



St John Bosco Primary School & Early Learning and Childcare Class

School Improvement Plan 2023/24

Planning framework

As part of Children's Services St John Bosco Primary School & Early Learning and Childcare Class has developed this establishment improvement plan which provides a framework for how we intend to achieve Children's Services' vision of *working together to get it right for children, families and communities – Protecting, learning, achieving and nurturing*.

National Priorities

We also have to take account of the Scottish Government's national improvement framework which provides a vision for education in Scotland, namely to:

- 1. place the human rights and needs of every child and young person at the centre of education;**
- 2. improve attainment, particularly in literacy and numeracy;**
- 3. close the attainment gap between the most and least disadvantaged pupils;**
- 4. improve children's health and wellbeing; and**
- 5. improve children and young people's employability skills so that they move into positive and sustained destinations.**

Renfrewshire's Education Priorities

Our priorities will also align with the Renfrewshire Council Plan and Education Improvement Priorities listed on pages 3 and 4.

Pupil Equity Funding

Our school receives Pupil Equity Funding (PEF) to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap. This funding enables us to plan additional interventions to those which were already planned. These interventions are highlighted throughout this improvement plan using the (PEF) abbreviation.

The priorities and actions within this improvement plan address the needs of our school and articulate with local and national priorities.

Renfrewshire Council Plan Strategic Outcomes

← Cross cutting theme: Improving outcomes for children and families →

We will encourage kind and connected communities—where our citizens take pride in their **place**, attracting others to move here and share in the opportunities Renfrewshire has to offer.

We will support a strong and flexible local **economy**—with Renfrewshire able to adapt after the pandemic, building up resilience to support good green jobs and skills for all local people to enjoy the benefits of both living and working here.

We want Renfrewshire to be a **fair** place—where all our people have the best chances to live happy, healthy and fulfilled lives, to feel safe, supported and empowered to unlock the strength of our collective potential.

We are working towards a **greener** future—taking responsibility for our impact on the planet and taking brave, bold steps to protect the natural environment that supports and benefits us all.

We want our employees to feel proud to work for Renfrewshire Council because we are a **values** driven organisation, where we all understand and value our contributions, and we are passionate about making a difference for Renfrewshire.

Renfrewshire Council's Values

We are **fair**, we treat each other and everyone we deal with respectfully and work hard to build trust in Renfrewshire Council.

We are **helpful**, we care about getting things right and are always approachable.

We are great **collaborators**; we work as one team and with people who care about this place.

We value **learning** to help us innovate, improve and deliver better services.

Children's Services Vision

Working together to get it right for children, families and communities – protecting, learning, achieving and nurturing

Renfrewshire's Education Improvement Plan Priorities

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| 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

Our vision for St John Bosco Primary School is for everyone to be safe, happy and learning in an environment where each individual is respected and loved for who they are, and where Christ is at the centre of our daily lives.

We are a school that:

- Builds relationships based on love and compassion
- Values families as partners in their child's learning
- Is ambitious for all of our pupils, our school journey can take us anywhere
- Ensures children are stimulated, engaged and challenged
- Is a community of Faith, we **Share Jesus' Beliefs**, and this is reflected in our Values

Our Values

Kindness Inclusion Support Compassion

School Mottos

St John Bosco Primary is known locally by many as 'SJB'. Our pupils, staff and parents have worked to come up with our 4 school mottos which we believe reflects the vision of our school:

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| School | Sharing | Safety | Striving for |
| Journey | Jesus | Justice & <i>excellent</i> | Joy & |
| Begins | Beliefs | Behaviour | Brilliance |

Who did we consult?

To identify our priorities for improvement, we sought the views of staff, children and parents/carers. We used a variety of methods of getting the views of those who are involved in the life and work of St John Bosco Primary School and Early Learning & Childcare class, these can be found below.

Throughout session 2022-23 consultation with partners continued. Regular parent council meetings continue, and these are well attended, with the parent council also organising fundraising events throughout the year. Fundraising has supported learning and teaching throughout the school through the purchase of resources. Fundraising has also been used to support families by significantly reducing the cost of our whole school trip. We have also worked with cluster primary schools and secondary school and our parish communities in Erskine and Bishopton to develop a cohesive approach to developing our school as a faith community.

All information gathered is collated and used to assist us to identify next steps and areas for improvement.

