



2023-2024

##### Planning Framework

As part of Children’s Services, St Margaret’s 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 the next page.

**Pupil Equity Funding**

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

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

**Renfrewshire Council Plan Strategic Outcomes**

Cross cutting theme: Improving outcomes for children and families

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

**Renfrewshire Council’s Values**

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

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

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**In St Margaret’s we live, love, learn and grow with Christ. Our vision, aims and values are:**

**THE VISION, AIMS AND VALUES OF ST. MARGARET’S PRIMARY SCHOOL**

**WE CARE FOR CREATION**

The heavens are yours, the earth is also yours, the world and all that is in it- Psalm 89:11

**WE LOVE GOD**

I can do all things through him who strengthens me- Phillipians 4:13

For nothing will be impossible with God- Luke 1:37

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**WE RESPECT OTHERS**

Let all that you do be done in love- 1 Corinthians 16:14

As each has received a gift, use it to serve one another- Peter 4:10

**WE FOLLOW JESUS**

For where two or three gather in my name, there am I with them- Matthew 18:20

WE ARE PROUD TO BE A LAUDATO SI SCHOOL, WE HAVE ADOPTED THE WORDS OF POPE FRANCIS AS OUR SCHOOL MOTTO:

Who did we consult?

To identify our priorities for improvement, we sought the views of pupils, staff and families. Parents are consulted formally through the Parent Council and more widely using self-evaluation questionnaires. We used a variety of methods of getting the views of those who are involved in the life and work of St Margaret’s Primary School and EL&CC Class such as:

**Pupils are consulted through:**

Class discussions, Pupil Voice Committee meetings, whole school assemblies and questionnaires.

**Staff are consulted through:**

Use of collegiate calendar, Professional review and development meetings, Professional dialogue meetings such as attainment tracking, self-evaluation exercises and evidence gathering.

**Parents are consulted through:**

Parent Council meetings, Good Start Great Start Workshops, curricular workshops, parent interviews in September and March, a variety of open events such as Come Learn with Me days, curricular events- in particular our whole school curricular exhibition, pupil reports, school newsletters, school website information board, text messaging, parent surveys, collaborative meetings and class assemblies.

We have also consulted with our partners across and outwith the Council to assist us in the delivery of our priorities. This year we have been supported by Renfrewshire Libraries, Renfrewshire Educational Psychology Service, Active Communities at Station 7, Active Schools, Morrisons, Tesco, Aldi and LIDL supermarkets in our local community, Barnardos, Karen Herbison at H-Arts, Phillipa Tomlin- Visual Artist, Renfrewshire Sheltered Housing at The Oaks and Houston Court and Renfrewshire Educational Psychology Service.

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 activity that includes SIP progress meetings, quality improvement calendar, parent and pupil questionnaires and activities such as cluster working, moderation and making professional visits to other establishments to seek best practice.

