



Renfrewshire Council Children's Services

St Paul's Primary School & Anchor Base

Improvement Plan

2022-2023

Planning framework

As part of Children's Services, **St Paul's Primary School and Anchor Base** 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's Council Plan 2017-2027

Working together for a thriving and connected Renfrewshire, creating opportunities for all

Reshaping our
place, our
economy, our
future

Building strong,
safe and resilient
communities

Tackling inequality,
ensuring
opportunities for all

Creating a
sustainable
Renfrewshire for all

Working together
to improve
outcomes

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

Develop high quality
learning and teaching that
leads to improved levels of
attainment and
achievement in all of our
establishments

Reduce inequalities and
deliver improved health and
wellbeing outcomes for
children and young people

Develop high quality
leadership to promote
empowerment at all levels

Improve employability skills
and support all of our
young people to enter
positive and sustained
destinations

Our Vision, Values and Aims

Vision

A place of partnership and discovery where we aspire to learn and achieve

Values

Respect, Honesty, Nurture, Kindness

The aims of St Paul's Primary School are to:

1. Provide each child with a well-planned, broad & balanced curriculum in line with national & local authority guidelines.
2. Enable all children to realise their potential by developing strategies, which raise & maintain attainment.
3. Provide appropriate variety in teaching approaches to motivate children & encourage independence & co-operation in learning.
4. Support children's growth in all aspects of their intellectual, physical, spiritual, social & emotional development affording all children equality of opportunity.
5. Develop a sense of identity & pride in the school by developing genuine partnerships with all users of the service where every member of the community holds a deep respect for all others & their personal well-being & happiness.
6. Create a happy, safe & stimulating learning environment with well-trained motivated staff & well organised modern educational resources.

Who did we consult?

To identify our priorities for improvement, we sought the views of learners, parents & staff. We used a variety of methods of getting the views of those who are involved in the life and work of St Paul's Primary School & Anchor Base

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

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

<p>Staff</p> <ul style="list-style-type: none"> • Staff meetings • In-Service Days • Curriculum Development Sessions • Regular children's progress/target setting meetings. • Attainment and GIRFEC meetings • Collegiate consultation exercise 'Identifying Priorities for Improvement' • Self Evaluation using How Good Is Our School (HGIOS) 4, • Regular review of School Improvement Plan priorities • Staff Questionnaires / Surveys • Annual Professional Review and Development meetings / Professional Update discussions • Professional enquiry – researching and presenting findings and impact to colleagues 	<p>Parents/Carers</p> <ul style="list-style-type: none"> • Annual Report feedback • Parental Questionnaires/Surveys • Parents' Meetings / Telephone calls • Parent Council meetings • Monthly newsletters • Website • Parental evaluations of school events • Induction Days • Parent Workshops • Team Around the Child (TAC) meetings • Family Learning Session • Open afternoon
<p>Learners</p> <ul style="list-style-type: none"> • Pupil Questionnaires • Pupil Council / House Captain meetings • Focus Groups • Consultation Assemblies • Consulted throughout planning for curricular activities (KWHL, Mind Mapping, Floorbooks and other appropriate methods) • Whole school and classroom rights-based learning activities 	<p>Partners</p> <ul style="list-style-type: none"> • Regular meetings between HT and Service Delivery Officer (SDO) to manage school and pupil equity budget effectively • Regular collaborative meetings with Home Link Worker& Educational Psychologist • Discussions with English as Additional Language (EAL), Place2be to ensure identified children are well supported • Termly meetings with Active Schools Co-ordinator to plan opportunities for learners • Head Teacher Cluster meetings / DHT cluster learning sets • Collaborate with local supermarket to support families within the school community

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 sessions with all staff using HGIOS 4
- Monitoring calendar in place – sampling of pupil work
- Target setting for pupils
- Monitoring and tracking of children's learning and attainment
- Scrutiny of attainment information by class teachers and SLT
- Analysis of assessment data from ongoing class assessments
- Results of audits and impact of changes evaluated
- Regular discussion and collaboration with Educational Psychologist, Home link Worker, EAL Teacher
- Senior Leadership Team (SLT) & Extended Leadership Team (ELT) Meetings
- Pupil Council Meetings
- Pupil Focus Groups / Consultation Assemblies
- Sharing Good Practice session / Practitioner Enquiry within WTA
- Staff peer learning visits across the school
- Pupil lesson evaluations and feedback
- Regular review and evaluation of IEPs / CSPs
- School moderation activities / Writing moderation work with partner school Heriot Primary

