



Renfrewshire Council Children's Services

# **Williamsburgh Primary School Improvement Plan**

## **2018-2019**

## Planning framework

As part of Children's Services, Williamsburgh Primary School 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.**

### Local Priorities

- **Reshaping our place, our economy and our future;**
- **Building strong, safe and resilient communities;**
- **Tackling inequality, ensuring opportunities for all;**
- **Creating a sustainable Renfrewshire for all.**

### Renfrewshire's Education Priorities

Our priorities will also align with Renfrewshire Council's education strategic priorities listed below.

- **Develop high quality learning & teaching that leads to improved levels of attainment and achievement in all of our establishments;**
- **Reduce inequalities and deliver improved health & wellbeing outcomes for children & young people;**
- **Support self-evaluation and performance improvement throughout our establishments;**
- **Develop high quality leadership for staff at all levels;**
- **Support high numbers of our young people to enter positive destinations and sustained post-school destinations.**

### 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.

## **Our school's Vision, Values and Aims**

### **Our Vision**

To work together, motivating each other, to be the best we can be.

### **Our Values**

Nurtured, Respected, Happy, Honest, Kind, Fair

### **Our Aims**

We aim to ensure that all our children are safe, healthy, achieving, nurtured, active, responsible, respected and included.

### **Our Strapline**

Caring, Kind, Connected

**Who did we consult?**

To identify our priorities for improvement, we sought the views of staff and parents. We used a variety of methods of getting the views of those who are involved in the life and work of Williamsburgh Primary such as survey monkey questionnaires, using Parent Council as focus group and staff collegiate sessions.

We have also consulted with our partners across and outwith the Council to assist us in the delivery of our priorities. For example, Barnardo's, Home Link service, alternative provisions, social work and Psychological Services.

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: termly evaluation with staff to consider progress made towards the outcome; questionnaires with all stakeholders; professional dialogues with staff and partners and analysing data gathered.

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

## Action Plan

<b>School priority 1: Review Vision, Values and Aims of the school .</b>					
<b>NIF key driver</b>	<b>HGIOS4 / HGIOELC QIs</b>	<b>What are we going to do?</b>	<b>Who will be responsible for implementation?</b>	<b>What is the expected impact? (on children &amp; young people; staff; families etc)</b>	<b>How will we measure this?</b>
1 5 3	1.3 2.7	<p>We will:</p> <ul style="list-style-type: none"> <li>• Consult with all stakeholders, using a variety of methods to determine an agreed set of Vision, Values and Aims.</li> <li>• Devise a programme and policy that will ensure that the agreed Vision, Values and Aims become embedded into the culture, ethos and daily life of the school.</li> </ul>	P.T. to lead working party.	<ul style="list-style-type: none"> <li>• Children and families will be clear about the vision and values of the school and how they relate to everyday life in school.</li> <li>• School vision and values will underpin everything that staff plan to undertake with the children.</li> <li>• Children will have a clear understanding of the importance of values and what they mean.</li> </ul>	<ul style="list-style-type: none"> <li>• Baseline surveys from all stakeholders will be compared with same surveys at end of a piece of work.</li> <li>• Children and staff will talk about vision and values as part of school routines.</li> <li>• Focus groups of children, staff, parents and partners to evaluate views.</li> </ul>

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## Action Plan

<b>School priority 2: Develop high quality practices in teaching, learning, assessment and moderation to raise attainment.</b>					
NIF key driver	HGIOS4 / HGIOELC QIs	What are we going to do?	Who will be responsible for implementation?	What is the expected impact? (on children & young people; staff; families etc)	How will we measure this?
5	1.1, 1.3 2.2, 2.3 3.1, 3.2	<p><b><u>Literacy - Reading</u></b> We will:</p> <ul style="list-style-type: none"> <li>continue to embed &amp; extend evidence-based approaches to the teaching of reading as highlighted within the Primary Literacy Coaching Programme (P1-3) &amp; Dive into Reading (P4-7) strategies</li> </ul>	<ul style="list-style-type: none"> <li>PT (JS)</li> <li>Literacy Champions</li> <li>Class Teachers</li> <li>Classroom Assistants</li> <li>SMT</li> </ul>	<p><b><u>Children</u></b></p> <ul style="list-style-type: none"> <li>will be exposed to more challenging texts</li> <li>will demonstrate increased engagement, practice, attainment, confidence, equity &amp; funds of knowledge</li> </ul> <p><b><u>Staff</u></b></p> <ul style="list-style-type: none"> <li>will extend their range of formal &amp; informal reading strategies</li> <li>will demonstrate increased equity of provision through evidence-based interventions</li> <li>will be more confident about responsive comprehension teaching</li> </ul> <p><b><u>Families</u></b></p> <ul style="list-style-type: none"> <li>will have more enriched &amp; more relaxed conversations about reading with each other, their children &amp; school staff</li> </ul>	<ul style="list-style-type: none"> <li>tracking and monitoring meetings</li> <li>analysis of reader engagement surveys</li> <li>quality assurance activities - classroom visits, sampling of pupil work &amp; pupil learning conversations</li> <li>SNSA/G.L assessment data</li> <li>teacher professional judgement surveys</li> </ul>
5	1.1, 1.2, 1.3 2.2, 2.3 3.1, 3.2, 3.3	<p><b><u>Literacy – Writing</u></b> We will:</p> <ul style="list-style-type: none"> <li>implement evidence-based approaches to the teaching of writing</li> <li>establish clear links between reading &amp; writing using the 3 Domain Model</li> <li>develop a knowledge-rich, literacy-rich curriculum providing high quality literacy experiences across all curricular areas</li> </ul>	<ul style="list-style-type: none"> <li>PT (JS)</li> <li>DHT (AV)</li> <li>Literacy Champions</li> <li>Class Teachers</li> </ul>	<p><b><u>Children</u></b></p> <ul style="list-style-type: none"> <li>will have improved vocabulary/writing outcomes</li> <li>will demonstrate increased engagement, practice, attainment, confidence, equity &amp; funds of knowledge</li> </ul> <p><b><u>Staff</u></b></p> <ul style="list-style-type: none"> <li>will extend their range of writing opportunities that maximise connections between reading &amp; writing &amp; promote children as writers</li> <li>will demonstrate increased equity of provision through use of 'Dive into Writing' strategies &amp; the 3 Domain model for planning, assessment &amp; evaluation of provision</li> <li>will be more confident about the teaching of writing</li> </ul>	<ul style="list-style-type: none"> <li>tracking and monitoring meetings</li> <li>quality assurance activities - classroom visits, sampling of pupil work &amp; pupil learning conversations</li> <li>SNSA/G.L assessment data</li> <li>teacher professional judgement surveys</li> <li>tracking and monitoring meetings</li> </ul>

