Renfrewshire Council Children's Services

Williamsburgh Primary School & Williamsburgh Early Learning and Childcare Class

Improvement Plan

2020-2021

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.
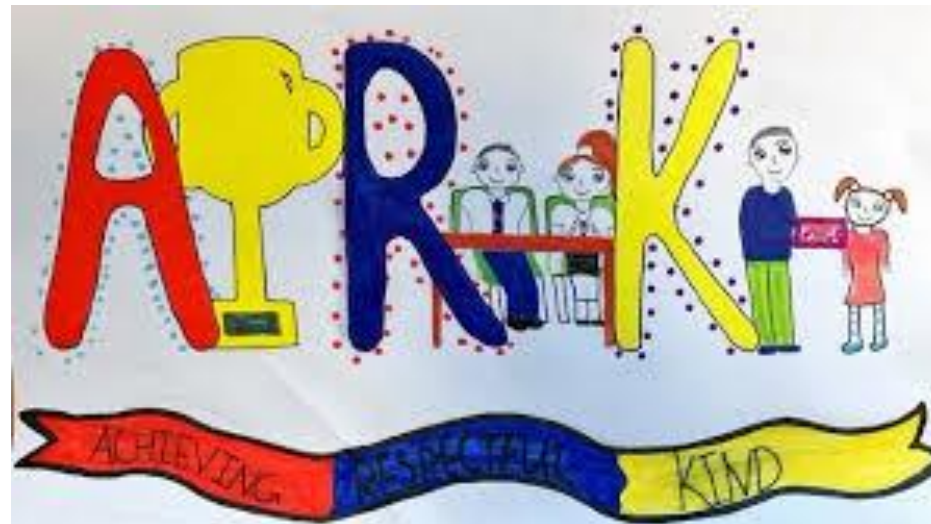
Our school's Vision, Values and Aims

Our Vision and Aim

To be a thriving, loving, learning community where we aim to achieve our very best.

Our Values

Achieving. Respectful. Kind

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.

Priority 1   To plan and implement a phased return to the establishment for children and staff

HGIOS/HGIOELC QIs	NIF Priorities	NIF Drivers
QIs 1.3-1.5 QIs 2.1-2.4 and 2.6 QI 3.1	• 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 4. Assessment of Children's Progress 2. Teacher Professionalism 5. School Improvement 3. Parental Engagement 6. Performance Information

Rationale for change	Outcome and Expected Impact	Measures	Intervention
Following several months of lockdown, it is necessary to have a clear plan in place for the phased return of children and young people (CYP) and staff to our establishment, in line with local and national guidance. *Should a further lockdown be imposed we want to be well-prepared to ensure that CYP can engage in learning at home.*	*By August 2020, clear capacity and capability planning ensures that staff who are able to work in the establishment will return and the others will work from home.* *By August 2020, staff have increased knowledge of guidelines and expectations when working in school or at home.* *By August 2020, all staff children and parents/carers have increased knowledge of health and safety measures and will evidence the implementation in their practice. These include hygiene and social distancing measures, within the establishment and in outdoor areas.* *By August 2020, children begin a phased return to the establishment as per SG*	*Several of our staff may need to continue working from home in line with Public Health Scotland guidance.* *Teachers' planning will evidence that all teachers know and follow the LA Guidance on Remote Learning and the school's plan for 'blended' learning.* *Timetables and recovery plans show that children are grouped in cohorts with maximum of 10 children per class and patterns of attendance align with SG social distancing guidance.* *The Recovery guidance, Business Continuity plan, Health and Safety workplace assessment and Co-Vid 19 Risk assessments demonstrate that local and national guidance is being followed and that clear and consistent messages are shared with staff, children and parents/carers.*	Adapt **Health and safety risk assessment** to local context- **June 2020** Undertake the **H&S workplace assessment using "COVID workplace checklist"** *Follow clear protocols in the event of someone becoming unwell and/or presenting with Co-Vid 19 systems* *Refer to document: Risk assessment educational establishments* *Contextualise the LA* **'Recovery guidance for schools and early years establishments'** *and retain for own establishment.* • Reducing potential exposure • Social distancing • Hygiene and protection • Cleaning regimes *Create a staff (teaching and support) timetable for those available to work in the establishment and those working from home. Staff timetables will reflect a 'blended' learning approach for children and will maximise learning outdoors.* *Plan for phased return of priority groups, divide into cohorts and establish attendance patterns. Minimise movement of children with. Staggered arrivals, departures, breaks. Finalise Consortium arrangements.* *Explore online large-group lecture style opportunities with follow-up small-group tutorials when in school*

