

St Catherine’s Primary School

School Improvement Plan

2025/26

Planning framework

As part of Children’s Services, St Catherine’s Primary School and ELCC has developed this establishment improvement plan in line with the national and local priorities listed below*.*

**National Priorities Framework Key Priorities**

* **Placing the human rights and needs of every child and young person at the centre of education;**
* **Improvement in children and young people’s health and wellbeing;**
* **Closing the attainment gap between the most and least disadvantaged children and young people;**
* **Improvement in skills and sustained, positive school-leaver destinations for all young people; and**
* **Improvement in achievement, particularly in literacy and numeracy.**

**National Improvement Framework 7 Key Outcomes**

* A globally respected, empowered, and responsive education and skills system with clear accountability at every level that supports children, young people and adult learners to thrive. The system enables the development of their knowledge, skills, values and attributes that give them the best opportunity to succeed and contribute to Scotland’s society and economy.
* Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children’s services and other partners, families, and communities, in line with the GIRFEC approach.
* Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all.
* High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap.
* Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs.
* Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.
* An education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally skilled workforce and tackling digital inequality.

**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 | | | | | |
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| **Renfrewshire’s Education Improvement Plan Priorities** | | | | | |
| **Reduce child poverty in Renfrewshire and improving outcomes for children and families currently living in poverty** | **Place children and young people’s human rights at the heart of the planning and delivery of services that affect them** | **Protect the most vulnerable members of our communities, including children and young people who are at risk** | **Support and nurture our children, families and communities** | **Create the best possible learning estate to allow children and young people to thrive** | **Raise attainment and enhance learning and teaching in an inclusive environment** |

