



Renfrewshire Council Children's Services

**Williamsburgh Primary School &
Williamsburgh Early Learning and
Childcare Class**

Improvement Plan

2021-2022

Planning framework

As part of Children's Services, Williamsburgh Primary & 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

Our 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

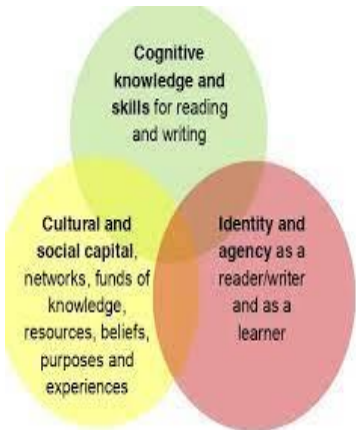


Please scan the QR code below and our P1 children will tell you more about our School Values:



Priority 1 – Develop High quality practices in teaching, learning, assessment and moderation in Writing.

<p>HGIOS/HGIOELC QIs QIs 2.2 2.3 3.2</p>	<p>NIF Priorities</p> <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 	<p>NIF Drivers</p> <ol style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p><i>Data highlighted gap in attainment in writing. Need for consistent approach in planning, teaching and assessing writing.</i></p> 	<p>Literacy – Writing Staff</p> <ul style="list-style-type: none"> Provide high quality writing experiences across all curricular areas Implement our new planning and assessment writing model Confidence and professional judgements in writing will increase; consistent use of agreed criteria Raise the profile of writing to promote children as writers Extend range of writing opportunities for all pupils. 	<ul style="list-style-type: none"> Tracking and monitoring/collegiate meetings Quality assurance activities - classroom visits peer observations, sampling of pupil work & pupil learning conversations Moderation of writing and assessment (Dec and February Inservice with Cluster colleagues) SNSA assessment data Pupil confidence (survey) and targets Family survey and confidence Teacher professional judgement survey 	<ul style="list-style-type: none"> Provide writing journals to establish Everyone Writing In Class, alongside Everyone Reading In Class and reading to the class – not marked Explore low stakes writing and share good practice Consistent weekly writing lessons across all stages Writer of the month display for each class Encourage participation in writing events/ competitions Moderation sessions across levels and whole establishment to explore progression (Early to Third level) – link to planners Quality conversations with class teacher and pupil to agree writing targets and success criteria Family open evening to include writing.

Pupils

- Have increased opportunities to become writers
- Demonstrate increased engagement and confidence
- Increased understanding of different writing genres
- Develop an awareness of assessment criteria and are beginning to use these as their understanding increases. Can begin to articulate next steps in writing


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Families

- Better able to support pupils' progress- in writing
- Have opportunities to be the audience for pupils' writing.


- Embed planning and assessment model

Priority 2- Develop high quality practices in teaching, learning and assessment in Technologies.

HGIOS/HGIOELC QIs 2.2 2.3 3.3	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 <table border="0"> <tr> <td>4. School Leadership</td> <td>4. Assessment of Children's Progress</td> </tr> <tr> <td>5. Teacher Professionalism</td> <td>5. School Improvement</td> </tr> <tr> <td>6. Parental Engagement</td> <td>6. Performance Information</td> </tr> </table>		4. School Leadership	4. Assessment of Children's Progress	5. Teacher Professionalism	5. School Improvement	6. Parental Engagement	6. Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Intervention						
<p><i>The impact of lockdown/periods of remote learning has made it necessary for staff, pupils and families to incorporate digital learning in their daily practice.</i></p>	<p>Staff</p> <ul style="list-style-type: none"> Integrate digital technologies across the curriculum. Staff will demonstrate a clear understanding of how digital technology can be used to improve learning Embed the use of Google Classroom/ SEESAW (ELCC)/ Blogs and other services provided through Glow and other online platforms to enhance learning across the curriculum Develop the use of QR codes in learning displays in our ELCC and school. Demonstrate a commitment to ongoing professional development around digital technology; informing staff of courses in professional development as well as offering general support and opportunities to share good practice Set up Digital Leaders throughout the school Ensure all staff are aware of the school's digital learning strategy Opportunities to engage in cyber resilience and internet safety events. <p>Families</p> <ul style="list-style-type: none"> Continue to engage with families through the use of Google Classroom/ SEESAW/ Blogs 	<ul style="list-style-type: none"> Evidence in forward plans, tracking and monitoring meetings, observations evidence of use of QR codes in displays continued use of digital learning for homework. Improved engagement. parental feedback staff confidence Register and fulfil criteria for Digital Schools Award  <p>www.digitalschoolsawards.co.uk</p>	<ul style="list-style-type: none"> Provide training on areas of technology, but in particular in cyber resilience and using technology. Digital Learning Champions (Our Principal Teacher) will continue to meet colleagues regularly – 15 September, 20 October, 17 November, 19 January, 9 February, 23 March, 10 May culminating in a Sharing Practice event on 8 June Family Learning CR-IS sessions in Term 3 Digital School Award Scotland -DSAS will run 2 sessions outlining the process, one in October and one in February. (Extended Management Team to attend) Optional Training: Using Digital tools to promote parental engagement – Sway Basics on 9 September, followed by Sway In Practice on 23 September, Glow Blogs Basics on 3 November, followed by Blogs In Practice on 10 November, Forms Basics on 11 January, followed by Forms In Practice on 22 February Staff familiarise themselves with Renfrewshire's Digital Training You Tube channel and Renfrewshire's intranet tile Staff familiarise themselves with Education Scotland Digilearn Provide leadership opportunities for staff and pupils 						

