**Icon

Description automatically generated**

St Mary’s Primary and Early Learning and Childcare Class

School Improvement Plan

2023/24

Planning framework

As part of Children’s Services, St Mary’s Primary and 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 |

|  |
| --- |
| **Our Vision, Values and Aims**  **Inspiring our St Mary’s family to work together to:**  **‘Aim for Excellence, Love One Another, Achieve Our Dreams;’**    At St Mary’s, we have high expectations for all pupils; we expect children to meet the ‘St Mary’s Standard’ by demonstrating our THREAD values. We want all members of the St Mary’s family to use our THREAD values to be the best version of themselves and achieve all that they are capable of. Our THREAD values are **T**eamwork, **H**onesty, **R**espect, **E**xcellence, **A**mbition and **D**etermination.  Our vision and values will be achieved through:   * The development of an inclusive ethos based on the Gospel Values of The Church that will enable each child to develop their God given talents * Providing our pupils with the appropriate skills for the world of work and how to contribute to the wider community * Fostering and providing opportunities that develop effective partnerships with parents, our wider school community and partner agencies * Acknowledging and celebrating wider achievements, of pupils and staff, out with school * Ensuring the provision of equal opportunities for pupils and staff to learn together within the school context.   Our aims: In St Mary’s we aim to:   * Create a welcoming, secure, and inclusive atmosphere conducive to a positive attitude to learning and teaching. * Raise attainment and develop lifelong skills by providing a stimulating and accessible curriculum for all children. * Promote a sense of teamwork, honesty, respect, excellence, ambition, determination and care for our school and parish community. |

Who did we consult?

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

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

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

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

How 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:

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

**Moderation**

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

**Attendance**

* Attendance is monitored daily with unexplained absences followed up by texts and phone calls
* Absence and late coming are monitored on a monthly basis

