



St John Bosco Primary School & Early Learning and Childcare Class

School Improvement Plan 2024-25

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

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:

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 2023-24 consultation with partners continued. Regular parent council meetings continue in both our school and early learning and childcare class, and these are well attended, with both parent councils 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
- RICE core group meetings – this session we have held 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 (KWLH, 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.
- The introduction of Family Learning Events.
- 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 Non-Fiction 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>	
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. We want to improve levels of literacy for all, while narrowing the poverty related attainment gap. Following a focus on fiction writing in session 2023-24, in session 2024-25 we will focus on non-fiction writing.</p> <p>Attainment data and teacher professional judgement indicate that the Talk for Writing approach is having a positive impact on attainment therefore we will continue to implement the Talk for Writing fiction and non-fiction approaches across the school.</p> <p>The Staged Intervention framework has been used to identify the target groups in non-fiction writing outlined below.</p> <p>6 pupils in the target group are not yet on track to achieve the expected CfE level in writing in primary 4. (P3 pupils' session 2023-24)</p>	<p>By June 2025 we will improve levels of literacy for all. This will be supported by the central team's ongoing work on pedagogy, approaches to assessment and Talk for Writing.</p> <p>By June 2025 we will improve the quality of learning teaching and assessment in non-fiction writing.</p> <p>By June 2025 we will improve attainment for all in non-fiction writing.</p> <p>By June 2025 we will improve attainment for those within the target group.</p> <p>By June 2025 we will improve the quality of learning teaching and assessment in reading.</p> <p>By June 2025 we will improve attainment for all in reading.</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 towards their targets.</p> <p>Talk for Writing Pre/ post pupil surveys/learning conversations.</p> <p>Standardised assessment data including NSA/ACEL at P1, P4 and P7. MIST at P2.</p> <p>Class formative assessments.</p> <p>Accelerate Reading STAR reading tests (P4-7).</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>Improvement in literacy will be supported by the central team's ongoing work on pedagogical approaches and Talk for Writing and ongoing support from our Early Years teacher and our staff team.</p> <p>All teaching staff will take part in 2 collegiate sessions using Local Authority guidance on Assessment is for Learning (AifL). This will ensure a consistent shared understanding of highly effective learning, teaching and assessment that will translate to classroom practice, ensuring greater consistency.</p> <p>From August 2024 a learning pathway in Talk for Writing Fiction and non-fiction will be available and implemented by all teaching staff to enable them to plan effectively and monitor progress in writing.</p> <p>By September 2024 all teachers will have implemented the Talk for Writing non-fiction approach in their class and baseline writing assessments will be completed.</p>