Consultation with Staff: (School and ELC Class):

- Weekly staff collegiate meetings/curriculum development meetings
- RNRA core group meetings – held termly with 2 of these meetings attended by our Educational Psychologist
- Annual Professional Review and Development meetings for all staff in the school and ELC Class
- Evaluation of the service using National Improvement Framework, How Good Is Our School (HGIOS)4, How Good Is Our Early Learning and Childcare (HGIOELC), Building the Curriculum 1-5 Series, Education Scotland briefing notes/sketchpads, Pupil Equity Fund planning.
- Staff consultation activities as part of In-Service and planned collegiate activity.
- Quarterly children's progress/target meetings.
- Collaborative meetings.
- Team Around the Child meetings
- Curriculum leadership roles and remits e.g. Maths Champion, Literacy Champion & Digital leader in school & Dolly Parton, Imagination Library leader and Forest Schools Champions in ELC Class

Consultation with Children

- Child/Pupil questionnaires and evaluations.
- Pupil voice groups which meet termly. All children across the school take part in pupil voice groups.
- Weekly assemblies for all children across the school
- Throughout planning for curricular areas (KWL, Mind Mapping, Floorbooks, learning task board activities)
- Pupil voice consultations for all Team Around the Child (TAC) meetings in school.

- Digital learning profiles for all children in primaries 4 – 7 in school.
- Pupil learning profiles for all children in primaries 1 -3 in school.
- Individual child learning journey profile folders in ELC Class.
- Individual Care Plans with parent/carer input in the ELC Class.
- Learning area Floorbooks which all children can access in the ELC Class.

Consultation with Parents

- New Entrant Induction Days – in both school & ELC Class.
- Discovery Afternoons in school for parents/carers to visit and join learning activities.
- Stay and Play sessions for ELC Class parents.
- Team Around the Child (TAC) meetings, school and ELC Class.
- Collaborative meetings - school and ELC Class.
- Parent Council - school and ELC Class
- Reporting to Parents, School – Two parents evenings held in school, end of session written report for all children in school
- Reporting to Parents, ELC Class – Two parents evening, Care Plans updated regularly, ELC Class – school transfer of information for all children progressing to primary school
- Questionnaires – school and ELC Class
- Newsletters - school and ELC Class

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

Consultation with Partners

- Local Area Admissions Panel meetings (ELC Class)
- Collaborative meetings – school and ELC Class
- Team Around the Child (TAC) meetings – school and ELC Class
- LISN group for both Primary School & ELC Class
- Universities and Colleges (Glasgow University, Strathclyde University, University of the West of Scotland, West College)
- Bargarran Primary School – campus partner
- St Anne's Primary School, St Catherine's Primary School, St James' Primary School & Trinity High School – cluster partners
- St. John Bosco Parish Erskine and Our Lady of Lourdes Parish Bishopton– parish priests, Alpha Team and Catholic Erskine.

All information gathered is collated and used to assist us to identify next steps and areas for improvement.

How we will know if we are achieving our aims?

We will measure and evaluate the progress we are making to achieve the key outcomes set out in this plan. We do this using quality assurance activities that include:

- Self-evaluation calendar for school and ELC Class which ensures a rigorous monitoring approach.
- Staff meetings, monthly stage meetings and curriculum development meetings.
- ELC planning meetings.
- Monitoring and tracking for learning, teaching and assessment quarterly (Sept, Oct/Nov, Jan, March)
- Annual target setting for each child (school) to identify and build upon prior levels of attainment. These targets consider the focus of our PEF funding to raise attainment in literacy.
- Termly GIRFEL meetings to monitor impact and/or identify early intervention and personalised support, including the monitoring of attendance, behaviour and support as identified in Child's Planning.
- Analysis of assessment data from ongoing class assessments, summative assessments and standardised assessments (school).
- Analysis of assessment data also considers the effectiveness of interventions linked to our PEF fund, establishing whether key children have made effective progress due to more focussed literacy input from our PEF funded teacher.
- Collegiate and INSET self-evaluation activities using HGIOS4, HGIOELC, National Improvement Framework, and Education Scotland guidance/publications.
- Review of practices and impact of actions in relation to statutory duties including, but not restricted to, Safeguarding, ASL, Parental Involvement, Equalities Act, Care Inspectorate National Care Standards and SSSC, and GTCS Professional Standards.
- Monitoring and moderation of standards of pupil/children's work and profiles, displays and evaluations.
- Monitoring of learning, teaching and assessment in playroom observations (ELC Class).
- Accessing pupil views within the 4 contexts for learning.
- Consultation with our campus partner school, Bargarran Primary School.
- Consultation with our cluster partner schools, St Anne's Primary School, St Catherine's Primary School, St James' Primary School and Trinity High School.
- Liaison with external partners who provide support for children and pupils (E.g., Speech and Language Therapy, Home Link, Occupational therapy, CAMHS etc) to ensure best provision for children.