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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| Priority 1 Improvement in attainment, particularly in literacy | | | | |
| **HGIOS/HGIOELC QIs**  **1.2, 1.3, 2.2, 2.3, 3.2** | * Placing the human rights and needs of every child and young person at the centre of education * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least disadvantaged children * Improvement in children's and young people’s health and wellbeing * Improvement in employability skills and sustained, positive school leaver destinations for all young people | | **NIF Drivers**   1. School Leadership 4. Assessment of Children’s Progress 2. Teacher Professionalism 5. School Improvement 3. Parental Engagement 6. Performance Information | |
| **Rationale for change** | **Outcome and Expected Impact** | **Measures** | | **Intervention** |
| *Attainment Data shows that attainment in writing falls behind that in Listening and Talking and Reading at every data collection stage. However, tracking of pupils would indicate that those entering school with poor vocabulary, and who do not achieve expected standards in listening and talking, continue this trajectory, in most cases, throughout their primary school years and this also negatively effects levels of attainment in reading and writing.*  *Therefore, our priority is improving the outcomes for those learners who have no recognised additional support need but who do not achieve expected levels in listening and talking at the data collection points of P1, P4 and P7. In turn, it is hoped that this leads to improvements in reading and writing for the target group, in addition to other curricular areas.*  The Staged Intervention framework has been used to identify the target group-  Target Group size (approximately 15% of school population):  P1 – pupils will be identified via early screening Aug 23.  P2- 2 pupils or 11%  P3- 4 pupils or 18%  P4- 4 pupils or 16%  P5- 6 pupils or 21%  P6- 4 pupils or 15%  P7- 5 pupils or 17% | In our target group  Moderation approaches will lead to more consistent teacher judgement and better collaboration between staff.  By July 2023 all identified staff (ELCC officers and P1-P3 Teachers) will be fully trained in both Story Dough and Drawing Club methods and these will form an intrinsic part of our literacy curriculum. PEF intervention These will form the basis for a literacy curriculum that promotes explicit vocabulary teaching that enriches quality academic talk in every area within the nursery and in all classrooms, thus growing children’s cultural capital and improving attainment across all subjects.  By October 2023 ALL support staff will be trained in approaches to delivering reading recovery and dialogic reading interventions. Staff will be skilled in using dialogic questioning to extend vocabulary and learning in all targeted interactions with pupils, thus building pupils’ cultural capital and, in turn, improving attainment. Pupils will be encouraged to use more sophisticated vocabulary and expansive answers to questions and this will reflect in the observations of staff.  Observations of parents by early years and teaching staff shows that often parents do not know how to engage their children in talk that encourages rich language acquisition. Dialogic reading approaches have been proven to close this gap across all demographics and are considered an evidence-based method of improving educational outcomes for young people.  Parents attending workshop sessions attend on a regular basis and become more competent in sharing stories with their children. Exercises undertaken at the workshops will build parents’ vocabulary and illustrate the importance of improving vocabulary to cope and learn in all contexts for learning. | Moderation activities will aid staff judgement of shared standards and help to identify any gaps. Our school moderation activities will have a focus on our implemented strategies and their impact on attainment in literacy, particularly vocabulary building and word consciousness of pupils in the target group. Staff from P4-P7 will participate in moderation sessions with cluster colleagues which will involve peer observations of Talk for Writing Lessons followed by formal assessment of children’s hot pieces.  P1-3 staff will seek opportunities to moderate with other schools who may have adopted Greg Bottrill’s approaches.  