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Improvement Priority 1 – Literacy: improve attainment in reading and writing at target stages.** | | | | | |
| **HGIOS/HGIOELC QIs** | **NIF Priorities**   * Placing the human rights and needs of every child and young person at the centre of education * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least disadvantaged children * Improvement in children's and young people’s health and wellbeing * Improvement in employability skills and sustained, positive school leaver destinations for all young people Highlight as appropriate | | | **NIF Drivers**   1. School Leadership 4. Assessment of Children’s Progress 2. Teacher Professionalism 5. School Improvement 3. Parental Engagement 6. Performance Information | |
| **Rationale for change** | | **Outcome and Expected Impact** | **Measures** | | **Interventions** |
| *Where are the barriers identified through analysis of data and self-evaluation information? What is our self-evaluation information telling us? Where are the gaps?*  Writing  Achievement of a Level (ACEL) data, tells us that a high % of children are not on track to achieve their expected levels in writing.  (Current academic session 22-23)  P1 – 21%  P2 – 38%  P3 – 41%  P4 – 37%  P5 – 34%  P6 – 45%  Although this will be a focus across the school, there will be a specific focus in P3 and P6, due to the higher % of learners not achieving at these stages.  From the 45% of pupils not achieving in P6, 43% have attendance below 90%.  Reading  Achievement of a Level (ACEL) data, tells us that a high % of children are not on track to achieve their expected levels in reading in P4 and P6.  (Current academic session 22-23)  P4 – 41%  P6 – 42%  From the 41% of pupils not achieving in P4, 22% have attendance below 90%.  From the 42% of pupils not achieving in P6, 30% have attendance below 90%.  Parents/carers would like to be better supported to support their children’s learning at home and be given more opportunities for them to learn together.  A recent inspection from Education Scotland in June 2023 suggested the following area for improvement:   * *Continue to improve approaches to learning and teaching with a focus on planning activities that take account of the different strengths and needs of children.* | | *What change do we want to see for learners? By how much? Who are the target group? By when? (timescales can extend beyond 1 academic year if appropriate)*  Increase in % of children on track to achieve their expected levels in writing in P4 (session 23-24), by 9% (4 children) by Jun ’24.  Increase in % of children on track to achieve their expected levels in writing in P7 (session 23-24), by 10% (3 children) by Jun ’24.  Increase the attendance of target pupils not achieving their expected levels in writing in P6 (session 23-24), to 90% or above by Jun ’24.  Increase % of children on track to achieve their expected levels in reading in P5 (session 23-24), by 12% (5 children) by Jun ’24.  Increase % of children on track to achieve their expected levels in reading in P7 by 10% (3 children).  Increase the attendance of target pupils with attendance below 90%, not achieving their expected levels in reading in P5 and P7 (session 23-24), to 90% or above by Jun ’24.  Increase the % of parents/carers who agree with statement *‘The school gives me advice on how to support my child’s learning at home’* to 90% or above by Jun ’24.  Ensure that effective differentiation is an integral part of learning and teaching in literacy across the school, leading to raised attainment and improved progress. | *How will we know the change is an improvement?*  *What information/data will we gather to measure progress and impact?*   * ‘Cold and Hot’ tasks (Talk for Writing) – 1 per unit to measure impact and progress (number of units to be agreed with staff). * GL Assessment data (NGRT/SWST) – to be used diagnostically to identify any gaps, and as measure of impact and progress – Sept ‘23 * SNSA data – to be used diagnostically to inform next steps (P4 & P7 Oct ‘23/P1 Num Oct ’23 and Lit May ’24) * Discussions at termly GIRFEC meetings/completion of whole school tracker to measure impact/progress and identify next steps/interventions (Sept ‘23/Jan ‘24/May ’24) * Achievement of a level data (AECL) to measure impact and progress (Nov ‘23/May ’24) * Comparator data from authority Data Dashboard * Attendance monitoring data (monthly), with focus on any child under 90%. * Data from P4 Practitioner Enquiry through IOC. * Parent/carer survey data (Mar ‘23/Mar ’24) to measure impact of interventions. * Teacher surveys pre/post book group focus on ‘The Differentiated Classroom’ (Sept ‘23/May ’24) * Action Plan for differentiation and review/evaluations of agreed targets. * HT and DHT termly review of targeted support with /targeted support teachers (Sept ‘23/Jan ’24/May ’24). * Observations from termly QIF/SLT/Peer Learning Visits * Findings from Pupil Focus Groups (Oct ‘23/Mar ’24) | | *What do we plan to do?*  *If PEF intervention, denote with (PEF).