Each year we also complete a standards and quality report and self-evaluation document which are monitored by Renfrewshire Council Children's Services' staff.

Improvement Priority 1 – Raise attainment in Literacy with a priority focus on Writing and Reading

| HGIOS - School Q.I 2.2 Q.I 2.3 Q.I 2.4 Q.I. 3.2 HGIOELC –ELC Class QI 2.2, QI 2.3 QI 2.5, QI 3.2 | NIF Priorities <ul style="list-style-type: none">• Placing the human rights and needs of every child and young person at the centre of education• Improvement in attainment, particularly in literacy and numeracy• Closing the attainment gap between the most and least disadvantaged children• Improvement in children's and young people's health and wellbeing• Improvement in employability skills and sustained, positive school leaver destinations for all young people <div>Highlight as appropriate</div> | NIF Drivers <div><div>1. School Leadership</div><div>4. Assessment of Children's Progress</div><div>2. Teacher Professionalism</div><div>5. School Improvement</div><div>3. Parental Engagement</div><div>6. Performance Information</div></div> | |
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| Rationale for change | Outcome and Expected Impact | Measures | Interventions |
| <p>Curriculum for Excellence attainment data demonstrates that, as a school, writing continues to be an area for improvement.</p> <p>Curriculum for Excellence attainment data demonstrates that, as a school, reading continues to be an area for improvement across the upper stages of the school.</p> <p>Attainment data and teacher professional judgement indicate that the Talk for Writing approach is having a positive impact on attainment.</p> <p>The Staged Intervention framework has been used to identify the target group.</p> <p>5 pupils in the target group are not yet on track to achieve the expected CfE level in writing in primary 5. (P6 pupils' session 2023-24)</p> <p>4 pupils in the target group are not yet on track to achieve the expected CfE level in</p> | <p>By June 2024 we will improve levels of literacy for all, while narrowing the poverty related attainment gap. This will be supported by the central team's ongoing work on pedagogy, approaches to assessment and Talk for Writing.</p> <p>By June 2024 we will improve the quality of learning teaching and assessment in writing.</p> <p>By June 2024 attainment for pupils in the target group in primary 6 will improve with a further 2 pupils on track within second level in writing.</p> <p>By June 2024 attainment for pupils in the primary 7 target group will improve with a further 2 pupils achieving second level in reading.</p> <p>By June 2024 attainment for pupils in the target group in primary 6 will improve with a further 4 pupils on track within second level in writing.</p> | <p>Attainment in literacy will improve by 3% across the target group of pupils.</p> <p>Single/multi agency plans will show that all of the pupils identified through the staged intervention framework as requiring support in Writing will make accelerated progress, with over 90% achieving their targets.</p> <p>Talk for Writing Pre/ post pupil surveys/learning conversations.</p> <p>Standardised assessment data including SNSA/ACEL at P1, P4 and P7.</p> <p>Class formative assessments.</p> <p>Learning and Teaching working group minutes, tracking meetings with class teacher, PEF teacher and members of SLT.SLT & peer class visit feedback. learner</p> | <p>All teaching staff are now trained in Talk for Writing fiction and non-fiction approaches.</p> <p>All support staff have received professional learning in the Talk for Writing approach.</p> <p>Through the implementation of Renfrewshire's L,T & A strategy across the school to develop a shared understanding of highly effective learning, teaching and assessment that will translate to classroom practice, ensuring greater consistency.</p> <p>By August 2023 a learning pathway in Talk for Writing Fiction and non-fiction will be available to teaching staff to enable them to plan effectively and monitor progress in writing.</p> <p>By August 2023 in-service day 1 all teaching staff will receive training on the implementation of Accelerate Reading app.</p> <p>By October 2023 Accelerate Reading app will be in use in primaries 4 – 7 with initial assessments taken place.</p> |