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5	1.1, 1.2, 1.3, 1.4, 1.5  2.2, 2.3, 2.4, 2.6, 2.7  3.1, 3.2	<p><b><u>Numeracy</u></b> We will:</p> <ul style="list-style-type: none"> <li>Continue to develop our approaches to teaching and assessing numeracy, taking advantage of support from Numeracy DO and Numeracy coaches.</li> <li>Further enhance resources to support quality teaching in numeracy, particularly in relation to SEAL and Number talks. (PEF)</li> </ul>	<ul style="list-style-type: none"> <li>PT (SW)</li> <li>DHT (GT)</li> <li>Class Teachers</li> <li>Numeracy Champions</li> <li>Numeracy DO</li> <li>Coaching and Modelling Officers</li> </ul>	<ul style="list-style-type: none"> <li>Staff will have an increased understanding of best practice in teaching and assessing numeracy.</li> <li>Children will have improved numeracy skills and experience greater success in numeracy.</li> <li>Attainment in numeracy will increase.</li> </ul>	<ul style="list-style-type: none"> <li>quality assurance activities - classroom visits, sampling of pupil work &amp; pupil learning conversations</li> <li>SNSA/G.L assessment data</li> <li>teacher professional judgement surveys</li> </ul>
5	1.1 1.2 1.3 2.2 2.3 3.2	<p><b><u>P1 Pedagogy</u></b> We will:</p> <ul style="list-style-type: none"> <li>Train further staff to develop P1 pedagogy across the stage.</li> <li>Begin to develop the pedagogy approach into P2.</li> </ul>	<ul style="list-style-type: none"> <li>P1 teachers</li> <li>DHT (AV)</li> <li>P2 teachers</li> <li>ELCO</li> </ul>	<ul style="list-style-type: none"> <li>Children will be more engaged in learning.</li> <li>Children will be more independent in their learning and have opportunities to lead on this.</li> <li>Children will display more confidence in their learning.</li> <li>Staff will be more responsive in teaching and confident in making effective use of observations and planning learning from these.</li> </ul>	<ul style="list-style-type: none"> <li>Leuven's scale</li> <li>Observation</li> <li>tracking and monitoring meetings</li> <li>quality assurance activities - classroom visits, sampling of pupil work &amp; pupil learning conversations</li> <li>SNSA/G.L assessment data</li> <li>teacher professional judgement surveys</li> </ul>
4	2.3 3.2	<p><b><u>Assessment &amp; Moderation</u></b> We will:</p> <ul style="list-style-type: none"> <li>Develop a detailed understanding of the moderation cycle through participation in school based and authority moderation processes linked to writing.</li> <li>Improve professional knowledge of and practice in Assessment for Learning, with a particular focus on learning intentions, success criteria and effective feedback.</li> <li>Establish a whole school assessment policy and programme for assessment and moderation</li> </ul>	<ul style="list-style-type: none"> <li>HT to lead</li> <li>SMT</li> <li>Class Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Staff will have an increased understanding of best practice in assessment and moderation and be able to apply it in their practice.</li> <li>Practices in assessment and moderation will be consistent across the school.</li> </ul>	<ul style="list-style-type: none"> <li>quality assurance activities - classroom visits, sampling of pupil work &amp; pupil learning conversations.</li> <li>Baseline assessments compared with further assessments of children's progress in SMART targets.</li> </ul>