*  *Ensure that the PEF intervention correlates with the contents of your PEF Spreadsheet Plan*   * All school staff to continue to engage in authority CLPL for ‘Talk for Writing’ – dates tbc. * ELCC staff to begin engagement in authority CLPL for ‘Talk for Writing’ – dates tbc. * Identify ‘Talk for Writing’ Project Leads for ELCC. * Identify a second Project Lead for the school (middle/upper school) who will attend training in Aug ’23. * ‘Talk for Writing’ Project Leads to ensure that all resources/support materials are prepared/available for all stages for Aug ’23. * ‘Talk for Writing’ Project Leads to develop Action Plan for session 23-24 based on feedback from staff – Aug/Sep ‘23 * Time to be protected in Collegiate Calendar 23-24 to support delivery of ‘Talk for Writing’ Action Plan. * P4 teacher to engage in Improving Our Classroom (IOC) programme focusing on a range of highly effective learning and teaching approaches. * PEF Classroom Assistant to provide targeted support for writing for target learners in P4 and P7. (PEF) * PEF Classroom Assistant to provide targeted support for reading for target learners in P5 and P7 (PEF) * PEF ELCO to provide targeted support for reading and writing in P1 and P2. (PEF) * Teaching staff to engage in cluster writing moderation programme with St. Charles’ PS (time to be protected in Collegiate Calendar to support this). * Teaching staff to engage in peer learning visits with a focus on writing (in own school and with St Charles’ PS as part of moderation programme). * ELCC staff to engage in writing moderation programme with partner ELCC * HT to liaise with Literacy DO to arrange bespoke CLPL for reading as part of collegiate activities – dates tbc. * PEF Classroom Assistant to provide targeted support for reading for target learners in P5 and P7. (PEF) * New cluster Attendance Support/Guidance document to be shared with parents/carers – Aug ‘23 * SLT to engage in EBSA toolkit training and use to support with removing barriers to attendance. * HT to engage in West Partnership Attendance Collaborative Action Research programme and apply findings to supporting attendance. * SLT and ISA to meet with parents/carers target pupils with attendance under 90% to discuss any barriers and possible supports. - Sept ’23. (PEF) * HT to monitor attendance monthly with focus on target learners – ongoing. * HT to meet with ISA monthly to discuss attendance of target learners and plan next steps for support – ongoing. (PEF) * Introduce School App to improve communication with parents/carers. * Extend use of Seesaw in P2-7 to provide more effective information/advice to parents/carers on the ways they can support their children’s learning at home. * Offer parent/carer ‘Open Morning/Afternoons’ with focus on reading and writing – dates tbc. * Teaching staff to engage in professional reading and dialogue of ‘The Differentiated Classroom’ as part of Collegiate Calendar. * Engage in sharing of good practice with Mossvale P.S. though professional dialogue with SLT and peer learning visits for selected staff. * Use knowledge and understanding gained to develop an action plan with specific targets for differentiation. * Targeted teaching support to focus on effective support and challenge – *Mrs Dastey (infants), Mrs Henderson (middle) and Miss Deans (upper).* * HT and DHT to engage in termly review of targeted support with staff named above – Sept ’23, Jan ’24 and May ’24. * Effective differentiation to be key focus of SLT/Peer Learning Visits for session 2023-2024. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Improvement Priority 2 – Numeracy: improve attainment in numeracy at target stages.** | | | | | |
| **HGIOS/HGIOELC QIs** | **NIF Priorities**   * Placing the human rights and needs of every child and young person at the centre of education * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least disadvantaged children * Improvement in children's and young people’s health and wellbeing * Improvement in employability skills and sustained, positive school leaver destinations for all young people | | | **NIF Drivers**   1. School Leadership 4. Assessment of Children’s Progress 2. Teacher Professionalism 5. School Improvement 3. Parental Engagement 6. Performance Information | |
| **Rationale for change** | | **Outcome and Expected Impact** | **Measures** | | **Interventions** |
| Achievement of a Level (ACEL) data, tells us that a high % of children are not on track to achieve their expected levels in numeracy in P3 – P6.  (Current academic session 22-23)  P3 – 32%  P4 – 25%  P5 – 27%  P6 – 39%  From the % of pupils not achieving in P3-6, a significant % have attendance below 90%.  (Current academic session 22-23)  P3 – 31%  P4 – 70%  P5 – 56%  P6 – 50%  A recent inspection from Education Scotland in June 2023 suggested the following area for improvement:   * *Continue to improve approaches to learning and teaching with a focus on planning activities that take account of the different strengths and needs of children.* | | Increase % of children on track to achieve their expected levels in numeracy in P4 (session 23-24) by 7% (3 children) by Jun ’23.  Increase % of children on track to achieve their expected levels in numeracy in P7 (session 23-24) by 10% (3 children) by Jun ’23.  