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| <p>reading in primary 6. (P7 pupils' session 2023-24)</p> <p>11 pupils in the target group are not yet on track to achieve the expected CfE level in writing primary 6. (P7 pupils' session 2023-24)</p> <p>8 pupils in the target group are not yet on track to achieve the expected CfE level in reading in primary 6. (P7 pupils' session 2023-24)</p> | <p>By June 2024 attainment for pupils in the primary 7 target group will improve with a further 3 pupils achieving second level in reading.</p> <p>By June 2024, almost all children will demonstrate increased engagement, knowledge and skill in digital literacy and computer science.</p> <p>By June 2024 a clear, structured, progressive, consistent approach to literacy will be evident at all stages using new Renfrewshire Digital Literacy pathways and the trialling of new Computer Science planners</p> | <p>feedback and target group writing journals will indicate the impact of interventions and ensure that these are effect and if not that they are amended and further evaluated.</p> <p>Engagement with reading schools' activities.</p> <p>Engagement with Accelerate Reading App (children in P4-7) will allow staff to assess children and ensure that each child is working at their own reading level.</p> | <p>By October 2023 all teachers will have implemented the Talk for Writing fiction approach in their class and baseline writing assessments will be completed.</p> <p>As agreed in staff collegiate calendar & working time agreement, by October 2023 all teachers will have engaged in discussion and moderation of writing using the Talk for Writing fiction & non-fiction approaches. From these inputs staff will identify key features of a successful fiction writing lesson.</p> <p>Between October 2023- December 2023 all teaching staff will engage in peer learning visits with a member of SLT to observe Talk for Writing fiction lesson with a focus on agreed features of a successful fiction writing lesson.</p> <p>Between January 2023- February 2024 all teaching staff will plan and implement a series of Talk for Writing fiction lessons which will be the focus of cluster moderation activities at in-service day 4 in February 2024.</p> <p>February 2024 Inservice day 4, full day of cluster moderation of Talk for Writing fiction.</p> <p>February 2024- June 2024, continue to embed Talk for Writing with a focus on non-fiction writing.</p> <p>Wednesday 20th November 2024 3.30pm-5.00pm - Cluster literacy moderation of Talk for Writing non-fiction 1 ½ hour session.</p> <p>SNSA used as a diagnostic assessment tool for pupils in primaries 1, 4 & 7 between March – May 2024.</p> |
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| | | | <p>Continue to embed reading schools approach to develop a love for reading for pleasure across all stages.</p> <p>Collegiate calendar & working time agreement to reflect time given to development of Talk for Writing approach, including working parties, feedback from peer learning visits & moderation of writing.</p> <p>0. 4 PEF funded teacher to work with target groups to raise attainment in writing by June 2024. (PEF) SLT & PEF funded teacher will track attainment of targeted pupils.</p> <p>PEF funded ASNA to support teaching of writing and help to improve attainment and confidence for target groups (PEF) SLT & class teachers will track attainment of targeted pupils pre and post intervention.</p> <p>Talk for Writing assessments will be used to assess progress in writing for pupils in primaries 2 – 7.</p> <p>Accelerate reading app used to assess and track progress in reading for pupils in primaries 4 - 7</p> <p>GL Mist assessment used to identify gaps in learning for pupils in primary 2. Appropriate interventions then put in place.</p> <p>SLT will engage with families to identify reasons for absence and remove barriers to absence for the target group.</p> <p>Literacy based family learning homework tasks during focus weeks such as Book Week Scotland.</p> |
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| <p>ELC Class</p> <p>Progression toolkit data identifies that literacy continues to be an area of improvement for attainment particularly in relation to songs, rhymes, story telling and syllable awareness.</p> <p>In session 2022-23 100% of children were signed up for Dolly Parton's Imagination Library therefore it is important this is maintained to ensure children have access to high quality texts at home.</p> <p>From our training audit and PRDs, most staff highlighted that more Makaton training would be beneficial to support children.</p> | <p>ELC Class</p> <p>By June 2024 we will improve levels of literacy for all. This will be supported by the central team's ongoing work on pedagogical approaches and Talk for Writing.</p> <p>By June 2024 staff will have increased confidence in implementing Talk for Writing strategies.</p> | <p>ELC Class</p> <p>Pre/post questionnaires about staff confidence in Talk for Writing strategies</p> <p>By June 2024 children's attainment in literacy for pre-school children within the Progression Toolkit will increase from 44% to 64%.</p> <p>Floor books, scrapbooks, observations and individual tracking data</p> <p>Whole establishment progression toolkit data.</p> <p>Post stay and play questionnaires from families</p> | <p>By June 2024, Collegiate and Self-Evaluation activities, focussing on monitoring of learning, teaching and assessment linked to digital literacy and implementation of digital profiles primaries 4-7, Digital Learning Pathways and Introduce Renfrewshire's new Computer Science pathways.</p> <p>ELC Class</p> <p>June 2023 – Senior ELCO trained in Leading and Managing Talk for writing in Early Years Project</p> <p>By October 2023 Senior ELCO will have led an information session for staff on Talk for Writing strategies.</p> <p>By October 2023 Senior ELCO will lead the creation of a whole establishment implementation plan for Talk for Writing</p> <p>By June 2023 Senior ELCO will have supported staff in coaching and modelling of Talk for Writing strategies.</p> <p>By December 2023 Dolly-Bratton to raise awareness of Dolly Parton's Imagination Library</p> <p>By June 2024, 100% of children will be signed up for Dolly Parton's Imagination Library By June 2024 monthly Dolly Parton books will be explored as part of literacy experiences in the social zone.</p> <p>By June 2024, all children will have received a termly home link activity linking to Dolly Parton books.</p> <p>By June 2024, a further staff member trained as a Bookbug Leader.</p> |
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| | | | <p>By June 2024 monthly book bug sessions will continue to be facilitated for children and families.</p> <p>By June 2024, all staff will have received a Makaton refresher session.</p> <p>By June 2024, all staff will be consistently using visual supports across the environment to support communication and language.</p> <p>By June 2024, families will be invited to participate in stay and play sessions to promote literacy learning in the home.</p> |
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Improvement Priority 2 –Raise attainment in numeracy