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: Promote the positive health and wellbeing of children and young people, parents / carers and staff			
HGIOS/HGIOELC QIs	NIF Priorities		NIF Drivers
QIs 1.5, 2.1, 2.4, 2.6, 2.7 & 3.1	<ul style="list-style-type: none">Placing the human rights and needs of every child and young person at the centre of educationImprovement in attainment, particularly in literacy and numeracyClosing the attainment gap between the most and least disadvantaged childrenImprovement in children's and young people's health and wellbeingImprovement in employability skills and sustained, positive school leaver destinations for all young people Highlight as appropriate	School Leadership Teacher Professionalism Parental Engagement	Assessment of Children's progress School Improvement Performance Information
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>EMOTIONAL HEALTH</p> <p>Class teachers report children still require significant supports in regulating their behaviour in school post-pandemic.</p> <p>73% of children live in SIMD1-3, 44% of children receive a clothing grant and 29% of children P5-7 are in receipt of free school meals. This means many of our children may be affected, we continue our work in improving health and wellbeing for our children.</p> <p>P2B Place2talk sessions have increase from 156 to 329 this session. Some of the key themes include; separation, family relationships, worry, sadness and loss.</p> <p>Staff accessing Place2think has also increased from 109 last session to 196 this session with staff seeking help to support pupil mental health and wellbeing</p>	<p>By June 2023 most children will be able to independently self-regulate using strategies taught through HWB curriculum</p> <p>By June 2023 all staff will feel more confident in supporting children using Emotion Works programme</p> <p>By June 2023 most children will feel well supported in their relationships with peers</p> <p>By June 2023 all staff will have an increased awareness of nurture principle “classroom offers a safe space” and how to create a nurturing classroom environment</p> <p>By June 2024 most children will demonstrate improved resilience when dealing with every-day set-backs in the classroom</p> <p>By December 2022 parents/carers of all children in school will be given the opportunity to visit to learn about St. Paul’s Mental Wellbeing Strategy, after the introduction of our policy, in August 2022. During this input families will see practical ways which support their own mental health and their child’s.</p>	<p>Survey results for Glasgow Motivation & Wellbeing Profile (GMWP) toolkit 3x per session (affiliation question 2&3)</p> <p>Pre/post staff confidence scales for nurture principle</p> <p>Professional Dialogue & Attainment Meetings</p> <p>Emotion Works Accreditation process</p> <p>Circle Inclusive Classroom Scale (CICS) tool to measure the inclusivity of the classroom environment</p> <p>Place2be statistics and main themes of support</p> <p>Survey results for Glasgow Motivation & Wellbeing Profile (GMWP) toolkit 3x per session (agency question 8)</p> <p>Classroom visits / Observations</p> <p>Parental Survey</p> <p>Perception of safety levels using (GMWP) toolkit scores. Measurements to be taken Sept’22, Jan’23, May’23</p>	<p>Whole class, daily check-ins and bespoke, more regular check-in arrangements provided for individual learners as required</p> <p>Bespoke safe space, to suit the needs of children, in place in all classes. Children to access as required to support self-regulation</p> <p>Family Health & Wellbeing Assembly – sharing information & strategies with families on how children learn</p> <p>Re-introduce / re-visit 6 step approach to supporting behaviour (October 2022) Review Positive Relationships Policy (by October 2022)</p> <p>Revisit Nurture Principle – “classroom offers a safe base” – using Circle of Inclusion resource to ensure consistent learning environments across the school include, Calm resource kit Mindfulness music, extend massage in school programme to a second / third class</p> <p>Consistent use of outdoor space – provide timetable to ensure equitable access across all classes</p>