<p>3 pupils in the target group are not yet on track to achieve the expected CfE level in writing in primary 5. (P4 pupils' session 2023-24)</p> <p>4 pupils in the target group are not yet on track to achieve the expected CfE level in writing in primary 6. (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 writing in primary 7. (P6 pupils' session 2023-24)</p> <p>Curriculum for Excellence attainment data demonstrates that, as a school, reading continues to be an area for improvement particularly across the upper stages of the school. Encouraging reading at home through family learning will benefit all pupils.</p> <p>The Staged Intervention framework has been used to identify the target groups in reading outlined below.</p> <p>5 pupils in the target group are not yet on track to achieve the expected CfE level in reading in primary 4. (P3 pupils' session 2023-24)</p> <p>3 pupils in the target group are on track with significant support and have achieved first level in reading, maintain and monitor this support in reading as these pupils' progress to primary 5. (P4 pupils' session 2023-24)</p> <p>2 pupils in the target group are not yet on track to achieve the expected CfE level in</p>	<p>By June 2025 we will improve attainment for those within the target groups.</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 feedback and target group writing journals will indicate the impact of interventions and ensure that these are effective and if not that they are amended and further evaluated.</p> <p>Post project survey carried out by teaching staff.</p> <p>Engagement with reading schools' and family learning.</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.</p> <p>Pre and post project staff surveys.</p> <p>SNSA used as a diagnostic assessment tool for pupils in primaries 1, 4 & 7 between March – May 2025.</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>By August 2024 in-service day 2 all teaching staff will receive training on the implementation of Accelerate Reading app.</p> <p>Continue to embed Accelerate Reading app in primaries 4 – 7 with initial assessments for session 2024-25 taking place by September 2024.</p> <p>Pupils work on their own individual reading level, appropriate to their own learning.</p> <p>Appropriate interventions put in place following GL Mist assessments..</p> <p>Results of post project survey will show an increased staff confidence in the teaching of reading.</p> <p>Family Learning event with a Literacy focus planned for November 2024, to coincide with Book Week Scotland.</p>
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<p>reading in primary 6. (P5 pupils' session 2023-24)</p> <p>4 pupils in the target group are not yet on track to achieve the expected CfE level in reading in primary 7. (P6 pupils' session 2023-24)</p> <p>Moderating approaches to learning, teaching and assessment of reading with colleagues from our campus partner will support robust professional judgements of ACEL and develop teaching practice.</p>			<p>Between October 2024- December 2024 all teaching staff will engage in peer learning visits with a colleague in our campus partner school, Bargarran Primary School to observe a reading lesson with a focus on agreed features of a successful reading lesson.</p> <p>Between January 2025- February 2025 all teaching staff will plan and implement a series of reading lessons which will be the focus of campus moderation activities at in-service day 4 in February 2025.</p> <p>February 2025 Inservice day 4, half day of campus moderation of reading including the identification of key national benchmarks to be used to support end of level professional judgement.</p> <p>Wednesday 30th April 2025 3.30pm – 5.00pm – Campus moderation of end of pathway/level reading assessment materials.</p> <p>Achievement of Reading Schools Gold Award.</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>0.5 PEF funded teacher to work with target groups to raise attainment in reading & writing by June 2025. (PEF). SLT & PEF funded teacher will track attainment of targeted pupils.</p>
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<p>Early Learning & Childcare Class</p> <p>Progression toolkit data identifies that literacy continues to be an area of improvement for attainment particularly in relation to songs, rhymes, storytelling and syllable awareness.</p> <p>In session 2023-24 some staff have engaged with Talk for Writing training and introduced this to children, this has had a positive impact on attainment and in session 2024-25, almost all staff will introduce this approach in our 3-5 playrooms.</p> <p>In session 2024 - 25 100% 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>Bookbug has been a success initiative in session 2023-24, encouraging partnership working & family engagement. To maintain and grow this success we will train more staff in Bookbug and continue these sessions for children and families.</p> <p>In August 2023 all staff engaged in RICE (Renfrewshire Inclusive Classroom Environment) training. Visuals have been successfully introduced for some routines, with a plan to introduce into more of our daily routines for children.</p>	<p>Early Learning & Childcare Class</p> <p>By October 2024 Senior ELCO & Early Years teacher will lead the creation of a whole establishment implementation plan for Talk for Writing</p> <p>By June 2025 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 and ongoing support from our Early Years teacher and our staff team.</p> <p>By June 2025 staff will have increased confidence in implementing Talk for Writing strategies.</p>	<p>Early Learning & Childcare Class</p> <p>Pre/Post questionnaires from staff who will implement Talk for Writing in 2024-25.</p> <p>By June 2025 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 will demonstrate that Talk for Writing strategies are being implemented and are having a positive impact on attainment.</p> <p>Whole establishment progression toolkit data.</p> <p>Post stay and play questionnaires from families.</p>	<p>Early Learning & Childcare Class</p> <p>By October 2024 Senior ELCO & Early Years teacher will lead the creation of a whole establishment implementation plan for Talk for Writing</p> <p>By June 2025 Senior ELCO & Early Years teacher will have supported staff in coaching and modelling of Talk for Writing strategies.</p> <p>By December 2024 Dolly-Bratton to raise awareness of Dolly Parton's Imagination Library.</p> <p>By June 2025, we will maintain our 100% uptake of children signed up for Dolly Parton's Imagination Library.</p> <p>By June 2025 monthly Dolly Parton books will be explored as part of literacy experiences in the social zone.</p> <p>By June 2025, a further staff member trained as a Bookbug Leader.</p> <p>By June 2025 monthly book bug sessions will continue to be facilitated for children and families.</p> <p>By June 2025 all staff will be continue to use visual supports across the environment to support communication and language.</p> <p>By June 2025, all families will have been invited to participate in stay and play sessions with a literacy focus.</p>
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Improvement Priority 2 –Raise attainment in numeracy