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	guidance and successfully engage in a blend of home and school learning. *By October 2020, all stakeholders have an increased knowledge of our business continuity arrangements in the event of another lockdown. We have an improved understanding of what needs to be done pre, during and post lockdown. We have learned lessons from the previous lockdown and are well-prepared to provide learning at home, at relatively short notice, should it be required.*	*Minutes of staff meetings show that staff are involved in the recovery planning process.* *Observations of the internal and external building flow will demonstrate that in almost all instances, staff, children, parents/carers and visitors are adhering to the health and safety measures.* *Communication to all stakeholders through digital platforms evidence that clear and consistent messages are being conveyed to all in the school community.* *The Business Continuity plan (BCP) outlines detailed arrangements and actions to be taken (pre, during and post) in the event of a further lockdown to provide as much educational continuity as possible.*	*Develop a clear learning, teaching and assessment plan (See Guidance from Education Scotland June 2020) that assesses the wellbeing and learning needs of children and provides both learning within the establishment and at home. Priorities initially to re-engage children and families, establish routines and ensure wellbeing needs are met. New learning will be planned when children are ready.* *Identify and address staff CLPL needs particularly around digital learning pedagogy, wellbeing and learning outdoors.* *Complete and retain the establishment '**Business Continuity Plan'**, using the LA template, in consultation with staff and children.* *Develop a plan for communicating and engaging with parents and the wider community about key messages, protocols and expectations.*

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Priority 2   Promote the positive health and wellbeing of children & young people, parents/carers and staff

HGIOS/HGIOELC QIs	NIF Priorities		NIF Drivers	
QIs 2.1-2.4 QI 2.7 QI 3.1	• 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		4. School Leadership 5. Teacher Professionalism 6. Parental Engagement	4. Assessment of Children's Progress 5. School Improvement 6. Performance Information

Rationale for change	Outcome and Expected Impact	Measures	Intervention
Following this extended period of working from home, we recognise the importance of ensuring all staff feel safe and secure about a phased return to school. We will ensure that time and space is provided to actively promote staff health and wellbeing.	*By August 2020, all staff understand and implement policies and procedures in relation to social distancing, hygiene and use of outdoors.* *By December 2020, all staff will have an enhanced knowledge and understanding of programmes, resources and strategies available to support their own wellbeing. All staff will feel less anxious in their daily practice.*	*Policies and procedures issued to staff and discussed at virtual collegiate meetings evidence that clear and consistent messages are being provided.* *Minutes of collegiate meetings show that time is set aside to allow for full discussion of policies and procedures to alleviate any staff concerns.* *Participation rates show that all staff have engaged in CLPL and most staff have participated in optional activities.* *Staff self-evaluation as part of the PRD process demonstrates that all staff feel less anxious and more confident in relation to their own wellbeing.* *Collegiate/INSET programme shows that a range of staff wellbeing activities opportunities are being provided.*	*Plan the collegiate calendar/INSET in collaboration with staff to include dedicated time for staff wellbeing activities.* *Ensure there are clear channels of communication so that all staff are fully informed of policies, procedures and arrangements during, and post Co-Vid 19 phasing.* *All staff will complete Renfrewshire's 'Understanding the mental HWB of children' and eLearning modules 'Psychological First Aid' and SAMH (Scottish Association for Mental Health) module 'We all have mental health'.* *Identify additional evidence-based resources/programmes/activities to use to promote staff wellbeing in a nurturing environment.* *Individual staff members will access the schools' Counselling service "Rookie Minds" for consultation and/or support..*

