Checklist and highlight the improvements throughout the year. * School student focus group to evaluate the use of the accessibility tools and the impact on their learning. * Pre and post questionnaires to gather evidence of school and ELCC staff’s understanding of the attunement principals. * Parental evaluations measuring how included they feel within the school and ELCC and any suggested next steps. * Pre and post ELCC parental questionnaire to measure and evaluate parent/carer engagement with the Widget translate tools. * Termly monitoring of numbers of parents/ carers signing up to the Class Dojo and termly monitoring of the level of parent/carer engagement with the Class Dojo app. * Children’s pre and post engagement levels and confidence scales when using British Sign Language * ELCC Children’s confidence levels in using basic British Sign Language will be assessed using a traffic light self-assessment tool. * Joint school and ELCC staff discussion to analyse and agree upon the most applicable nurture principal to be implemented throughout the school and ELCC. * Staff evaluations to decide what strategies are most appropriate for use in relation to neurodivergent children. * School and ELCC staff to evaluate the respective environments with regard to the application of the selected nurture principal in terms of the successes and the next steps in our collaborative RNRA journey. * School learners’ wellbeing assessment scores – almost all (95%) above 7 for safe, respected, included. * December, March and May tracking of student participation and evaluation of one-to-one Place2Be counselling sessions. * December, March and May tracking of student participation in Place2Talk appointments that are aimed at supporting the students with any concerns or worries that they want support with. * December, March and May tracking of parent/carer and student participation and evaluation of Family Practitioner counselling sessions that are aimed at improving their familial relationships | | * Create RICE core group (Depute Head Teacher, ELCC Depute, Nurture Teacher, primary staff, ELC keyworker, Additional Support Needs Assistant and Classroom assistant) who will analyse and choose RICE strategies to promote an environment within which children feel they are treated equally and fairly. * Primary 1 RICE core group staff to create a Fix-it-Folder that contains visual supports for use during restorative conversations, to support all children (ELCC and school) to be able to communicate their needs and actions. * Consistent use of Widget visuals for daily timetables, use of symbols to denote subjects, resources and target setting displays. (ELCC to Primary 7) * Visual task checklist (transition from ELCC to P1) * Read/Write accessibility and translation tools and Widget resource to support targeted students (school and ELCC) for example, neurodivergent, EAL, non-verbal children and visual learners. * All classroom visuals will reflect the attunement principles. * A variety of languages to be visible throughout the school and ELCC. * Widget visuals, with supplementary written text in learners’ mother tongue, to support EAL children and their families. * All parent/carers’ questionnaires and evaluations to be available in a variety of languages. * The EEL will regularly monitor the engagement levels of Class Dojo. Inviting parents to sign-up on initial visits to the ELCC and thereafter encouraging parents/carers to sign-up and engage with the Class Dojo app. In particular highlighting how we can support EAL children and their families with digital translation tools. * West of Scotland BSL team will deliver four 6-week blocks of British Sign Language training to P5, P6 and P7 * -P5, P6, and P7 to introduce and deliver simple taster sessions to students in the P1, P2. P3 & P4. * Practitioners and ELCC children will work with P7 students to learn basic BSL.   **(PEF funded- £4,320)**   * Through professional learning, SLT to participate in RNRA (Renfrewshire’s Nurturing Relationship approach) leadership training, to understand the impact and benefits of adopting the RNRA. * All staff (ELCC, school and support) to attend Edinburgh Psychoeducation Intervention for Children and Young People (EPIC) training courses: * ‘*Introduction to the EPIC neurodiversity-affirmative approach and: Understanding and supporting Memory’ (training 1)* * *‘Understanding and supporting attention and inhibition’ (training 2)* * *‘Understanding and supporting self-regulation, timing and organisation’*   **(PEF funded- £199)**   * In October 2024 all school and ELCC staff will engage with CLPL for RNRA, delivered by link Educational Psychologist and discuss the nurture principals that would be beneficial to the whole school community. * In January 2025 staff will continue to engage with CLPL from link Educational Psychologist for RNRA and develop an understanding of the key principals and the benefits of nurturing practice and thereafter select one nurturing principal. * Identify a Core Group of staff who will introduce a new nurture principal throughout the school and ELCC. * Embed the selected nurture principal throughout the school and apply for Jade accreditation. * Place2Be Project Manager/Counsellor to provide: * One-to-one Place2Be counselling to support children (10 sessions each) * Providing Place2Talk sessions that are open to all students to discuss any concerns or worries that they need support with. * Parent/carer support with referrals to the Place2Be Family Practitioner and to Place2Be family support website.   **(PEF funded- £22,323)** |