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| HGIOS – School Q.I 2.2 Q.I 2.3 Q.I 2.4 Q.I. 3.2 HGIOELC –ELC Class QI 2.2, QI 2.3 QI 2.5, QI 3.2 | NIF Priorities <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children's and young people's health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for all young people | NIF Drivers <ol style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information |
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| Rationale for change | Outcome and Expected Impact | Measures | Interventions |
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| <p>Teacher judgement and attainment data demonstrate that there is a need to improve attainment in numeracy using effective evidence-based pedagogy. The Staged Intervention framework has been used to identify the target group for Maths Recovery interventions to improve attainment in numeracy.</p> <p>Maths Recovery is based on The Framework in Number programme developed by Robert J. Wright. It provides teachers and/or support staff with the necessary tools to implement effective interventions using research-based strategies and activities.</p> <p>The approach aims to expand children's number knowledge and address learning gaps, enhancing their mathematical skills, confidence, and overall knowledge. It involves assessing students' current understanding and strategies, emphasising ongoing assessment.</p> | <p>Attainment in numeracy will be improved for the target groups.</p> <p>By December 2023 all teachers and/or support staff have developed their understanding of the diagnostic and formative assessments to identify the exact level of the conceptual understanding of their learners.</p> <p>This understanding enables all or intervention trained teachers to feel greater confidence in planning bespoke interventions to close identified gaps in numeracy.</p> <p>It will enable all support staff to have greater confidence in supporting interventions.</p> | <p>By June 2024 attainment for pupils in the target group in primary 5 will improve with a further 3 pupils on track in first level in numeracy. By June 2025 this improvement will be maintained.</p> <p>By June 2024 attainment for pupils in the target group in primary 6 will improve with a further 2 pupils on track in second level in numeracy. By June 2025 this improvement will be maintained.</p> <p>By June 2024 attainment for pupils in the primary 7 target group will improve with a further 3 pupils achieving second level in numeracy. By June 2025 this improvement will be maintained.</p> <p>Maths Recovery Assessment scores – pre and post intervention will show pupil's progression within the framework for number.</p> <p>Pre/post teacher judgement data</p> | <p>May 2023 in-service day 5 Numeracy Champion to lead teaching and support staff in audit of maths resources to ensure appropriate resources are available to all staff.</p> <p>Refreshed Renfrewshire numeracy & maths pathways implemented at all stages across the school in August 2023.</p> <p>Whole school approach to develop understanding of the Maths Recovery pedagogy across all staff to ensure consistent approach and to empower staff to support learners across all stages with the intervention</p> <p>Local authority training and school Numeracy Champion will guide and support practitioners to -</p> <ul style="list-style-type: none"> Local authority training will enable staff to: understand the key principles and methodologies of the programme identify children who would benefit from the intervention administer baseline and follow up assessments to identify gaps upskill on pedagogical knowledge linked to the Framework of Arithmetical Learning |

