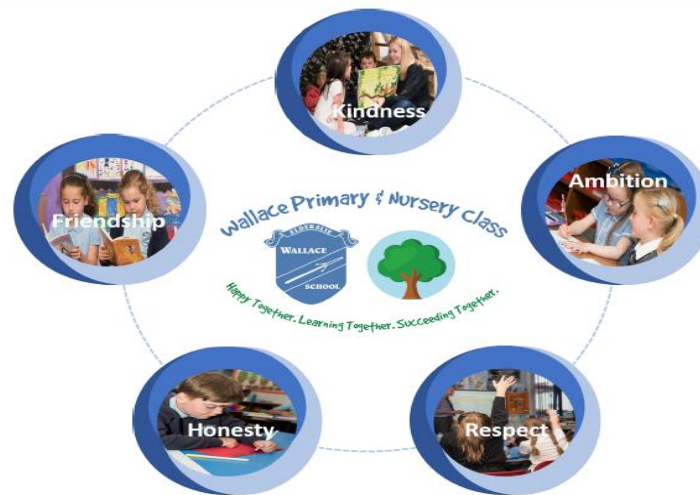




Renfrewshire Council Children's Services

Wallace Primary and Early Learning and Childcare Class Improvement Plan



2021-2022

Planning framework

As part of Children's Services, [Wallace Primary and ELCC](#) 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. **improve attainment, particularly in literacy and numeracy;**
2. **close the attainment gap between the most and least disadvantaged pupils;**
3. **improve children's health and wellbeing; and**
4. **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

Vision - Happy Together. Learning Together. Succeeding Together.

Values - Ambition Friendship Kindness Honesty Respect

Aims

We aim to provide a broad spectrum of educational opportunities for all pupils by:

- Providing a curriculum consistent with National and Local Authority guidelines which is broad, balanced, coherent and progressive
- Enabling all pupils to achieve a standard of achievement which is appropriate to age, attitude and ability
- Providing learning, teaching and assessment procedures which take account of the needs of all pupils and the views of their parents
- Providing effective support for all pupils to meet their educational, pastoral, personal and social needs
- Promoting an ethos of equality, fairness and achievement which respects and values all members of the school community
- Supporting effective learning and teaching by providing high quality, appropriate and well organised resources within the budget that is devolved to the school
- Improving school effectiveness through using efficient systems for delivering, monitoring and self-evaluation operated by all members of the staff team led by the Head Teacher

Who did we consult?

Who did we consult?

To identify our priorities for improvement, we sought the views of Wallace Primary and ELCC. We used a variety of methods of getting the views of those who are involved in the life and work of Wallace Primary and ELCC such as

<p>Pupils:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ongoing participation by pupils in school committees <input type="checkbox"/> Formal and informal discussions about life of the school <input type="checkbox"/> Pupil Learning Conversations by SMT in classes <input type="checkbox"/> Pupil profiling and target files in P6 and P7 <input type="checkbox"/> Regular use of learning conversations to review individual progress in review of the week. <input type="checkbox"/> Pupil Council meetings <input type="checkbox"/> Special focus evaluations, for example Home learning 	<p>Parents :</p> <ul style="list-style-type: none"> <input type="checkbox"/> Parental questionnaires <input type="checkbox"/> Annual pupil reports <input type="checkbox"/> Parent Evenings – discussion of pupil's progress, twice a year <input type="checkbox"/> Parent Council meetings <input type="checkbox"/> Annual class open afternoons and feedback, both formal and informal <input type="checkbox"/> Website and Twitter <input type="checkbox"/> Consultation stalls at parents evening and voting tubs <input type="checkbox"/> Parent meeting in September to 'Meet the Teacher' (pre COVID- online video sent this year)
<p>Staff:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Staff meetings / In service days / Curriculum Development Sessions <input type="checkbox"/> Use of HGIOS and HGIOELC for self-evaluation and regular use at staff sessions <input type="checkbox"/> Review and update policies and practices <input type="checkbox"/> Participation on working parties/committees <input type="checkbox"/> Individual Forward Plan feedback/Target Setting/ Monitoring feedback <input type="checkbox"/> Extended support team, transition and interagency meetings <input type="checkbox"/> Formal and informal individual discussions about any concerns <input type="checkbox"/> Individual Professional Review and Development and Professional Update meeting 	<p>Partners:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Educational psychology attending TAC meetings and supporting school improvement priorities through service level agreement. <input type="checkbox"/> Regular meetings with SDO regarding budgets and funding <input type="checkbox"/> Active schools staff participation and support in school improvements through formal and informal methods. <input type="checkbox"/> Regular consultation with community council through meetings with HT, chairperson attending Parent Council meetings and HT attending Community Council meetings.