Increase the attendance of target pupils with attendance below 90%, not achieving their expected levels in numeracy in P4 and P7 (session 23-24), to 90% or above by Jun ’24.  Ensure that effective differentiation is an integral part of learning and teaching in literacy across the school, leading to raised attainment and improved progress. | * GL Assessment data (PTM) - to be used diagnostically to identify any gaps, and as measure of impact and progress. * SNSA data (P4 and P7) – to be used diagnostically to inform next steps. * End of pathway/level assessment data - to be used diagnostically to identify any gaps, and as measure of impact and progress. * Pre and post data from SPACE research project with University of Glasgow. This will measure the impact of the SPACE programme on the overall attainment of learners in numeracy at the target stage (P4). * Discussions at termly GIRFEC meetings/completion of whole school tracker to measure impact/progress and identify next steps/interventions. * Achievement of a level data (AECL) to measure impact and progress. * Comparator data from authority Data Dashboard. * Attendance monitoring data (monthly), with a focus on any child under 90%. * Parent/carer survey data (Mar ‘23/Mar ’24) to measure impact of interventions. * Teacher surveys pre/post book group focus on ‘The Differentiated Classroom’ (Sept ‘23/May ’24) * Action Plan for differentiation and review/evaluations of agreed targets. * HT and DHT termly review of targeted support with /targeted support teachers (Sept ‘23/Jan ’24/May ’24). * Observations from termly QIF/SLT/Peer Learning Visits * Findings from Pupil Focus Groups (Oct ‘23/Mar ’24) | | * New staff/staff on maternity leave to engage in authority CLPL offer for numeracy. * All staff to engage in Limitless Learning Programme (x 6 modules) to develop the use of growth mindset principles and practice in their pedagogy. * Numeracy Champion to ensure that all SEAL resource boxes are fully resourced and allocated to every class – Aug ‘23 * Numeracy Champion to develop SEAL box for ELCC. * P4 teacher to engage in Improving Our Classroom (IOC) programme focusing on a range of highly effective learning and teaching approaches. * P4 teacher to engage in SPACE research project on with University of Glasgow on (Aug’23 – Mar ‘24). This will be used as focus for IOC Practitioner Enquiry. * PEF Classroom Assistant to provide targeted numeracy support for target learners in P4 and P7. (PEF) * PEF ELCO to provide targeted numeracy support in P1 and P2. (PEF) * New cluster Attendance Support/Guidance document to be shared with parents/carers – Aug ’23. * SLT to engage in EBSA toolkit training and use to support with removing barriers to attendance. * HT to engage in West Partnership Attendance Collaborative Action Research programme and apply findings to supporting attendance. * SLT and ISA to meet with parents/carers target pupils with attendance under 90% to discuss any barriers and possible supports. - Sept ’23. (PEF) * HT to monitor attendance monthly with focus on target learners – ongoing. * HT to meet with ISA monthly to discuss attendance of target learners and plan next steps for support – ongoing. (PEF) * Extend National Numeracy Project to P1-4 through use of Family Scrapbooks as part of homework programme – term 2 onwards. * Parent Workshop for National Numeracy Project – Oct ’23. * Introduce School App to improve whole school communication with parents/carers i.e. key dates for diaries and arrangements of parent/teacher meetings – launch of App Aug ‘23. * Extend use of Seesaw in P2-7 to provide more effective information/advice to parents/carers on the ways they can support their children’s learning at home. * Offer parent/carer ‘Open Morning/Afternoons’ with focus on numeracy – dates tbc. * Teaching staff to engage in professional reading and dialogue of ‘The Differentiated Classroom’ as part of Collegiate Calendar. * Engage in sharing of good practice with Mossvale P.S. though professional dialogue with SLT and peer learning visits for selected staff. * Use knowledge and understanding gained to develop an action plan with specific targets for differentiation. * Targeted teaching support to focus on effective support and challenge – *Mrs Dastey (infants), Mrs Henderson (middle) and Miss Deans (upper).* * HT and DHT to engage in termly review of targeted support with staff named above – Sept ’23, Jan ’24 and May ’24. * Effective differentiation to be key focus of SLT/Peer Learning Visits for session 2023-2024. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Improvement Priority 3 – Ensure that children will experience inclusive learning & supportive relationships which lead to positive life outcomes.** | | | | | |
| **HGIOS/HGIOELC QIs**  **1.3**  **2.3, 2.4**  **3.1** | **NIF Priorities**   * Placing the human rights and needs of every child and young person at the centre of education * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least disadvantaged children * Improvement in children's and young people’s health and wellbeing * Improvement in employability skills and sustained, positive school leaver destinations for all young people | | | **NIF Drivers**   1. School Leadership 4. Assessment of Children’s Progress 2. Teacher Professionalism 5. School Improvement 3. Parental Engagement 6. Performance Information | |