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
<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 target groups for Maths Recovery interventions to improve attainment in numeracy. Data shows that the Maths Recovery interventions are successful in closing attainment gaps 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>This understanding enables all intervention trained teachers to feel greater confidence in planning bespoke interventions to close identified gaps in numeracy.</p> <p>Numeracy Champion and PEF teacher have led the Maths Recovery intervention across the school. By October 2024 all teachers and/or support staff have further developed their understanding of the diagnostic and formative assessments to identify the exact level of the conceptual understanding of their learners.</p> <p>Attainment in numeracy will be improved for the target groups.</p> <p>Family Learning surveys indicate that parents/carers who welcome more family learning events with a Numeracy & STEM focus, participating in the se will increase parent/carers confidence in</p>	<p>By June 2025 attainment for pupils in the target group in primary 4 will improve with a further 3 pupils on track to achieve first level in numeracy.</p> <p>By June 2025 attainment for pupils in the target group in primary 6 will improve with a further 4 pupils on track in second level in numeracy.</p> <p>By June 2025 attainment for pupils in the primary 7 target group will improve with a further 3 pupils achieving second level in numeracy.</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>June 2024, Maths Champion will identify appropriate resources to be purchased to support the development of Maths Recovery intervention.</p> <p>August 2024 Maths Recovery recommended books/resources will have been purchased ready for use.</p> <p>August 2024 teaching staff and SLT will agree dates for baseline and follow up assessments to be administered.</p> <p>By October 2024, where appropriate, all teachers will have undertaken diagnostic assessments with targeted groups within their class.</p> <p>All teaching staff will continue to embed refreshed Renfrewshire numeracy & maths pathways at all stages across the school.</p> <p>We will continue to embed a whole school approach to develop the understanding of the Maths Recovery pedagogy across all staff to ensure a consistent approach and to empower</p>

<p>2 pupils in the target group are not yet on track to achieve the expected CfE level in numeracy in primary 4. (P3 pupils' session 2023-24)</p> <p>4 pupils in the target group are not yet on track to achieve the expected CfE level in numeracy primary 6. (P5 pupils' session 2023-24)</p> <p>2 pupils in the target group are not yet on track to achieve the expected CfE level in numeracy in primary 7. (P6 pupils' session 2023-24)</p> <p>Almost all parents who responded to a questionnaire (Google form) completed in March 2024 wanted to engage in high quality Family Learning events. An initial event was held in May 2024 with all participants indicating that they would like to participate in further Numeracy & STEM based Family Learning events.</p>	<p>supporting Numeracy & STEM learning at home.</p> <p>Children and families will be more engaged in Numeracy & STEM learning homework activities.</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>Professional dialogue at collegiate meetings and during tracking meetings to measure staff confidence in their pedagogical knowledge and understanding of the Maths Recovery approach and impact of this on attainment.</p> <p>NSA used as a diagnostic assessment tool for pupils in primaries 1, 4 & 7 between March – May 2025.</p> <p>Google forms post Family Learning events will indicate impact of these on children and families and enable us to plan future events.</p>	<p>staff to support learners across all stages with the intervention.</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>Collegiate calendar & working time agreement to reflect time given to development of Maths Recovery approach, including working parties, feedback from peer learning visits & moderation of assessments where appropriate.</p> <p>0.5 PEF funded teacher & members of SLT to work with target groups to raise attainment in numeracy by June 2025. (PEF). SLT & PEF funded teacher will track attainment of targeted pupils.</p> <p>Appropriate interventions put in place following NSA assessments for pupils in primaries 1,4 & 7.</p> <p>Local Authority end of pathway assessments used as appropriate.</p> <p>Two further Family Learning events with a numeracy & STEM focus planned for session 2024-25.</p>
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<p>Early Learning & Childcare 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>Through SLT monitoring playrooms, Floorbooks and observations of numeracy it is clear that SEAL approaches are not consistently embedded throughout the environment and interactions. Further support and guidance for staff from SLT & Early Years teacher will ensure these approaches are embedded.</p>	<p>Early Learning & Childcare Class</p> <p>By June 2025 children's attainment in numeracy will continue to increase.</p> <p>By June 2025 staff will have increased confidence in implementing SEAL throughout numeracy learning experiences.</p>	<p>Early Learning & Childcare Class</p> <p>By June 2025 children's attainment in numeracy for pre-school children within the Progression Toolkit will increase from 41% to 55%.</p> <p>Pre/post questionnaires about staff confidence in SEAL</p> <p>Floor books, scrapbooks, observations, and individual tracking data will indicate that SEAL approaches are embedded and having a consistent and positive impact.</p> <p>Whole establishment progression toolkit data in May 2025.</p>	<p>Early Learning & Childcare Class</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. Evaluations will be provided for parental feedback</p> <p>By June 2025, almost all 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 June 2025, families will be invited to participate in stay and play sessions to promote numeracy learning in the home. Evaluations will be provided for parental feedback.</p>
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Improvement Priority 3 – Improve health and wellbeing for all pupils, with a particular focus on inclusion and leadership at all levels