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Following this extended period of remote learning, we recognise the importance of ensuring all children feel safe and secure about transitioning back to, and beyond school, particularly those at key transition stages and those who are in our vulnerable/targeted groups. *These groups include:* • *key groups (EY to P1, P7 to S1)* • *internal transitions (e.g. P2 to P3,* • *Vulnerable CYP and those with ASN* *Re-establishing routines and supporting the health and wellbeing of all children during the recovery period will be of paramount importance.*	*By December 2020, children in the target groups (new P1s) will have successfully transitioned to new establishments and will feel safe, confident and engaged in their new surroundings.* *By October 2020, almost all children have increased knowledge and understanding of the supports available to them within school and within the community. Rookie Minds Counselling Service will be available to all staff and children once a week.* *By October 2020, all staff have increased knowledge and understanding of the supports available to support children's mental health and wellbeing and signpost and draw upon these supports as required.*	*Wellbeing indicator results demonstrate that almost all children in target groups, score 8 or above in all SHANARRI indicators by Dec 20.* *Teachers' planning will demonstrate the increased focus on mental health and wellbeing.* *CLPL evaluations, collegiate session minutes and referral statistics evidence that staff understand and actively use the supports available to support children.* *Counselling service monitoring and evaluation systems will highlight the positive impact of the service on children's mental health and wellbeing.* *Learner conversations will demonstrate that almost all children know and understand the supports available within school and the community.* *Learning visits and teacher evaluations will show that almost all children are happy in class and engaged in learning.* *Qualitative and quantitative information received from partners will show that almost all children successfully participate and engage in programmes.* *Participation rates in parental transition programme show that almost all parents/carers, of children in the target groups, attended (virtually or otherwise).*	*Transition programmes will be delivered in partnership with EY/Primary/Secondary colleagues. Extended transition activities will be delivered over the summer for vulnerable CYP.* *Timetables will be adjusted to provide greater curricular time for health and wellbeing activities (mental, emotional and social, re-establishing routines, outdoor learning)* *Information re mental health supports available to children in school and in the community will be discussed at a collegiate session. Appropriate signage will be posted around the school. Referral procedures for e.g.the EPS Coping During Co-Vid service and counselling service will be understood by all staff.* ***Emotional literacy will be explicitly developed taught RNRA, PATHS, Emotionworks, yoga and daily mindfulness sessions will be built into the curriculum.*** *PSE lessons will have an early **focus on mental health and wellbeing**. The SQA Mental Health award will be embedded within PSE programmes.* *Counselling service will be established and promoted through class contact, assemblies, collegiate sessions and participation in parent events.* *Learning visits (SMT and peer) will focus on health and wellbeing and engagement.* *Partners will be identified to enhance delivery of emotional and social education as required.*

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We recognise the importance of providing clear information to parents/carers and in reassuring parents/carers that their child will be supported in their transition back to, and beyond school.	*By August 2020, parents/carers will have increased knowledge of the arrangements during Co-Vid 19 phasing and beyond.* *By October 2020, parents/carers of children in the target groups have increased knowledge of the transition programme and are aware of supports available to their child.*	*Communication to parents/carers through virtual meetings, Facebook/Twitter/texts/website demonstrates that clear consistent messages are being provided.*	*Activities will be planned for parents/carers including virtual video-Q&A, tour of the building, curriculum overview and practical arrangements for social distancing, hygiene and outdoor learning during Co-Vid 19 phasing and post phasing.* *Individual meetings will be offered for parents/carers of targeted children and a key adult within school.* *A communication plan is developed including target audience, methods of communication, regularity and review of effectiveness.* *Weekly virtual assemblies provide an opportunity for regular communication direct to parents/carers and children.*

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School priority 3: Develop high quality practices in teaching, learning, assessment and moderation in Writing.

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?
2 4 5 6	1.1 1.2 1.3 1.4 1.5 2.2 2.3 2.4 3.1 3.2 3.3	*Literacy – Writing* *We will:* • *Explore and implement evidence-based approaches to the teaching of writing* • *enhance links between reading & writing* • *explore the 3 Domain Model for planning and assessment of writing* • *embed a knowledge-rich, literacy-rich curriculum providing high quality literacy experiences across all curricular areas* • *explore planning and assessment models in other schools and use this to design and implement our planning and assessment model* • *explore what is causing a gap in writing and look to close this gap*	• *PT (JSMcK)* • *DHT (AV)* • *Literacy Champions – we need to look at this as Lauren was our Literacy champion* • *Class Teachers* • *ELCOs*	*Children will* • *have improved vocabulary and levels of writing attainment* • *demonstrate increased engagement, practice, confidence, stamina, equity & funds of knowledge* • *develop an identity as a writer* • *interact with writing and reading in different ways* *Families will* • *be better able to support pupils' progress* • *develop own skills in writing* *Staff will* • *extend their range of writing opportunities that maximise connections between reading & writing* • *promote children as writers* • *demonstrate increased equity of provision through use of various writing strategies & the 3 Domain model for planning, assessment & evaluation of provision* • *be more confident about the teaching and assessing writing*	• *tracking and monitoring meetings* • *collegiate discussions* • *quality assurance activities - classroom visits, peer observations, sampling of pupil work & pupil learning conversations* • *SNSA assessment data* • *pupil confidence and targets* • *family surveys and confidence* • *teacher professional judgement surveys*
Action Plan		*Deliver CPL on different writing methodologies - – Pie Corbett (Talk for Writing), Dive into Writing, Jane Consadine (The Write Stuff) and others* *Deliver CPL on using the 3 Domain Model for planning and assessing writing, revisit and discuss throughout the year*			