Baseline vocabulary measured using Renfrew Expressive Language Scales   * all ante-pre-schoolers on entry to nursery * all pre-schoolers * all primary 1 pupils on entry and at end of year * those pupils in primaries 2 -7 identified as having poor oral language acquisition and who have not achieved appropriate level across any/all 3 elements of English and Literacy   The percentage of pupils attaining appropriately in Listening and Talking at the data collection points of P1, P4 and P7 will increase year on year and this will also lead to improvement in attainments levels across all measures in literacy and into other subjects. By summer 2024 attainment in the target group will show that, across the school, those on track and achieving expected levels will increase from 85% to 95%.  At Single Agency Targeted Intervention meetings, support staff will note increased confidence in using dialogic approaches when sharing stories with children, leading to pupils using a wider, more sophisticated level of vocabulary in the correct context for learning. For example, scientific language in STEM lessons.  SMT will have a continued focus on explicit vocabulary teaching throughout all classes and in all areas of the nursery as they implement the quality improvement calendar of observations of teaching and learning.  We will continue to seek further accreditation as a Reading School having gained our initial award.  Parents will engage with workshops on offer, building relationships with staff that break down barriers, and attend consistently. In turn, their confidence will be analysed from session to sesion using a diary method of recording. | | For Literacy, we plan to:  Embed approaches in our Early Learning and Childcare class, and throughout Primaries 1-3 that focus on building vocabulary in a planned and explicit way through high quality interactions and interventions. These include methods that put vocabulary building at the heart of the curriculum and which are used in a planned approach whilst also encouraging creativity and imagination in our learners.  In the ELC and Primaries 1-3, school staff will be trained to use Greg Bottrill’s Story Dough and Drawing Club approaches. These two approaches are progressive, focussed on word building, imagination and stories. These will form an integral part of immersive play and opportunities will be sought to link them naturally to the ongoing play opportunities. Whilst these will become part of universal approaches, all children in the target group will participate in daily sessions. PEF Funding pays for staff participation in Story Dough and Drawing Club training (£30 per head) and an Early Learning and Childcare Officer to support early language acquisition interventions in the primary school.  With a focus on improving vocabulary, staff from P4-P7 who are continuing to implement Talk for Writing approaches will focus on the teaching of short burst writing activities such as the five sentence story, the power of three and creating focussed descriptions in their direct teaching. Within these they will focus on explicit vocabulary teaching, encouraging pupils to think about how they can transfer these skills to their ‘hot’ pieces at the end of each unit.  For pupils in Primaries 4-7 who fall into our target group, a mentor teacher will train and oversee support staff implement strategies designed to build on our infant approaches. These will include daily 10 Minute Box reading recovery sessions, thrice weekly 1:1 reading sessions with a focus on dialogic questioning and vocabulary building and activities designed to develop word consciousness in our pupils so that once they have learned how to read, they can use their skills to read to learn. We will do this by explicitly teaching academic language for other curricular areas such as STEM subjects in classrooms that are word rich and have a focus on vocabulary development. PEF funding pays for a full-time Additional Support Needs Assistant to support language acquisition interventions in the upper primary school.  Assessment of early oral language acquisition benchmarked using Renfrew Expressive Language Test (PEF)  Parent workshops will be offered to all those families within the target group, focussed on enriching children’s vocabulary and upskilling parents in effective questioning techniques. These will take the form of activities such as The Breakfast Book Club, Bookbug Sessions and more. |