HGIOS – School Q.I 1.3, Q.I 2.4 Q.I 2,6 Q.I 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					
<p>In our school we are aware that a few 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. There are also targeted supports which can be offered by trained staff within our school, these include Seasons for Growth and Person-Centred Planning which are delivered as appropriate.</p> <p>The Staged Intervention framework, data from Glasgow Motivational and Wellbeing Profiles (GMWP) and pupil feedback has identified that some pupils need support to develop resilience.</p> <p>Our children are currently involved in a variety of evaluative activity in the school including using the HGIOURS document. We realise there is scope to involve</p>	<p>By June 2025 wellbeing of the targeted group will improve.</p> <p>By June 2025 teaching staff will be more confident in creating classroom environments which meet the needs of all children.</p> <p>By June 2025 all staff will be more confident in identifying and implementing appropriate wellbeing support strategies for all children.</p> <p>By June 2025, through the implementation of The Compassionate and Connected Classroom resource all children in P5-7 will understand the possible impact of adversity and trauma on their wellbeing.</p> <p>By June 2025 all children in P5-7 will have the strategies and skills to help them cope with challenge and develop resilience</p>	<p>Improvement in wellbeing will be indicated by improved attainment, attendance and more focused time within the classroom.</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 2024 and April 2025.</p>	<p>June 2024 RICE core group established and meeting dates for session 2024-25 to be discussed with Educational Psychologist at Joint Planning Meeting and implementation timetable agreed. This group will ensure our child is more inclusive for all pupils.</p> <p>By October 2024 RNRA/RICE pupil group to be launched to work alongside the staff working party.</p> <p>The Compassionate and Connected Classroom resource to be launched in second level classes.</p> <p>Who Cares? Scotland lessons to be delivered in all classes. Lessons will be team taught with DHT as appropriate.</p> <p>The Promise updates from Promise cluster lead throughout the session.</p> <p>August 2024 all staff will receive Safeguarding annual update.</p> <p>August 2024 all staff will receive input from SLT on local authority staged intervention framework which is used universally to support all pupils.</p>					