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	Explore the use of a Writing Survey – to identify how pupils value writing and see themselves as writers – baseline and follow up to measure improvement
	Provide writing journals to establish EWIC, alongside ERIC and reading to the class – not marked
	Explore low stakes writing and share practice
	Develop modelling of writing – exploring vocabulary and sentences (structure and ways to convey intent) modelling/shared writing of extended pieces
	Develop and consistently embed interactive inspiration walls – collecting vocabulary, author sentences – structure, intent and atmosphere
	Collaboratively agree what a literacy week looks like, using literacy across the curriculum
	Develop peer learning opportunities to share practice
	Develop an ethos of being a writing school
	Develop talk/drama/art as planning
	Have moderation sessions across levels and whole establishment to explore progression. (Early to Third level) – link to planners
	Explore the difference between improving writing and developing writers
	Explore Learning Intentions, Success Criteria and Feedback with a focus on improving writing and developing writers
	Provide family learning opportunities
	Develop planning and assessment model
Questions to explore:	*How do we fit everything in? (ERIC, EWIC, reading to class, reading, writing, grammar, handwriting, spelling, dictionary skills, fiction and non-fiction, etc)*
	How do we creatively make use of teaching/learning opportunities to develop reading and writing across the curriculum?
	How do we get children to read and write every day?
	How do we develop extended writing?
	How do we develop stamina?
	How do we develop editing skils?
	How do we encourage the identify of children as writers?
	What are our expectations? (of pupils at each pathway, of coverage)
	How do we assess Writing?

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School and ELCC priority 4: Outdoor learning

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?
1￼ 2￼ 3￼ 5	1.1￼ 1.2￼ 1.3￼ 1.5￼ 2.2￼ 2.3￼ 2.4￼ 2.5￼ 2.7￼ 3.1￼ 3.2￼ 3.3	***Outdoor learning*** • *Utilise outdoor space more (in order to adhere to social distancing requirements)* • *Increase the opportunity to engage in Forest visits (ELCC)* • *Develop a garden/growing area within outdoor space (ELCC)* • *Enhance links with community to develop further outdoor learning opportunities* • *Encourage parental involvement in outdoor projects* • *Share experiences of children's outdoor learning with parents/carers* • *Form a working party to focus on development of outdoor learning* • *Source funding where appropriate to develop outdoor environment* • *Consult with children and families in relation to developments* • *CPL opportunities for staff*	• *HT*￼ • *DHTs*￼ • *PTs*￼ • *EEL*￼ • *SELCO*￼ • *ELCOs*￼ • *Class Teachers*	***Children will*** • *Have access to quality outdoor play experiences every day (ELCC)* • *Have increased access to effective Forest Programme(ELCC)* • *Have increased confidence when risk assessing* • *Increase in creativity and problem solving* • *Increased interest and involvement in outdoor learning* • *Increase in physical wellbeing* • *Development of new skills which children can link to Developing Young Workforce* ***Families will*** • *Be able to share in children's experiences through our blog* • *Engage more with outdoor projects* ***Staff will*** • *promote outdoor learning* • *demonstrate increased confidence when participating in outdoor learning* • *be more confident about the teaching in the outdoors*	• *tracking and monitoring meetings*￼ • *collegiate discussions*￼ • *quality assurance activities - classroom visits, peer observations, sampling of pupil work & pupil learning conversations*￼ • *pupil confidence and targets*￼ • *family surveys and confidence*￼ • *pupil survey and confidence*￼ • *staff confidence*￼ • *minutes of meetings*￼ • *Floorbooks*￼ • *Blog*￼ • *Confidence in carrying out risk assessments – adults and children*

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