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| <p>6 pupils in the target group are not yet on track to achieve the expected CfE level in numeracy in primary 4. (P5 pupils' session 2023-24)</p> <p>5 pupils in the target group are not yet on track to achieve the expected CfE level in numeracy primary 5. (P6 pupils' session 2023-24)</p> <p>6 pupils in the target group are not yet on track to achieve the expected CfE level in numeracy in primary 6. (P7 pupils' session 2023-24)</p> | | <p>Pre/post pupil learning conversations - individual target setting</p> <p>Tracker meetings with class teachers and SLT to inform progress of the intervention</p> <p>Standardised assessment data including SNSA/ACEL at P1, P4 and P7</p> <p>Google forms along with professional dialogue at collegiate meetings to measure staff confidence in their pedagogical knowledge and understanding of the Maths Recovery approach and impact of this on attainment.</p> <p>Google form and professional dialogue to measure support staff confidence in supporting children through the intervention.</p> | <ul style="list-style-type: none"> tailor interventions using the Renfrewshire Numeracy Intervention tasks and relevant SEAL pedagogy monitor impact- collect and analyse data to track individual pupil progress offer advice on recommended texts and resources <p>Time will be allocated in the collegiate calendar for administering and evaluating assessments as well as time to facilitate discussions related to the training.</p> <p>Time allocated in collegiate calendar for Numeracy Champion to share good practice. PEF teacher to work with Numeracy Champion to offer support and share good practice with teaching and support staff across the school.</p> <p>Wednesday 22nd November 2023 3.30pm – 5.00pm Cluster numeracy moderation twilight session via Teams with staff working in trios and discussion around challenge questions.</p> <p>August 2023 teaching staff and SLT will agree dates for baseline and follow up assessments to be administered.</p> <p>From August 2023 an 8-weekly cycle of review of pupil progress, modifying target children if required will be implemented.</p> <p>June 2023 the school will purchase Maths Recovery recommended books/resources.</p> <p>PEF funded ASNA to support teaching of numeracy and help to improve attainment and confidence for target group (PEF) SLT & class</p> |
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| <p>ELC Class</p> <p>Progression toolkit data identifies that numeracy continues to be an area of improvement for attainment particularly in relation to number and number processes.</p> <p>Staff received training input on SEAL in session 2022/23, however, post input evaluations highlighted that staff require further support with imbedding this in everyday learning experiences.</p> <p>Monitoring playrooms, floorbooks and observations of numeracy is not consistently imbedded throughout the environment and interactions.</p> <p>In February 2023, an audit of numeracy continuous provision was carried out with</p> | <p>ELC Class</p> <p>By June 2024 children's attainment in numeracy will increase.</p> <p>By June 2024 staff will have increased confidence in implementing SEAL throughout learning experiences.</p> | <p>ELC Class</p> <p>By June 2024 children's attainment in numeracy for pre-school children within the Progression Toolkit will increase from 30% to 50%.</p> <p>Pre/post questionnaires about staff confidence in SEAL</p> <p>Floor books, scrapbooks, observations and individual tracking data</p> <p>Whole establishment progression toolkit data</p> <p>Post stay and play questionnaires from families</p> | <p>teachers will track attainment of targeted pupils pre and post intervention.</p> <p>Numeracy Champion & SLT working with cluster numeracy champions & cluster SLT's to develop a shared pedagogical approach (Maths Recovery) used in all cluster schools by June 2024.</p> <p>Cluster approach to numeracy will focus on the development of shared language used by teaching staff relation to P7-S1 transition and attainment levels of primary 7 pupils.</p> <p>SNSA used as a diagnostic assessment tool for pupils in primaries 1, 4 & 7 between March – May 2024.</p> <p>ELC Class</p> <p>By December 2024, most staff will have received coaching and modelling from the Early Years Teacher in relation to imbedding the emergent learner phase of SEAL throughout learning experiences.</p> <p>By September 2024, numeracy resources will be refreshed in the learning environment.</p> <p>By June 2024, families will be invited to participate in stay and play sessions to promote numeracy learning in the home.</p> <p>By December 2024, families will begin accessing 'Recipe of the Month' which will be a home link initiative to promote numeracy learning in the home.</p> |
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all staff identifying gaps in resources available.