<p>Staff consultation shows that the principle of “Classroom offers a safe space” needs to be revisited post pandemic</p> <p>On return to full-time education, management referrals show many children have struggled to re-engage in sustained learning and the routine of school life.</p> <p>SLT are requested to support behaviour on a daily basis post pandemic</p>	<p>By March 2023, all parents/carers who engage in our Mental Health Strategy sessions, will have increased knowledge of the supports available to support mental health and wellbeing in school and the local community.</p> <p>By June 2023 all families will receive regular sign-posted information regarding support within the local community.</p> <p>By October 2022 all children will have increased opportunities for positive social interactions with peers in other stages and adults through sessions such as, citizenship groups and house events</p>	<p>Number of families access support from Ren 10</p> <p>Teachers’ planning will demonstrate the increased focus on mental health and wellbeing, using relevant HWB resources eg CCC, Playback ICE, Emotion Works etc.</p> <p>CLPL evaluations & professional dialogue evidence that staff understand and actively use the supports available to support CYP.</p> <p>SCERTS Targets used with children across Anchor Base classes</p> <p>Staff pre/post confidence scaling training / CLPL in NVR & Emotion Works</p>	<p>Emotion Works session with Families to improve their knowledge and encourage a link between home and school support Purchase Playback Ice Resource to ensure consistent, progressive programme across the school (PEF £1500 one off payment)</p> <p>Three Health and Wellbeing workshops offered by Place2be – to raise awareness of families on how to support their own wellbeing and that of their children (PEF Place2be £10,000)</p> <p>NVR – staff training for all staff from Ed Psych, ensuring all staff have additional tools and strategies to support children they are working with</p> <p>NVR Lead – identify at least one member of staff to complete level 1 training to support DHT</p> <p>Re-establish mixed stage Citizenship groups P3-7 to support the social aspect of wellbeing</p>
<p>SPIRITUAL HEALTH As a Catholic school the faith development of the children is at the core of our school ethos and values.</p> <p>Having become a Laudato Si school last session, we will continue our focus on care for the natural environment and all people, as well as broader questions of the relationship</p>	<p>By June 2023 all children will be more knowledgeable about how to look after our planet.</p> <p>By June 2023 all children will be more confident in sharing their faith with others during key events such as Lent and Advent</p> <p>By June 2023 most mainstream teaching staff will have engaged with The Good Shepherd Journal as a support for their own spiritual/faith development.</p>	<p>Laudato Si Floor Book of evidence gathered by Citizenship group to evaluate progress of Laudato Si journey</p> <p>Class teacher planning documentation</p> <p>Staff RERC CLPL evaluations</p> <p>Number of staff who have engaged with Good Shepherd Journals from Scottish Catholic Education Service (SCES)</p>	<p>Identify new RE Co-ordinator who will lead progress and assemblies to support and share our Laudato Si work</p> <p>Staff meetings will begin with an opportunity for prayer/reflection to support the spiritual development of staff</p> <p>Two staff retreats 15th August cluster mass and Advent/Lent Service and reflection</p> <p>Termly family masses in Church arranged by RERC co-ordinator / Laudato Si & community citizenship group</p>