We have also consulted with our partners across and outwith 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.

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 and Evaluation of pupils' learning is an on-going process throughout the year by using the following methods:

- Forward Plan monitoring in school and ELCC with evaluations, consultation and feedback to staff.
- Pupils' work – looking at sample jotters/ workbooks in a variety of subject areas throughout the year with feedback to staff.
- Class and ELCC visits in various subject areas to monitor pupil's learning experiences and interaction with staff and other pupils.
- Learning conversations with pupils across the school and ELCC to evaluate their learning and their understanding of their strengths and next steps and the impact of school improvements.
- Range and variety of assemblies where pupils show and explain a wide variety of very good work across the curriculum, this includes achievements attained out with school.
- Evaluation of PEF interventions with clear targets and measurable success criteria.
- Using our newly developed tracker system we will rigorously track attainment, achievement and wellbeing for all pupils.

Assessment and Moderation

- Implementation of the SNSA assessments at Primary 1, 4 and 7.
- ASN meetings as part of tracking with Depute Head for each class taking place twice throughout the year to look at pupils' progress and discuss any possible concerns. ELCC staff review .
- A variety of forms of summative and formative assessments, including running records, STAR reading tests, yearly standardised spelling test along with classroom observations and practices. Information is used to identify progress and monitor pace of learning as a child progresses throughout their primary school years.
- We will be fully involved in developing practitioner moderation activities this year at school and cluster level through the Local Authority moderation activities. Our focus will be on moderation in reading and becoming familiar with the moderation cycle.

Attendance / Late-coming

- On a daily basis, any unexplained absences are followed up by a text, then a phone call to parents /carers.
- Attendance is monitored by the Head Teacher on a monthly basis for absence and late coming. This will be extended to the ELCC next year.
- Concerns are raised with parents when appropriate.

Overall we have continued to develop and evaluate the systems we have in place for monitoring and tracking all areas. We will continue to further build upon and develop these, next session.