Improvement Priority 3 – Improve health and wellbeing for all pupils, with a particular focus on inclusion

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| HGIOS – School Q.I 1.3, Q.I 2.4 Q.I 2,6 Q.I 3.1 HGIOELC- ELC Class QI 1.3, QI 2.4 QI 2.7, QI 3.1 | NIF Priorities <ul style="list-style-type: none">• Placing the human rights and needs of every child and young person at the centre of education• Improvement in attainment, particularly in literacy and numeracy• Closing the attainment gap between the most and least disadvantaged children• Improvement in children's and young people's health and wellbeing• Improvement in employability skills and sustained, positive school leaver destinations for all young people | NIF Drivers <table><tr><td>1. School Leadership</td><td>4. Assessment of Children’s Progress</td></tr><tr><td>2. Teacher Professionalism</td><td>5. School Improvement</td></tr><tr><td>3. Parental Engagement</td><td>6. Performance Information</td></tr></table> | 1. School Leadership | 4. Assessment of Children’s Progress | 2. Teacher Professionalism | 5. School Improvement | 3. Parental Engagement | 6. Performance Information |
| 1. School Leadership | 4. Assessment of Children’s Progress | | | | | | | |
| 2. Teacher Professionalism | 5. School Improvement | | | | | | | |
| 3. Parental Engagement | 6. Performance Information | | | | | | | |

| Rationale for change | Outcome and Expected Impact | Measures | Interventions |
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| <p>Across our school we still find some children and families require support to access the curriculum and reduce the poverty related attainment gap. This support is offered universally through the staged intervention process, Renfrewshire's Nurturing Relationships Approach (RNRA) and the Emotionworks programme. This is offered to target groups through our PEF funded Quarriers support worker.</p> <p>In Renfrewshire, we are enhancing universal approaches through the CIRCLE framework linking to RNRA and Renfrewshire's Inclusive Classroom Environment (RICE) along with full implementation of the Staged Intervention Framework. This will be supported by the central team's ongoing work within the Inclusion portfolio.</p> <p>The Staged Intervention framework, data from Glasgow Motivational and Wellbeing Profiles (GMWP) and pupil feedback has been used to identify the target group.</p> | <p>By June 2024, wellbeing of the targeted group will improve.</p> <p>By June 2024 teaching staff will be more confident in creating classroom environments which meet the needs of all learners.</p> | <p>Improvement in wellbeing will be indicated by improved attainment, attendance and more focused time within the classroom.</p> <p>Staff pre and post survey questionnaires will evidence that teaching staff are more confident in creating classroom environments that meet the needs of all learners.</p> <p>Single/multi agency plans will show that all of the children identified through the staged intervention framework as requiring health and wellbeing support will receive appropriate support at their staged intervention level.</p> <p>Glasgow Motivation and Wellbeing Profile (GWMP) assessments will be completed by all learners in September 2023 and April 2024.</p> | <p>June 2023 all members of SLT trained in local authority staged intervention framework.</p> <p>June 2023 RICE whole establishment readiness checklist completed.</p> <p>June 2023 RICE to be discussed with Educational Psychologist at Join Planning Meeting and implementation timetable agreed.</p> <p>August 2023 all staff will receive Safeguarding annual update.</p> <p>August 2023 all staff will receive input from SLT on local authority staged intervention framework which is used universally to support all pupils.</p> <p>August 2023 initial training in RICE for all staff will be delivered.</p> <p>By September 2023 RICE core group of staff will be established.</p> <p>Emotionworks resource will continue to be embedded in all classes. Staff will evaluate the impact of this resource during planned collegiate meetings. Pupils will complete an</p> |