<p>between God, humans, and the Earth</p> <p>PHYSICAL HEALTH Recognising the positive impact of physical health on our mental health and wellbeing we will increase opportunities for extra-curricular clubs and outdoor experiences</p> <p>76% of children would like to have more active after-school clubs.</p> <p>82% of children would like more opportunities for sports and activities in the community.</p>	<p>By June 2023 there will be an increase (from the 48% last session) in the number of children participating in extra-curricular clubs. Working towards pre-covid participation of 70%</p> <p>By June 2024 some children will be accessing local community clubs leading to an improvement in their physical wellbeing</p>	<p>Number of pupils engaged in sport / physical activity in school each term</p> <p>Wider Achievement – record number of children attending clubs outside of school each term</p> <p>Pupil Attendance information from</p> <ul style="list-style-type: none"> • Active Schools Clubs • Community Clubs <p>Pupil evaluations of Active Schools / Extra-curricular activities</p> <p>Glasgow Wellbeing Profiles information.</p>	<p>Increase opportunities for after-school clubs by employing a new Health and Wellbeing Assistant (Health & Wellbeing Assistant 25hrs £14,415.03 PEF)</p> <p>Review PE curriculum planning to align with local community events</p> <p>Begin work towards School Sports Award</p>
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Improvement Priority 2: Develop high quality learning, teaching and assessment leading to improved attainment and achievement with a focus on Writing			
HGIOS/HGIOELC QIs QIs- 1.2, 1.5, 2.2, 2.3, 2.4 & 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 <p style="text-align: right;">Highlight as appropriate</p>	NIF Drivers <p>School Leadership Assessment of Children's progress</p> <p>Teacher Professionalism School Improvement</p> <p>Parental Engagement Performance Information</p>	
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>CfE performance data illustrates that, as a school, writing is the main area for improvement with the average attainment sitting at 56% compared to reading which is 68%.</p> <p>The biggest dip in attainment appears at P4 = 38% & P6 = 43%.</p> <p>Attainment in writing at P1 and P4 is below our comparator quartile.</p> <p>This can partially be attributed to multiple staff changes year on year, which can limit the impact of whole school interventions. During school closures and periods of disrupted education, writing was the most difficult for children and families to maintain at home.</p> <p>Significant work has been undertaken in relation to building a reading culture and effective reading pedagogy. Greater links now need to be established between the</p>	<p>By June 2023 attainment in writing across the school will increase from 56% to 61%. June 2024 61%-66%. June 2025 66%-71%</p> <p>By June 2023 attainment in writing at P4 will increase by 4%. Attainment in writing at P7 will increase by 3% from current P6 attainment level</p> <p>Attendance of the target group (21 children) is increased by 5% by June 2023 and 10% by June 2024 Late-coming of the target group (19 children) is reduced by 5% by June 2023</p> <p>By December 2022, almost all current teachers are more confident in the learning and teaching of writing.</p> <p>Most support staff are more confident and skilled in providing in-class support to the identified group.</p> <p>By October 2022, a clear, structured, progressive, consistent approach to writing will be evident at all stages using the Talk for Writing approach in combination with the Write Stuff visuals already familiar to learners</p>	<p>Target setting / Attainment tracking meetings – to ensure targeted approached for identified children Standardised assessment data including SNSA/ACEL at P4 and P7 Class formative assessment Writing assessment scores</p> <p>Attendance records</p> <p>Peer class visit feedback (with project lead) Pre/post teacher judgement data Levels of staff engagement with CLPL Working/focus/support group minutes – school/cluster/authority level</p> <p>Project Lead Monitoring and Class visits</p>	<p>Appointment of 1fte Classroom Assistant 27.5 hours (PEF £10,500) to provide targeted interventions to identified group supporting basic literacy</p> <p>August 2022 – begin to implement medium term writing planning and guidance devised during term 4 session 2021/22</p> <p>Termly curriculum development time from WTA (4.5hrs) with writing focus to ensure all staff well supported throughout implementation</p> <p>All teaching staff attend Talk for Writing Fiction training 12/8/22 ensuring a consistent approach and knowledgeable staff</p> <p>Writing project lead will have 0.2 out of class each week to support progress in Talk for Writing programme</p> <p>Support staff will attend Writing CLPL 24th & 25th August (identified staff) to ensure they are skilled in supporting learners</p> <p>Calendar of writing CLPL sessions delivered throughout the session.</p>