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 – ensure a focus on Health and Wellbeing for staff and for pupils			
HGIOS/HGIOELC QIs	NIF Priorities	NIF Drivers	
1.3 3.1 2.3 3.2	<ul style="list-style-type: none"> 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 	1. School Leadership 2. Teacher Professionalism 3. Parental Engagement	4. Assessment of Children's Progress 5. School Improvement 6. Performance Information
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>As part of our RNRA journey staff, pupil and parent surveys were analysed and the identified nurture principle was selected as our area for improvement and focus for our RNRA journey. 'Environment offers a safe base'</p> <p>Through self-evaluation of HGIOS 4 indicator 3.2 staff identified the need to continually review our Positive Relationships Policy this will link with the emotional environment as part of core group and linked to RNRA activities.</p>	<p>All staff have an increased understanding of the nurture principle 'Environment offers a safe base'.</p> <p>Core group will develop strategies through the small test of change approach which will result in evidence-based interventions to improve pupil wellbeing and see a reduction in disruptive, distressed and low level behaviours.</p> <p>Outcome and expected impact from each practitioner will be documented on their core group action plan over the year and evaluated by May 2022.</p>	<p>Pupil, parent and staff nurture questionnaires show an increase in positive responses to the following questions:</p> <ul style="list-style-type: none"> Do you think your class is nurturing? (pupils) -How welcome do you feel when you visit the school? (parents) Please rate how well you feel you are currently able to implement the principles of Nurture in your practice? (staff) <p>All core group members will carry out a small test of change which has a clear rationale, opportunity for professional learning and a planned measure of impact for learners. (Documented on their action plan)</p>	<p>RNRA training, whole staff 'Environment offers a safe base.' (May 2021)</p> <p>Core group established. (June 2021)</p> <p>Staff in core group undertake small test of change linked to nurture principle and supported by Educational Psychologist. (September 2020)</p> <p>Staff participate in NVR training to develop nurturing approaches. (October 2021)</p> <p>Staff will share their journey and the impact from their change with core group (May 2022)</p> <p>Core group will collaborate to identify the evidence-based school improvements for school year 2022-23. (May 2022)</p>
<p>Learner health and wellbeing has been impacted by the recent school closures and the challenging year. 18% of parents raised this as an area to work on for this year as part of self-evaluation activity.</p>	<p>Learner Health and Wellbeing is improved for all learners by June 2022 by making this a priority and ensuring our curriculum and classroom approaches are focused on this to support all learners. A continued focus on HWB will ensure all learners are happy together, learning together and succeeding together.</p>	<p>Learning conversations, class visits and forward plans reflect an increased focus on health and wellbeing.</p> <p>All tracking meetings and care plan reviews include a focus on learner wellbeing using wellbeing indicators.</p>	<p>PAThS lessons and growth mindset lessons take place in every class and in the ELC.(ongoing)</p> <p>New HWB progressive planners are implemented in P1 - P7. (September – June)</p> <p>Review tracking to ensure a focus on wellbeing indicators.(September 2021)</p>

(PEF) denotes interventions/activities funded through Pupil Equity Funding

<p>Our tracking tools for HWB self-assessment for pupils have been reviewed and a need for a more in depth and mental health focused tool have been identified.</p>	<p>Learners have an understanding of their own wellbeing by reflecting on wellbeing indicators. Learners will have improved well being as the staff will identify interventions based on the learners self evaluation by October 2021 and again by May 2022.</p>	<p>Our baseline assessment in September compared with our May assessment using the profiling tool, will show improvements in pupil wellbeing. Tracking of pupil wellbeing will lead to individualised support and interventions to improve outcomes for learners.</p>	<p>Introduce new profiling tool to all staff. (August 2021) All learners undertake baseline profiling assessment supported by PEF class teacher and classroom assistants. (September 2021) All staff analyse data and engage in learning conversations with individual learners and plan individualised interventions (September 2021) All learners undertake profiling assessment supported by PEF class teacher and classroom assistants. (April 2022) Review effectiveness of profiling tool with all staff. (May 2022) Ensure staff workload is balanced by focusing on small number of key priorities for 2021-22. (school)</p>
<p>Staff health and wellbeing has been impacted by the recent school closures and the challenging year.</p>	<p>Teaching staff workload is appropriate and managed effectively to allow staff to fully focus on teaching and learning priorities and focus on their own wellbeing. In ELCC staff will become an effective whole staff team able to work together and support learners fully by October 2021. (a move from 2 bubbles approach).</p>	<p>Staff self-evaluation survey reflects positive change in staff opinions on workload and pace of change. Whole staff working would be identified as a key strength in self-evaluation in the ELCC.</p>	<p>Prioritise time for staff wellbeing over the course of the year. (ELCC and school) Re-establish whole establishment planning and opportunities for staff collaboration. (ELCC)</p>