| **Developing in Faith Themes**   1. Honouring Jesus Christ, as the Way, the Truth & Life 2. Developing as a community of faith & learning 3. Promoting Gospel values 4. Celebrating & Worshipping 5. Serving the common good | |
| **Rationale for change** | | **Outcome and Expected Impact** | **Measures** | | **Interventions** |
| Through self-evaluation activity & continuous reflective practice staff in St Mary’s have recognised the many challenges faced by a significantly increased number of children with additional support needs being educated in the mainstream learning environment. There is a need to ensure a consistent approach is adopted to address needs of all pupils in a responsive & age-appropriate way.  A recent inspection from Education Scotland in June 2023 reported that:  *Many new children attending the school have English as an additional language. At the time of the inspection, 49% of children had English as an additional language and over 35 different languages are used by children and their families.*  In response to the increasing multicultural context of our school and ELCC community there is a need to ensure that we are most effectively providing an inclusive learning environment for all children and families. | | By June 2024, all children in school & ELCC requiring a support plan will have documentation in place compliant with Renfrewshire Council’s new Staged Intervention model to secure best outcomes.  By June 2024, all staff will be more skilled in recognising and meeting children’s social, emotional & learning needs & responding to these in the classroom/playroom setting. This will lead to a continued reduction in instances of escalating behaviours which potentially impacts negatively on the progress of all learners in class cohort.  By June 2024, inclusive practice is consistently implemented by all school & ELCC staff which will result in an ethos which honours the life, dignity & voice of each person made in the image of God.  By June 2024, all staff will be more skilled in supporting children and families with English as an additional language thorough removal of barriers to learning and celebration of the diversity in our school and ELCC community. | * Pupil feedback from Focus Groups * Learner conversations with SLT * GMWP information * Teacher feedback from termly GIRFEC meetings * CIRCLE Checklist- Tracking of individuals/groups demonstrating improvements secured over time. * Pupil and parent/carer feedback from Focus Groups and evaluations. * Findings from self-evaluation (Q.I. 3.1) * Evaluations from partners i.e. EAL Service, Pachedu etc. | | * Cluster CLPL for all school staff on Inclusive Learning & Collaborative Working (CIRCLE resource) provided by LA lead. (IS DAY 1) * Cluster CLPL for all teaching staff on GIRFEC Refresh & Staged Intervention Processes & Procedures provided by LA lead. (IS DAY 1) * In-house support for staff (Teachers & ELCOs) will be offered supporting practitioners with new GIRFEC planning paperwork & processes. (Termly Drop-in Surgeries) * All staff to engage in level 2 training with ‘Who Cares Scotland’ – *Sept ’23.* * Staff Core Nurture Group will identify the next steps for our school & ELCC in Renfrewshire Nurturing Relationships Approach (RNRA). We will continue to promote Non-Violent Resistance (NVR) & introduce the concept of Renfrewshire Inclusive Classroom Environment (RICE) for all learners in school & ELCC. (IS Day 3 & 4 collegiate hours) * Continued funding for full-time Inclusion Support Assistant, Classroom Assistant and ELCO posts to extend current support staff core team, to allow an increase in bespoke & enhanced interventions for individual learners. (PEF) * Regular & planned UNCRC assemblies to share learning with parents & strengthen home/school relationships. * Engagement in Building Racial Literacy programme – Oct ’23-Mar ’24) * Work in partnership with EAL service and external agencies i.e. Pachedu, to organise family learning events to promote equality and diversity. * Self-Evaluation activity with cluster partners using Developing In Faith (IS day 4) * The school’s Promise Keeper will cascade training & information to all staff as well as promote & endorse the rights of Care-Experienced learners. (2 collegiate hours) * DHTS will continue to be active participants in Locality Inclusion Support Network (for school & ELCC) sharing best practice & developments with Ed Psych & partner establishments. * HT to engage in Education Scotland’s Building Racial Literacy Programme this session and deliver staff CLPL through collegiate calendar activities. * Develop partnership with Pachedu who will deliver inputs during Black History Month with P6 and P7 children – *Oct ‘23* * HT to work in partnership with Pachedu to consider further opportunities which will lead to better outcomes for the children we work with and celebrate the diversity in our school community– *ongoing.* * PT to work in partnership with EAL service to plan activities/focus for Languages Week Scotland – *Jan ‘24* |