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| Priority 2 Developing our pupils’ knowledge and understanding of STEM subjects specifically numeracy and maths in real-life contexts | | | | |
| **HGIOS/HGIOELC QIs**  **1.2, 1.3, 2.2, 2.3, 3.2** | * Placing the human rights and needs of every child and young person at the centre of education * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least disadvantaged children * Improvement in children's and young people’s health and wellbeing * Improvement in employability skills and sustained, positive school leaver destinations for all young people | | **NIF Drivers**   1. School Leadership 4. Assessment of Children’s Progress 2. Teacher Professionalism 5. School Improvement 3. Parental Engagement 6. Performance Information | |
| **Rationale for change** | **Outcome and Expected Impact** | **Measures** | | **Intervention** |
| *In a continuation of the success of our strategic improvements to our STEM curriculum in the session 22-23:*  *It has been observed by staff that, at times, when children are expected to apply their mathematical knowledge they struggle to make connections in numeracy to real-life contexts, therefore showing lack of ability to apply their knowledge. This can be caused by a lack of cultural capital.*  *We recognise how STEM opportunities can increase children’s motivation and engagement in learning. Development of meaningful contexts for learning and play contribute to our aim to improve pupils’ cultural capital by exposing them to learning that will improve and broaden their vocabulary and knowledge of their world. Therefore, whilst our approaches are universal, we will maintain focus on our targeted group of pupils who will receive targeted interventions provided by support staff.* | By June 2024**, all staff** will have:   * improved their confidence and expertise in STEM related subjects * widened their portfolio of learning and teaching approaches, including playful approaches encouraging pupils to be leaders of their own learning, developing key STEM skills in an open, free environment. * developed mentoring skills and reflective practice thus encouraging pupils to develop curiosity and enquiring minds and showing capacity for prolonged engagement in learning.   **All children** will have benefitted further from increased STEM opportunities **by June 2024,** thus encouraging pupils to seek personalisation and choice in their curriculum and to promote creativity and sustained deep level learning. They will work towards developing an understanding of, and the skills and confidence to articulate, the following key **STEM skills**:  **Problem Solving-** STEM problems require you to quickly work to make sense of problems as they are presented, and work productively to propose real and appropriate solutions.  **Creativity-** STEM requires the ability to look at and propose solutions to a problem through multiple approaches, including ones that are highly creative or “out-of-the-box.” In STEM, mistakes and failed attempts are positive experiences, offering opportunities for deeper learning.  **Inquiry Skills-** STEM requires hands-on, active participation to effectively solve problems. Students are the drivers of solutions and should be asking the questions, proposing the ideas, generating and testing solutions, and making decisions based on data to understand how to refine ideas further.  **Maths & Science Skills-** The mathematics and science skills you are learning in school are the foundation of STEM and must be applied in pursuit of solutions. The math and science used to solve problems will connect to and extend your coursework, as well as highlight connections between ideas and subject areas.  **Engineering-Design Thinking-** In solving STEM problems, the use of engineering-design thinking is vital. In this kind of thinking, you must identify the problem at hand, research potential solutions, build prototypes, test, redesign, test again, and iterate further as needed. Each step in the process moves you closer to creating a functional solution.  **Critical Thinking-** Effective STEM learning requires you to analyse information, evaluate designs, reflect on your thinking, synthesize new ideas, and propose creative solutions. All of these skills are vital to becoming an independent, critical thinker.  **Collaboration-** Big challenges are rarely solved by individuals. Working on STEM problems also involves learning to work as a productive part of a collaborative team.  Our second whole school STEM based exhibition will showcase a clear progression of learning and teaching throughout the school. Parents will develop further understanding of the place of STEM in the curriculum and pupils will be able to connect their learning to careers choices in the world of work. Pupils will showcase STEM ambassadors in our exhibition. All P6 and P7 pupils will work towards Young Stem Leader accreditation. | * Evaluations of ongoing CLPL, in partnership with SSERC will show satisfaction levels and identify next steps * Assessments of learning in STEM will show that pupils cultural capital is increwase and they show that they can explore and make stronger connections to numeracy in real-life contexts encouraging and enabling them to apply their mathematical knowledge in a variety of practical situations. * Pre and post learning conversations between STEM Mentor and children will indicate if STEM opportunities have increased. * Play pedagogy area assessments will capture instances of deep level learning that will be used to inform future planning and experiences. * Parental evaluations of our second whole school exhibition will show increased awareness of the key features of STEM learning, STEM subjects, their place in the curriculum and their importance for our pupils in considering future career paths. * All P6 & P7 pupils will achieve young STEM leader status * Success in applying for STEM Nation Award * SMT will maintain a focus on STEM learning through the programme of classroom/playroom observations, ensuring key STEM skills are being developed and explicit teaching of vocabulary is taking place in line with our other strategic improvement priority. | | **Provide all children with high-quality STEM opportunities - SSERC Primary Cluster Programme:**   * Our identified STEM Mentor will meet cluster reps to share good practice and agree next steps for session 2023-24. * to celebrate, promote and build on effective practice in STEM education within St Margaret’s, our STEM Mentor will begin the process of applying for a STEM Nation Award * Staff will ensure that, within STEM teaching, opportunities are provided to increase pupils’ cultural capital by having a strong focus on numeracy applications within real-life contexts, meeting the key aim of improving pupils ability to apply their mathematical thinking across the curriculum . * Our STEM Mentor will be instrumental in further developing Room 7 as a STEM space with creative art and design space in upper open area to complement play approaches throughout the school and encourage freedom of expression and creativity in each pupil’s curricular experience. * **All P4-P7 pupils** will be involved in designing an ever-evolving **STEM SPACE** in school to capture STEM learning from P4-P7. This will complementwhat already happens in play pedagogy in primaries 1-3 and will also capture an Art and Design space * Our whole school exhibition will have a STEM focus and will make explicit links to careers and the world of work. * All staff will participate in SSERC Meets to develop confidence in delivering our STEM curriculum. (PEFPEF COST: £300 per meet plus £100 per resource box. £1200 * They will also develop explicit teaching of STEM vocabulary throughout to build upon our aim of improving children’s vocabulary, particularly their academic vocabulary, in all contexts for learning. * Our STEM Mentor will work with ELCC staff to develop a focus on STEM learning in all areas of the nursery, including CLPL for staff, audit of resources and focus on STEM literacy throughout to complement our strategic action to improve children’s vocabulary in its widest sense. |