<p>learners further in evaluation processes using HGIOURS and that the YLL programme presents an opportunity to take the above work a step further by involving learners in reciprocal visits to other schools to identify what is working well, areas for improvement and effective practice and promoting ways that children and young people can be involved in school improvement activities in their own school.</p> <p>The 'Relationships' theme from HGIOURS will be the focus of the above work following feedback from our recent QI visit which identified that in most classes relationships between all were positive and nurturing. We will work with our partner Young Leaders of Learning school, St Anthony's primary school to share good practice in this area.</p>	<p>By August 2025:</p> <p>We will have an improved structure for the inclusion of learner voice into our self-evaluation processes.</p> <p>Young Leaders have improved leadership skills and are driving forward improvement in the school through an action plan developed by them.</p> <p>Young Leaders are confident to share practice in their school and are more familiar with the language and processes of school improvement.</p> <p>Young Leaders will have an enhanced range of skills including:</p> <ul style="list-style-type: none"> - communication - team work - resilience - time keeping - organisation - and social skills <p>Our Young Leaders will be excellent role models and will train a further group of Young Leaders to take part in the programme in 2025-26</p>	<p>Local authority staff and learner pre & post YLL programme evaluation</p> <ul style="list-style-type: none"> - shows improvement in pupil leadership skills and use of evaluative language - shows improvement in collaboration and sharing good practice with other schools <p>Progress in school action plans following the reciprocal visits – areas for development highlighted during the visit are addressed.</p>	<p>We will continue to use data from GMWP used to develop appropriate wellbeing interventions for all pupils.</p> <p>Lego therapy delivered to target group. Universal Lego lunchtime club also delivered weekly. (PEF)</p> <p>Between September – November 2024</p> <p>Our YLL Team (comprising 8 Pr 6 learners) will attend YLL training in August 2024 along with our partner school St Anthony's primary school.</p> <p>Over a series of 3/4 planning meetings (online and face to face) our YLs will develop:</p> <ul style="list-style-type: none"> - a focus for the reciprocal visits from the Relationships theme in HGIOURS. - a set of questions to help them evaluate the focus during the visits. - a programme of activity for the visit to each school <p>Between January – March 2025</p> <p>YLs will take part in reciprocal visits in January 2025 and identify:</p> <ul style="list-style-type: none"> - strengths of the focus area in each school - areas for development in each school <p>Between April – June 2025</p>
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	<p>An enhanced relationship with St Anthony's primary school by August 2025 will allow:</p> <ul style="list-style-type: none"> - further sharing of good practice - more collaborative opportunities such as moderation and further YLL opportunities 		<p>YLS will produce an action plan to take forward the areas for development within their own school. This will be led by them.</p> <p>Individual learning profiles across the school will continue with a focus on pupil wellbeing. P1-3 paper learning profiles. P 4-7. digital learning profiles. Initial discussions around skills will begin with a view to these being incorporated into digital & paper profiles in sessions 2024-25.</p> <p>Focus weeks on mental wellbeing will be held with family learning and information for parents shared during these times.</p> <p>Golden Letters to continue (once per term) and an SLT Tea Party to celebrate our Golden Letter recipients will be launched in June 2025</p>
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<p>Early Learning & Childcare 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 embedding Renfrewshire's 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 have been used to identify the target group.</p> <p>An RNRA core group is in place and an action plan has been created in conjunction with our Educational Psychologist, we will continue with our focus on the nurture principle, 'All Behaviour is Communication.' As part of our action plan we have identified the need for a refreshed Relationships Policy.</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>Early Learning & Childcare Class</p> <p>By June 2025, wellbeing of the target group will improve.</p> <p>By June 2025, 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 2025, forest kindergarten sessions will support pre-school children's attainment in all curricular areas with a particular focus on health and wellbeing.</p>	<p>Early Learning & Childcare Class</p> <p>RNRA Floor books to document evidence of our journey towards RNRA accreditation by June 2025.</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>Improved wellbeing will be indicated by increased engagement, development in communication and increased self-regulation.</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>Early Learning & Childcare Class</p> <p>By June 2025 all members of SLT trained in local authority staged intervention framework.</p> <p>By August 2024 all staff will receive Safeguarding annual update.</p> <p>By August 2024 all staff will receive updated information from SLT on local authority staged intervention framework which is used universally to support all children.</p> <p>By June 2025 core group will have implement RNRA action plan.</p> <p>By June 2025 RNRA core group will have worked with school core group and will feedback to ELC Class stakeholders.</p> <p>By June 2025 draft relationships policy created with children, staff and families and shared for consultation.</p> <p>By June 2025 identified group of children will receive regular Attention Autism sessions, music therapy and Identi-play sessions.</p> <p>By June 2025, all pre-school children will continue to access forest kindergarten sessions.</p> <p>By June 2025, 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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