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| | | <p>In order to improve wellbeing for identified pupils referrals to Quarriers counselling service will be made for targeted pupils. (PEF)</p> <p>Pre and post evaluation surveys will be completed for those pupils who engage with this service. Pre and post engagement surveys will also be completed by parents.</p> | <p>evaluation of the Emotionworks resource during Pupil Voice group meetings in May 2024.</p> <p>Individual learning profiles across the school will have a focus on pupil wellbeing. P1-3 paper learning profiles. P 4-7. digital learning profiles.</p> <p>Focus weeks on mental wellbeing will be held with family learning and information for parents shared during these times.</p> <p>By October 2023 all teaching staff, support staff and pupils will have engaged in evaluations of their learning environments.</p> <p>By January 2024 learning environments will have undergone initial changes indicted from feedback on learning environments to make these more inclusive to all learners.</p> <p>Data from GMWP used to develop appropriate wellbeing interventions for all pupils.</p> <p>Quarriers weekly counselling service for targeted pupils. (PEF)</p> <p>Reading Schools outdoor reading area accessed by all children as required at break and lunchtimes.</p> <p>Lego therapy delivered to target group. Universal Lego lunchtime club also delivered weekly. (PEF)</p> |
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| <p>ELC Class</p> <p>Across our ELC Class we still find some children require support to access the curriculum. This support is offered universally through the staged intervention process and Renfrewshire's Nurturing Relationships Approach (RNRA). This is offered to target groups through specific interventions and working with external agencies.</p> <p>In Renfrewshire, we are enhancing universal approaches through RNRA and RICE along with full implementation of the Staged Intervention Framework. This will be supported by the central team's ongoing work within the Inclusion portfolio.</p> <p>The Staged Intervention framework, wellbeing assessments and tracking information has been used to identify the target group.</p> <p>Following core RNRA training and evaluation of practitioner questionnaires, the principle all behaviour is communication has been identified as a priority to take forward.</p> <p>From our training audit and PRDs, most staff highlighted that de-escalation strategies would benefit them in supporting individual children's needs,</p> <p>All pre-school children have accessed a six-week block of forest kindergarten following the initial roll out of this in the ELC Class.</p> | <p>ELC Class</p> <p>By June 2024, wellbeing of the targeted group will improve.</p> <p>By June 2024, staff will be using a consistent shared relational based approach to supporting all children's wellbeing.</p> <p>Single/multi agency plans will show that all of the children identified through the staged intervention framework as requiring health and wellbeing support have clear action plans in place to support identified needs.</p> <p>By June 2024, forest kindergarten sessions will support pre-school children's attainment in all curricular areas with a particular focus on health and wellbeing</p> | <p>ELC Class</p> <p>Improved wellbeing will be indicated by increased engagement, development in communication and increased self-regulation.</p> <p>Post evaluations on staff confidence in relation to local authority staged intervention framework</p> <p>Monthly children's wellbeing meetings with staff to share strategies and wellbeing information across the staff team.</p> <p>ASN tracking tool for individual children</p> <p>ASN progression tool to identify whole establishment trends in attainment for children with additional support needs</p> | <p>ELC Class</p> <p>By June 2023 all members of SLT trained in local authority staged intervention framework.</p> <p>By August 2023 all staff will receive Safeguarding annual update.</p> <p>By August 2023 all staff will receive input from SLT on local authority staged intervention framework which is used universally to support all children.</p> <p>By August 2023 all staff will receive input from SLT on ASN tracking tool.</p> <p>By August 2023 initial training in RICE for all staff will be delivered.</p> <p>By October 2023 core group identified and hold initial meeting to take forward all behaviour is communication principle.</p> <p>By February 2024 draft relationships policy created with children, staff and families and shared for consultation.</p> <p>By June 2024 most staff will be given opportunity to participate in staff swap with another ELC setting to strengthen skills, knowledge and understanding in relation to ASN.</p> <p>By June 2024 all staff will receive input from Educational Psychology on de-escalation.</p> <p>By June 2024 identified group of children will receive weekly Attention Autism sessions.</p> <p>By June 2024, all pre-school children will continue to access forest kindergarten sessions.</p> |
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| | | | <p>By June 2024, all families of pre-school will be given the opportunity to attend a session to share the learning at the forest.</p> |
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