<p>teaching of reading and writing to create a coherent, progressive literacy curriculum.</p> <p>Staff professional self-evaluation discussions and learner conversations indicate a need to increase learner engagement and enjoyment in writing by using effective writing pedagogy and creating a culture of writing for pleasure.</p> <p>Staff self-evaluation discussions indicate a need for increased stamina for writing and the creation of ideas for writing for some children.</p>	<p>By October 2022, school medium term plans for all stages will be updated to ensure consistency of curriculum coverage and skills across all stages</p> <p>By June 2023 all staff will be trained and using Talk for Writing programme</p> <p>By June 2023 almost all children will demonstrate increased engagement, knowledge and skill in the writing process.</p>	<p>Ongoing evaluation of staff confidence, understanding and progress with implementation</p> <p>Pre/post pupil learning conversations (individual target setting, focus groups etc.) Learner feedback - target group Target group writing journals Writer Engagement Survey records</p>	<p>Introduce monthly Star Writers to promote, encourage and celebrate writing</p> <p>3/3/23 Project Lead Training in Non-Fiction 30/5/23 All teaching staff Non-Fiction Training</p> <p>Inclusion Support Assistant (PEF £29,729) to engage with target families to build relationships, improve attendance and encourage activities and writing at home. <i>(See links to Priority 4 Family Learning and engagement page)</i></p> <p>Commissioning rates 6hrs for Project Lead to support monitoring programme and moderation of work (PEF £250)</p> <p>Moderation of writing with family quartile 1 school Heriot Primary November'22 and May'23 4hrs WTA to support</p>
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Improvement Priority 3: Provide opportunities Family Learning & Community Links to improve attainment in Literacy & Numeracy			
HGIOS/HGIOELC QIs QIs – 1.2, 2.4, 2.5, 2.7, 3.1 & 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 <p>Highlight as appropriate</p>	NIF Drivers <p>School Leadership Assessment of Children's progress</p> <p>Teacher Professionalism School Improvement</p> <p>Parental Engagement Performance Information</p>	
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>Evidence suggests that parental engagement in learning is key to the positive outcomes for children and young people therefore family learning & renewed parental relationships are required.</p> <p>Parent census data from session 18/19 compared to 2021 illustrates a drop in family engagement and a need for relationships with parents to be re-established</p> <p>From the recent parent survey 36% agreed or strongly agreed that the school provided them with useful information about how they can help their children to learn. This has dropped from 64% in 2019.</p> <p>23% agreed or strongly agreed that the school offers a selection of family learning activities such as events and workshops. This has dropped from 79% in 2019.</p>	<p>By June 2023 the number of parents/ carers who have taken part in family learning activities will increase from 32% - 37%. This will increase further to 43% by 2024 and 50% by 2025</p> <p>By June 2023 most P1/2 parents will be more confident in sharing reading opportunities with their child by attending regular Stay and Play sessions in class and local library visits with the class.</p> <p>By June 2023 there will be an increase in the number of children experiencing being read to at home</p> <p>By June 2023 most parents / carers who attend a family learning session will feel more confident in supporting their children.</p> <p>By June 2024 most parents / carers will be able to support their child's wellbeing and learning at home</p> <p>By October 2022 most classes will have had a 50%+ attendance of families at Meet the Teacher</p>	<p>Attendance records for each session offered</p> <p>Levels of parental engagement during session – parents noting something they will take away and try at home</p> <p>Pre/post child and family surveys at family learning and stay and play sessions.</p> <p>Reader Engagement Surveys x2 per year</p> <p>Attainment levels in reading & book-banding records</p> <p>Number of books taken out from local Foxbar library each term</p> <p>Snapshot Survey – one week each term to measure number of children being read to at home (like walk to school)</p> <p>Termly learner conversations with class teachers show improved engagement in home learning activities (focus on reading)</p> <p>Home Learning Records</p> <p>Engagement in curriculum support sessions</p>	<p>Calendar of family learning and engagement activities finalised by Sept 2022 and delivered across the year to re-establish relationships with school and families</p> <p>Introduce Calendar of Stay and Play sessions for P1-2 parents / carers 2x per week.</p> <p>Staff record and share modelling of reading with families digitally.</p> <p>Re-engage links with local groups such as Library and Montrose care home with a focus on reading for enjoyment and inter-generational skills</p> <p>Universal Family Learning Events – (reading, writing and maths) 5 Hours from WTA for teaching staff to support. (PEF ISA will lead £29,000)</p> <p>Commissioning/overtime hours for support staff to support family learning opportunities (PEF £500 4 support staff x 5hours = 20 in total to support family learning sessions)</p>