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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 including students, parents, staff and partners. We used a variety of methods of getting the views of those who are involved in the life and work of, 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 * RNRA Staff Nurture Group * 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 * RNRA Parent Nurture Group * 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 * RNRA Pupil Nurture Group * 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 (writing non-fiction)
* 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 implementation of Accelerated Reading (P4 to P7) and Epic (P1 to P3) resource to encourage greater engagement in reading for pleasure and improving comprehension skills.** | | | |
| **NIF Priorities** Highlight as appropriate  Placing the human rights and needs of every child and young person at the centre of education  Improvement in children and young people’s health and wellbeing  Closing the attainment gap between the most and least disadvantaged children and young people  Improvement in skills and sustained, positive school-leaver destinations for all young people  Improvement in achievement, particularly in literacy and numeracy | | **NIF 7 Key Outcomes** (see page 2 for full descriptors) Highlight as appropriate  Develop knowledge, skills, values and attributes to support children and young people to thrive  Excellent partnerships in line with GIRFEC  Inclusive and relevant curriculum and assessment  High levels of achievement across the curriculum with action to close the poverty-related attainment gap  Highly skilled practitioners and leaders driving excellent learning, teaching and assessment  Improving relationships behaviour and attendance with increased engagement in learning  Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality | |
| **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, attainment tracking, and the student literacy focus group highlighted a need to concentrate on the students’ reading engagement, reading for pleasure, whilst ensuring improved reading attainment. This will be a focus across the school through practitioner enquiry, moderation (in-school and cluster) and robust monitoring and tracking to inform gaps and identify the next steps.  The results of the standardised testing and ACEL data (see below) reflected a need to take a closer look at progression in reading comprehension skills particularly within P4 to P7, as there had been an average 5% decrease in the number of students who achieved, or were on track to achieve, the expect Curriculum for Excellence reading level.  **PERCENTAGE NOT ON TRACK TO ATTAIN**  **CfE READING LEVEL FROM 23/24 to 24/25**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **YEAR** | **P3** | **P4** | **P5** | **P6** | **P7** | | 23/24 | 4 | 15 | 0 | 7 | 3 | | 24/25 | **0** | **12** | **17** | **5** | **11** | |  |  | **(-8)** | **(-2)** | **(-5)** | **(-4)** |   All staff, through planning and tracking minutes, identified reading comprehension and reading for pleasure as areas of improvement through evaluation of the literacy curriculum.  In term 4 100% of the P4 to P7 Accelerated Reading pilot group identified that they found the Accelerated Reading Programme either extremely useful or somewhat useful, and 100% found it ‘easy to use’.  The Student Literacy Evaluation Group demonstrated that although 80% of children were enjoying reading, 20% either did not or only enjoy it sometimes. They commented that they felt their reading would be improved by experiencing greater challenge.  The foregoing evidence from staff and students supports implementation of this resource from P4 – P7, along with introducing the Epic reading resource from P1 to P3.  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 and Epic Programmes.  The Parents’ Evening survey highlighted that parents/carers would welcome support to help their children with their literacy homework. | *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 2025, all teachers will be more confident (+10%) and feel more skilled (+10%) in the identification of the skills individual students need to be focusing upon to improve their comprehension abilities, through participating in Accelerated Reading and EPIC training.  By March 2026 through the implementation of the Accelerated Reading programme within P4 to P7 100% of children will be working within the appropriate Zone of Proximal Development and their reading age as identified by the Accelerated Reading Programme Assessments.  P1 to P3 students will be more confident and feel greater enjoyment in reading, as their learning experiences will be enhanced through the introduction of the EPIC reading resource and the associated training.  