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5	2.3 2.4 3.1 3.2	<p><b><u>Raising Attainment (PEF)</u></b> We will:</p> <ul style="list-style-type: none"> <li>• Implement a programme of targeted support for children in deciles 1 &amp; 2 to help to close identified gaps in learning.</li> <li>• Make effective use of an Inclusion Support Assistant and Early Learning Practitioner to support children to engage fully in their learning. (PEF)</li> </ul>	<ul style="list-style-type: none"> <li>• 1.0 FTE teacher (PEF funded)</li> <li>• PTs</li> <li>• ISA (PEF)</li> <li>• ELCO (PEF)</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted children will improve in specific aspects of literacy and numeracy and make progress in their attainment.</li> </ul>	<ul style="list-style-type: none"> <li>• quality assurance activities - classroom visits, sampling of pupil work &amp; pupil learning conversation</li> <li>• Leuven's Scale Data</li> </ul>
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## Action Plan

<b>School priority 3: Increase support for targeted families</b>					
<b>NIF key driver</b>	<b>HGIOS4 / HGIOELC QIs</b>	<b>What are we going to do?</b>	<b>Who will be responsible for implementation?</b>	<b>What is the expected impact? (on children &amp; young people; staff; families etc)</b>	<b>How will we measure this?</b>
3	1.1 2.5 2.6 2.7 3.1	<p><b><u>Parental Engagement Groups &amp; Activities</u></b> We will:</p> <ul style="list-style-type: none"> <li>Devise and deliver a programme of parental engagement activities, on a needs basis, focussing on literacy, numeracy, wellbeing, resilience and transition.(PEF)</li> </ul>	<ul style="list-style-type: none"> <li>ISA (PEF)</li> <li>ELCO (PEF)</li> <li>CTs</li> <li>Barnardo's (PEF)</li> <li>DHTs</li> <li>SELCO</li> <li>Teach Mindset (PEF)</li> </ul>	<ul style="list-style-type: none"> <li>Increased parental engagement in children's learning.</li> <li>Parents are actively participating in their children's learning.</li> <li>Parents and children feel more confident in making smooth transitions.</li> <li>Positive relationships between school staff and parents are enhanced.</li> <li>Parents and children are using strategies and demonstrating resilience when dealing with change or challenge.</li> </ul>	<ul style="list-style-type: none"> <li>Registers, questionnaires</li> <li>Improvement methodology</li> <li>Evaluations with parents</li> <li>Dialogues with parents</li> <li>Observations – connected to Leuven's data from class</li> </ul>
5 3	1.3 2.1 2.5 3.1	<p><b><u>Piloting phasing of 1140 hours in the Early Learning and Childcare Class</u></b> We will:</p> <ul style="list-style-type: none"> <li>Offer, in consultation with HQ staff, 1140 hours to those families whose children meet the criteria.</li> </ul>	<ul style="list-style-type: none"> <li>DHT</li> <li>ELCOs</li> <li>SELCO</li> <li>HQ Staff</li> </ul>	<ul style="list-style-type: none"> <li>Children's cognitive, social and emotional development, is enhanced.</li> <li>More parents and carers are supported into work, training or study.</li> </ul>	<ul style="list-style-type: none"> <li>Tracking and monitoring processes.</li> <li>Leuven's scale data</li> <li>Pre and post placement questionnaire</li> </ul>
1 4 5	2.4 2.7 3.1 3.2	<p><b><u>LISN Pilot</u></b> We will:</p> <ul style="list-style-type: none"> <li>Participate in the LISN pilot project with cluster colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>Management Team</li> <li>Psychological Services</li> <li>Cluster colleagues</li> <li>Health colleagues</li> <li>Social work colleagues</li> </ul>	<ul style="list-style-type: none"> <li>Improve support for targeted children and families in relation to their ASN</li> <li>Best practice in sharing knowledge, experience and resources is enhanced.</li> </ul>	<ul style="list-style-type: none"> <li>Timely, appropriate solutions for individual cases.</li> </ul>

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<b>School priority 4: Enhance pupil wellbeing and confidence.</b>					
<b>NIF key driver</b>	<b>HGIOS4 / HGIOELC QIs</b>	<b>What are we going to do?</b>	<b>Who will be responsible for implementation?</b>	<b>What is the expected impact? (on children &amp; young people; staff; families etc)</b>	<b>How will we measure this?</b>
2 5	2.2 2.4 3.1	<p>We will:</p> <ul style="list-style-type: none"> <li>Participate in a staff training programme in partnership with Do Be Mindful to allow staff to become qualified mindful educators.</li> <li>Deliver a whole school programme that aims to build resilience, improve self-regulation and the ability to pay attention. (PEF)</li> </ul>	<ul style="list-style-type: none"> <li>Do Be Mindful</li> <li>All staff</li> </ul>	<ul style="list-style-type: none"> <li>Enhanced skills and professional knowledge for all staff to enable them to attune fully to the needs of children.</li> <li>Children are more able to self regulate, demonstrate resilience and focus on learning.</li> </ul>	<ul style="list-style-type: none"> <li>Pre and post programme data</li> </ul>

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