<p>65% of families returning the term 4 survey stated that they would like to be more involved in family learning events to support their child</p> <p>Receiving written information, learning with child and family workshops were the most requested forms of support from families who responded to questionnaire</p> <p>Experience of staff illustrates that some parents are feeling isolated and seeking support from staff with children's behaviour at home.</p> <p>Termly reports from P2B show family life and family dynamics as a key theme within one-to-one counselling sessions which children are worried about</p> <p>Attendance across the school has fallen in the last 2 years from an average of 94.1 in 2019 to an average of 91.7 in 2021. Data comparing the school against Renfrewshire shows the school below the Renfrewshire average.</p>	<p>By June 2023 numbers attending our termly Anchor Café Biscuit & Blether will increase by 2 families each term, providing opportunities for parents / carers to share experiences and build a support network. By June 2022 all parents P1-3 will have been offered a family wellbeing session with P2B</p> <p>By June 2023 the attendance of the target group will be improved by 5%. By June 2024 this will increase to 8% and 10% by June 2025</p> <p>By June 2023 improvement in late coming of target group will increase by 3%</p> <p>By June 2023 identified families will report increased confidence in being able to support their children at home when distressed</p>	<p>Feedback from parents / carers at termly café (Biscuit & a Blether) (collated by ISA)</p> <p>Pre/post family wellbeing surveys</p> <p>Using Families in Action digital resource - reflective self-evaluation questionnaires to measure improvements</p> <p>Attendance records of target group of children</p> <p>Late-coming records of target children</p> <p>Feedback from NVR sessions with families</p> <p>CT and Parent questionnaires measuring improvements in behaviour</p> <p>Whole school survey of all families to identify distressed behaviour at home</p> <p>Post-support survey to identified families</p>	<p>Supported by P2B – offer 3 family wellbeing sessions for families P1-3 (PEF P2B £10,000)</p> <p>Purchase of Families in Action Resource (PEF £500 one off payment). Resource to be used to deliver family sessions to help increase parental engagement in learning</p> <p>ISA – engage with target families by introducing termly café (PEF £29,729)</p> <p>ISA – home visits to support attendance at school (PEF £29,729)</p> <p>Two members of staff who have completed training with Education Scotland will lead Family Learning programme (PEF 2 X 6hours commissioning = £500)</p> <p>Target group for attendance will be invited to attend breakfast club to support attendance and good time keeping</p> <p>NVR – Home-link worker / DHT will offer support to identified families providing strategies through a variety of routes e.g direct through school, via home-link, referral to Ren10 etc to support children</p> <p>Continue NVR training for staff with Ed Psych to ensure all are trained and allow staff to support families and ensure consistent approach to supporting behaviour at home and in school</p>
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Improvement Priority 4: Increase engagement in learning			
HGIOS/HGIOELC QIs QIs – 2.1, 2.3, 2.4, 2.6, 2.7, 3.1 & 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 <p style="text-align: right;">Highlight as appropriate</p>	NIF Drivers <p>School Leadership Assessment of Children's progress</p> <p>Teacher Professionalism School Improvement</p> <p>Parental Engagement Performance Information</p>	
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>A small group of 14 children across the school are finding it difficult to engage in learning post pandemic</p> <p>GHWB Profile average information for – "I feel safe" shows – Sept Average: 8.4 Jan Average: 8.1 May: 8.4</p> <p>SLT are requested to support behaviour on a daily basis, post pandemic. This is having a negative impact on pupil safety, attainment & strategic progress</p>	<p>By June 2023 the target intervention group (TIG) will require less support from SMT</p> <p>By June 2023 there will be improved levels of engagement from TIG</p> <p>By June 2023 an improvement in pupil inclusion and engagement in learning will be evident across all stages</p> <p>By June 2023 there will be an increase in pupil perceptions of engagement from the average of 8 this session. (agency question 5)</p> <p>By June 2023 staff will report improvement in learner engagement</p> <p>By June 2023 GWBT – I feel safe question pupil average will increase from 83% to 86%</p> <p>By June 2023 there will be increased engagement in learning by all targeted pupils</p>	<p>Number of referrals to SMT</p> <p>Monitoring of pupils' work,</p> <p>Monitoring of learning, teaching and pupil experiences,</p> <p>Pupil Have Your Say forms</p> <p>Pupil Learning Conversations / focus groups</p> <p>ASNA feedback / records demonstrate an improvement in inclusion and engagement</p> <p>Leuvan Scale of engagement</p> <p>Glasgow Motivation & Wellbeing Profiling Tool (GMWP) (Agency questions – active and achieving)</p> <p>GMWP 3 X yearly - Healthy & Safe – I feel safe in school specific question track average across the term</p> <p>Termly Tracking Meetings with Health & Wellbeing Assistant (HWBA) to consider target intervention group (including Care-Experience & children with additional support needs)</p>	<p>Increase access to community groups with support of HWBA 25hours (PEF £14,058)</p> <p>Develop a flexible curriculum for TIG with support from HWBA (PEF)</p> <p>Revise play pedagogy approach in P1/2</p> <p>Implement outdoor learning approach to further engage children in learning (previous work with learning through landscapes – identify a member of staff to lead this development)</p> <p>Revisit the nurture principle "The classroom offers a safe base" Ed Psych training session for staff (WTA 2hrs)</p> <p>NVR – training for all staff (Ed Psych) – level 1 training for 2 key members of staff</p> <p>Connected Compassionate Classroom training for all staff (Ed Psych – in-service day Feb 2023)</p> <p>Developing a structured activity action plan for each term that highlights targeted interventions for targeted pupils, their families and wider school community</p>