All support staff will enjoy greater confidence and be more skilled in providing bespoke targeted interventions including the use of the Accelerated and Epic Reading resources.  In Term 3 all parents will have the opportunity to engage in support for learning through access to Reading Café sessions and the Accelerated Reading and Epic Programmes to help support their children’s reading comprehension skills and to promote reading for pleasure at home.  The parents of children receiving targeted support, or identified through our ACEL data, 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 Accelerated Reading and Epic Programmes and will promote reading for enjoyment at home.  We will, through the Stage Intervention Process, accelerate progress for targeted individuals:   * 3% at first level reading * 3% at first level writing * 3% at second level reading   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) * 15 children at first level reading and 11 at first level writing * 17 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 and Epic Reading Programmes. * Evidence from practitioner enquiry. To ensure continued professional development within reading for all teachers. * Monitoring of levels of staff engagement with CPL and evaluation of impact. * SLT learning visit feedback to ensure quality reading engagement and comprehension throughout all stages. * ACEL data, standardised reading assessment data including SNSA P1, P4 and P7 to ensure pupils are on track or are making progress. * Comparing the initial P4 to P7 baseline reading age recorded in the Accelerated Reading Programme to the students’ reading age at the end of Term 3, 2026. * Comparing the students’ (P1 to P3) confidence ratings and enjoyment of reading from their initial scores to the ratings recorded by the end of Term 3, 2026. * Record of learning conversations with reading focus group students to measure enjoyment and engagement, to ensure the pupil’s voice is impactful. * Support staff’s confidence level/ evaluation by scale pre/post training provided by Depute Head Teacher * Parental confidence level/   evaluation by scale pre/post attendance at Reading Cafes   * Accelerated Reading Programme data, including skills development, reading age and engagement scores. For almost all P4 to P7 student to be assessed as working within their individual the Zone of Proximal Development as identified through the Accelerated Reading Programme. * Post questionnaires with students/parents to evaluate the Reading Cafes, and the Accelerated Reading and Epic Programmes 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 to effectively use the Accelerated Reading Programme to support the P4 to P7 students’ reading for pleasure and improving their comprehension skills (P4 to P7).  **(PEF funded- £2,265.55)**  All staff to engage in-school training in order to effectively use the Epic resource to increase pupil reading confidence and engagement (P1 to P3).  Students identified as ‘not on track’ through our ACEL data will be supported to engage with the Accelerated Reading and Epic resource to help meets the learners’ individual needs.  Working parties at CfE stages will plan how to incorporate the Accelerated Reading and Epic Programmes within the school’s literacy planners and identify further resources, for example additional texts being purchased. Refreshing the current literacy planners to reflect a more progressive approach to the teaching of comprehension skills and reading for pleasure.  Staff will be given the opportunity to collegiately decide the ‘big question’ to inform a whole school approach to practitioner enquiry for reading comprehension and pleasure and decide how this will be recorded and measured.  Professional learning in reading will inform the focus for in-house (Nov ’25) and cluster (Feb ’26) moderation to ensure shared high standards of learning and teaching, consistency of approach and continuity across the school.  Across cluster working trio, formed of Principal Teachers (St Margaret’s and St David’s), will collaborate to identify areas of cross cluster working that will be beneficial to all schools involved, with a focus on the learning and teaching of reading.  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 and Epic Programmes.  The Literacy Champion to engage 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.  *0.8 FTE teacher to provide targeted interventions to identified groups/individuals.*  ***(PEF funded- £37,511.58)***  Targeted Support staff will be provided with in-house CPL for the Accelerated Reading and Epic Programmes to support the identified targeted learners’ reading confidence and comprehension skills. |