(PEF) denotes interventions/activities funded through Pupil Equity Funding

Improvement Priority 2 - to continue to improve to ensure high quality teaching and learning experiences for all.			
HGIOS/HGIOELC Qis 1.3 2.2 2.3	NIF Priorities	NIF Drivers	
	<ul style="list-style-type: none"> 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 	1. School Leadership 2. Teacher Professionalism 3. Parental Engagement	4. Assessment of Children's Progress 5. School Improvement 6. Performance Information
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>Although our ICT developments have made significant progress over the last year staff, pupil and parent surveys identify this as an area for further development. Highlighting the need for better access to IT equipment and a skills progression. Home learning had a focus on ICT skills and it is important to build on this.</p>	<p>Learners have improved skills in ICT by following the new progressive planners. Learners will experience a wider range of skills-based activities from ELCC to P7.</p> <p>Learners will have an improved ICT experience with increased access to ICT equipment in class and playroom and on a timetabled basis. This will allow ICT skills to be developed in whole class lessons and ICT skills development to permeate the curriculum.</p> <p>All staff in the school and ELCC will have increased confidence in using IT equipment and software as well as an understanding of how this can be integrated into learning and play. This will include CEOP training.</p>	<p>HGIOS 4 Self- evaluation 2.3 will demonstrate improved teacher evaluation in question around use of "high quality resources, including digital technologies" (all moving to good or above)</p> <p>New progression planners will reflect coverage across all skills over the course of the year.</p> <p>All classrooms and playroom will have minimum of 6 devices and at least 2 weekly slots with a full class set.</p> <p>Quality ICT lessons and activities will be integrated into termly planning and children will have weekly opportunities in class and the playroom to develop skills and knowledge.</p>	<p>Introduce new ICT progression planners, supported by my ICT champion. (August 2021)</p> <p>Implement new skills progression in all classes over the course of the year. (August 2021 – June 2022)</p> <p>Utilise Digital Leaders to support learning and play in ICT in the ELCC. (October 2021)</p> <p>All ELCC staff to undertake local authority training in ICT with one member of staff taking a lead role. (October 2021)</p> <p>All staff to receive quality ICT training provided by the Digital Champion and Local Authority. (October 2021)</p> <p>Review and adapt new skills progression.(May 2022)</p> <p>Redistribute new and existing ICT kit to allow increased capacity in classes and on a timetabled basis. (September 2021) Monitor and analyse writing results and teacher judgement from previous year. (June 2021)</p>

(PEF) denotes interventions/activities funded through Pupil Equity Funding

<p>Our attainment data shows writing as an area where attainment is lower and where the biggest impact of COVID is evident. Some staff highlighted this as an area for development in self evaluation (school) and PRD (ELCC)s.</p>	<p>By ensuring a consistent approach in the teaching of writing across the school and ELCC, we expect to see a 10% improvement in attainment in writing by 10% in all cohorts of children by June 2022.</p>	<p>Writing assessments and teacher judgement information shows an increase of at least 10% in all classes.</p> <p>Writing has an agreed approach to delivery, frequency of activities and use of assessments.</p>	<p>Agree expectations and plans for writing with all teaching staff and ELCC staff. (August 2021)</p> <p>Implement targeted support in writing to support children off track. ((PEF)</p> <p>Quality moderation activities take place at school and cluster level to ensure robustness of data. (February 2022)</p> <p>Consider a new approach to writing for whole establishment and work with cluster colleagues to develop this. (February 2022)</p>
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(PEF) denotes interventions/activities funded through Pupil Equity Funding

Improvement Priority 3: Develop staff empowerment and improvements to practise through practitioner enquiry activities.

HGIOS/HGIOELC QIs 2.3 1.2	NIF Priorities <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information 	
Rationale for change	Outcome and Expected Impact	Measures		Intervention
Self-evaluation data and staff PRD identified practitioner enquiry and opportunities to take responsibility for change as an area for development. (Through analysis of staff evaluation questionnaires for 1.3 this area was comparatively rated lower than to other questions in 1.3 by school and nursery staff. 20% of school staff rated it satisfactory)	<p>Increased capacity and sustainability for staff in leadership through the small test of change approach which will result in evidence-based interventions to improve the overall quality of teaching and learning.</p> <p>All teaching staff and ELCC staff will engage in professional enquiry of their choice dedicating a minimum number of hours from working time agreement which will show staff improved confidence and ability to collaborate and an ethos of empowerment.</p> <p>Outcome and expected impact from each practitioner / group of practitioners will be documented on their action plan and shared by May 2022.</p>	<p>All teaching staff will carry out a small test of change which has a clear rationale, opportunity for professional learning and a planned measure of impact for learners. (Documented on their action plan)</p> <p>HGIOS / HGIOELC 4 Self- evaluation 1.3 will demonstrate improved teacher/ ELCO evaluation of our ability to create collaborative conditions for staff to lead with and from others through professional enquiry. (100% will rate this question good or above)</p> <p>HGIOS 4/ HGIOELC 4 Self- evaluation 1.3 will demonstrate improved teacher / ELCO evaluation of staff ability to take responsibility for implementing change. (100% will rate this question good or above)</p>		<p>Head Teacher learning set shared good practice and planned CLPL opportunity for staff. (May 2021)</p> <p>Practitioner sharing practitioner enquiry experiences from other schools. (June 2021)</p> <p>Provide staff with template and guidance for staff to plan their practitioner enquiry individually or in groups. (August 2021)</p> <p>Staff share their rationale and model from improvement with SLT. (October 2021)</p> <p>Staff undertake small test of change during dedicated working time agreement hours and as part of their own professional learning. (August – May)</p> <p>Staff will share their journey and the impact from their practitioner enquiry. (May 2022)</p> <p>Staff will collaborate to identify the evidence-based school improvements for school year 2022-23. (May 2022)</p>