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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 (SDS) World of Work resources to explore and identify skills and careers through the creation and development of the SDS World of Work Digital Profile.** | | | | |
| **NIF Priorities** Highlight as appropriate  Placing the human rights and needs of every child and young person at the centre of education  Improvement in children and young people’s health and wellbeing  Closing the attainment gap between the most and least disadvantaged children and young people  Improvement in skills and sustained, positive school-leaver destinations for all young people  Improvement in achievement, particularly in literacy and numeracy | | **NIF 7 Key Outcomes** (see page 2 for full descriptors) Highlight as appropriate  Develop knowledge, skills, values and attributes to support children and young people to thrive  Excellent partnerships in line with GIRFEC  Inclusive and relevant curriculum and assessment  High levels of achievement across the curriculum with action to close the poverty-related attainment gap  Highly skilled practitioners and leaders driving excellent learning, teaching and assessment  Improving relationships behaviour and attendance with increased engagement in learning  Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality | | |
| **Rationale for change** | **Outcome and Expected Impact** | | **Measures** | **Interventions** |
| We are committed to improving our numeracy strategy. The teachers through pre and post ratings, using the Scotland’s Financial Schools Evaluation of Financial Education, identified three main areas for development:  Curriculum (+3.24)  Learners Involvement (+3.58)  Partnerships (+3.58)  The students highlighted through the evaluation of math and numeracy question ‘How could we make our math and numeracy better’ that their experiences would be improved by increased active and outdoor learning, as well as more work on  money and budgets.  An analysis of our P1 and P4 NSA results for 2024/2025 highlighted a gap in the students’ knowledge and understanding of money and finance.  In P4:   * 50% of children could not record the correct notation. * 33% of children could not identify the coins and notes * 22% of children could not convert values * 22% of children could not solve a money problem   In P1:   * 67% of children could not correctly choose the coins needed for a total amount of up to 10p * 43% of children could not identify coins within 50p   Therefore, there is a need to further develop our professional learning and expertise with a focus on the following areas:   * Financial Teaching and Learning to address curriculum and partnership working; and * Learners Skills for Learning, Life and Work to ensure effective learner identification, understanding and recording of their skills with a focus on future careers.   Through our parental numeracy workshop evaluation, 94% of the participants identified that the maths games demonstrated would support them to engage with their child’s numeracy development at home and these activities helped them 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 Dec 2025 all teaching staff will gain greater confidence (+10%) 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 with the world of work, by identifying gaps in our financial skills and careers education.  By December 2025 all teachers will have engaged with professional learning. The foregoing 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 2026 our NSA results in P1 and P4 will demonstrate an improved understanding of money, through a 15% improvement in the results of the 2025/2026 NSA related money questions.    We will, through the Staged Intervention Process, accelerate progress for targeted individuals:   * 3% at first level * 9% at second level   We will, through the Staged Intervention Process, provide bespoke targeted interventions (Math Recovery & Improvement Programme and a focus on money) to ensure continue progression at nationally expected levels for:   * All children at early level (early intervention approach) * 5 children at first level * 13 children at second level   We will promote the professional learning being offered by Skills Development Scotland 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 2026 all staff will have engaged in professional learning in this area to promote improved profiling of the students’ skills for learning, life and work.  In Term 1 all parents will have the opportunity, during Math Week Scotland, 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. | | * Pre/post teacher confidence in the effective teaching of financial education and teaching maths outdoors. (August 2025 and March 2026). * Pre/post teacher judgement data to measure progress in students’ understanding of money and financial education as reflected in the End of Level Pathways and NSA. * Teacher evaluation using Scotland’s Financial Schools ‘Where is our school on its journey?’ (August 2025 and March 2026) to assess our next steps in improving our financial education. * The P1 and P4 NSA 2025/2026 results to reflect an improved understanding of money and financial education. * Record of learning conversations with focus group children, including evaluating maths and outdoor learning. * Math Recovery and Improvement pre and post engagement results. * Standardised assessment data including SNSA at P1, P4 and P7 * 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. * Through robust professional dialogue at termly planning meetings, levels of staff engagement with financial and outdoor education will be tracked and measured, in conjunction with skills for learning, life and work CLPL and an evaluation of impact. * 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. | * Professional learning provided by Numeracy Champion, Digital Champion and SLT for the teaching staff to evaluate ‘Where is our school on its financial education journey?’ and identify what our next steps are to improve the financial education within the school. * Professional learning provided by Learning through Landscapes ‘Taking Maths Outdoors’ to further support Math Week Scotland’s theme of ‘Wild Maths’. * To form working parties to identify, plan and implement, specific Inter-disciplinary learning within the Contextualised Learning Programme, that will enable engagement with a topic that supports a greater depth of knowledge and understanding of finance, money and the world of work. This will enable a shared understanding of pedagogy, knowledge and understanding, as well as quality teaching and learning for financial education across all stages and across the curriculum. The working parties will be led by the Numeracy Champion (P4 to P7) and the Digital Lead (P1 to P3). * Continue to implement the ‘On the Money’ (P4 – P7) activities and the Financial Literacy books and associated activities (P1 – 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. * 0.8 FTE teacher to provide targeted intervention using the Math Recovery and Improvement Programme to identified groups/individuals.   **(PEF funded- £ 37,511.58)**   * All students 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. * P5 to P7 students will use the SDS World of Work tools to create and develop a digital profile. This tool will enable the students to record and reflect on their achievements from all settings, building a profile to demonstrate their skills and strengths. * The P1 to P4 staff will assess the contents of their students’ ‘Learning Journeys Journals’ in terms of how effectively they record the individual students’ skills, how they could be improved and connected up to the SDS World of Work tools. * 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. * 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. |