(PEF) denotes interventions/activities funded through Pupil Equity Funding

Improvement Priority 4 to deliver a high quality outdoor learning experience and improve the use of community spaces and our school and ELCC outdoor environment

HGIOS/HGIOELC QIs 1.3 2.3 3.1	NIF Priorities <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children's and young people's health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for all young people 	NIF Drivers <ol style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement 	NIF Drivers <ol style="list-style-type: none"> Assessment of Children's Progress School Improvement Performance Information
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>Self evaluation of QI 2.3 for the school asked "How well do we use our community spaces to deliver high quality outdoor learning?" 40% of teaching staff felt we were satisfactory or below in this area.</p> <p>Recent parental survey, 12% of parents raised the outdoor space or outdoor learning as an area for improvement.</p> <p>Pupil self evaluation activity using HGIOURS showed more outdoor learning as an area to improve teaching and learning experiences.</p>	<p>All staff undertake quality training in outdoor learning to improve their skills and confidence in delivering high quality learning experiences.</p> <p>All learners will have an improved experience in outdoor learning which is meaningful and relevant to our locality.</p>	<p>HGIOS 4 Self- evaluation of 2.3 will demonstrate improved teacher evaluation of how well do we use our community spaces to deliver high quality outdoor learning. (100% will rate this question good or above)</p> <p>Staff outdoor learning confidence survey issued August 2021 and repeated in May 2022 shows an increase in staff confidence.</p> <p>Learning conversations with pupils and learning visits reflect an increased engagement in the outdoors and development of relevant skills.</p>	<p>Investigate suitable outdoor training for all staff. (June / August 2021)</p> <p>All staff participate in high quality outdoor learning training. (Term 1)</p> <p>Staff begin to plan and deliver high quality outdoor learning experiences. Purchase of resources if required. (PEF)(Term 2 – 4)</p> <p>Evaluate progress and next steps with outdoor learning. (Term 4)</p>
<p>Outdoor learning is very good in the ELCC. However through self evaluation of ELCC 36% of staff identified further developments of outdoor learning, outdoor space and resources as an area for improvement.</p>	<p>All learners will have an improved outdoor experience with a wider variety of learning and play opportunities.</p> <p>The outdoor area will have clearly defined zones for learning and play to meet the varied needs and interests of learners by October 2021.</p>	<p>Staff surveys identify outdoor learning as a key strength of the ELCC and over 80% of parents rate our outdoor learning as good or above.</p> <p>ELCO planning reflects outdoor zones and a wide range of high quality outdoor child and adult initiated learning and play experiences.</p>	<p>Investigate suitable outdoor training for all staff. (June / August 2021)</p> <p>Staff begin to plan and deliver high quality outdoor learning experiences. Each staff member has a zone to develop with all stakeholders. Purchase of resources if required.(Term 2 – 4)</p>

(PEF) denotes interventions/activities funded through Pupil Equity Funding

(PEF) denotes interventions/activities funded through Pupil Equity Funding