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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) to meet the needs of all learners, regardless of disabilities, (UNCRC Article 23) and ensuring a right to an education that ‘respects children’s dignity and their rights’ (UNCRC Article 28).** | | | | |
| **NIF Priorities** Highlight as appropriate  Placing the human rights and needs of every child and young person at the centre of education  Improvement in children and young people’s health and wellbeing  Closing the attainment gap between the most and least disadvantaged children and young people  Improvement in skills and sustained, positive school-leaver destinations for all young people  Improvement in achievement, particularly in literacy and numeracy | | **NIF 7 Key Outcomes** (see page 2 for full descriptors) Highlight as appropriate  Develop knowledge, skills, values and attributes to support children and young people to thrive  Excellent partnerships in line with GIRFEC  Inclusive and relevant curriculum and assessment  High levels of achievement across the curriculum with action to close the poverty-related attainment gap  Highly skilled practitioners and leaders driving excellent learning, teaching and assessment  Improving relationships behaviour and attendance with increased engagement in learning  Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality | | |
| **Rationale for change** | **Outcome and Expected Impact** | | Measures | **Interventions** |
| Through student, parent and staff evaluations of the training, planning and implementation of Renfrewshire Nurturing Relationships Approach (RNRA) nurture principle ‘All Behaviour is Communication’:   * 100% of students, parents and staff intimated that the new Positive Relationship Policy would have a positive impact. * 93% of staff reported improved knowledge of attachment theory, and 100% agreed that the ‘All Behaviour is Communication’ training was relevant to their practice.   In addition, it was highlighted that the next steps should be to:   * Embed the ‘All Behaviour is Communication’ nurture principle to ensure that it has an effective impact; and * Identify a 2nd nurture principle that we will plan and implement with agreed strategies.   Parental and student evaluations of Place2Be, in conjunction with and the numbers of students who have accessed the service in 2024/2025, (Place2Be nine children 1-to-1 counselling, Place2Talk one hundred and seven appointments and Family Practitioner eight families) indicate that this service is essential as it is highly valued and supports our students’ mental health and wellbeing.    Our Key Worker supports the effective building of and maintenance of good interpersonal skills and behaviour. With 100% of participants intimating that they enjoyed these sessions and found them beneficial. | Assessment of the impact of nurture principle 1 and the strategies implemented, including the use of lanyards scripts, classroom plans, and the Positive Relationships policy, to ensure these initiatives have enhanced staff consistency in relation to ‘All Behaviour is Communication’ strategies.  Achieve successful Jade RNRA accreditation by March 2026, demonstrating the positive impact of these strategies across the school community.  By October 2025, the 2nd nurture principle will be selected, and agreed actions will be co-developed with all stakeholders to support is effective implementation.  By June 2026 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 2026 all children who have requested Place2Talk appointments with the Place2Be counsellor will have accessed the service.  By June 2026 all families who have been referred to the Place2Be Family Practitioner via the school or Place2Be counsellor will have had access to the service.  By June 2026 all students who have engaged with the one-to-one, or small group, improving interpersonal skills groups will have improved scores in their ‘Myself as a Learner’ evaluation. | | By October 2025, through the Applying Nurture as a Whole School survey, the staff scoring of the question relating to ‘staff modelling of consistent language’ will increase from 3.29 to 3.6.  By October 2025, through the Applying Nurture as a Whole School survey, the students’ scoring of the question relating to ‘staff understanding pupil behaviour’ will increase from 8.72 to 9.  By October 2025, through the Applying Nurture as a Whole School survey, the parents’ scoring of the question relating to ‘children having support to understand their emotions’  will show an increase from 4.8 – 5.  There will be at least 75% agreement between students, parents and staff on the 2nd nurture principle to be focused upon.  Pre pupil survey ‘Applying Nurture as a Whole School Approach’ to identify a 2nd nurture principle.  Pre parent survey ‘Applying Nurture as a Whole School Approach’ to identify a 2nd nurture principle.  Pre staff survey ‘Applying Nurture as a Whole School Approach’ to identify Nurture principle.  Pre staff survey using ‘Features of Key Practise’ to identify actions for the 2nd nurture principle.  December, March and May tracking of student participation and evaluation of one-to-one Place2Be counselling sessions and its impact on their health and well-being.  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.  All students involved in the Key Worker’s interpersonal skills sessions will see improvement in their termly self-evaluations of ‘Myself as a Learner’. | By September 2025 students, parents and staff will re-assess the impact of, and update where necessary, our Positive Relationships policy, the classroom plans and the lanyard ‘script’ associated with the nurture principle ‘All Behaviour is Communication’.  By August 2025 all staff will have engaged with Learning in the Landscape Principles of Outdoor Learning training led by our Key Worker, to be able to plan and implement outdoor learning that supports both our 1st and 2nd nurture principles.  **(PEF funded- £ 32,386.85)**  By September 2025 students, parents and staff will have identified the 2nd nurture principle to enhance our RNRA approach.  In October 2025 the Link Educational Psychologist’s training will focus on the chosen 2nd Nurture principle.  Place2Be Project Manager/-Counsellor to provide:   * One-to-one Place2Be counselling to support children (10 sessions each, can be extended if required) * 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- £2000.00)**   * Through termly Health and Well Being Conversations students who would benefit from being part of the Key Worker’s interpersonal skills sessions will be identified and take part in these twice weekly sessions.   **(PEF funded- £32,386.85)** |