	<ul style="list-style-type: none"> • Become more familiar with QR codes and how they can be used to share information. • Opportunities to engage in cyber resilience and internet safety events. <p><u>Pupils</u></p> <ul style="list-style-type: none"> • Opportunities for pupils to become digital leaders • Pupils become more confident in their use of digital technologies • Opportunities for pupils to engage in a wider variety of digital learning experiences • Opportunities to engage in cyber resilience and internet safety events. 		<ul style="list-style-type: none"> • Promote digital learning through extra curricular activity club • Questionnaire for all shareholders on digital learning.
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Priority 3- Health and Wellbeing – Engaging in Renfrewshire’s Nurturing Relationships Approach (RNRA)

HGIOS/HGIOELC QIs QIs 3.1 1.3	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"> 7. School Leadership 8. Teacher Professionalism 9. Parental Engagement 4. Assessment of Children’s Progress 5. School Improvement 6. Performance Information 	
Rationale for change	Outcome and Expected Impact	Measures	Intervention
 <p><i>This session we will focus on one key nurturing principal. The approach will support staff to consistently put key principles of nurturing practice in place across our establishment. The school will have a deeper understanding of the importance of nurturing relationships to children’s mental health and wellbeing, social and emotional development and attainment.</i></p>	<p><u>Pupils:</u></p> <ul style="list-style-type: none"> Will build better relationships with peers through cooperative skills and exhibit better mental health Will demonstrate increased engagement, confidence and resilience as pupils will have the tools to self-regulate Will build better relationships with their peers across the community Will share skills and learn from each other Will have increased opportunities for learner participation in self-evaluation. <p><u>Staff:</u></p> <ul style="list-style-type: none"> Will benefit from the opportunity to share best practice and professional learning Will experience strong and supportive relationships across sectors ensuring ongoing planning, development and professional dialogue Will benefit from high quality professional dialogue around nurturing approaches 	<p>Self Evaluation:</p> <ul style="list-style-type: none"> Whole School/ELCC Readiness Questionnaire (June 2021) Glasgow’s Teacher Questionnaire Glasgow’s Non Teaching Staff Questionnaire Glasgow’s Children’s Focus Groups Discussion Prompts Glasgow’s Parent/Carer Questionnaire Evidence of common language being used across ELCC and school <p>PDSA:</p> <ul style="list-style-type: none"> Plan Do Study Act – using Renfrewshire template. Within the core group, we will be using these to identify, implement and measure the impact of the small tests of change that we will implement. 	<ul style="list-style-type: none"> Readiness Discussion with SMT and Educational Psychologist May 2021 4 day Leadership Training for SMT – June 2021 Consultation to get baseline with all stakeholders Form a Core Group including members of SMT and ELCC Whole School Nurturing Relationships Training (Inservice Day- August 2021) Core group meet to analyse data and agree Nurturing Principle- August 2021 Nurture Principle Training with Core Group – Sept/Oct 2021 Core Group create and implement Action Plan Meeting scheduled x2 per term (1 of these including Educational Psychologist)

- Will show increasing awareness of how to create a nurturing school environment
- Understand the importance of their own language towards pupils and how this can impact on them
- Understand the importance of early communication and language
- Use every opportunity for extended conversations
- Share their feelings and provide opportunities to develop pupils' emotional language
- Provide a running commentary to help pupils understand their emotions.

Families

- Promote belonging to school/ELCC community
- Understand the importance of early communication and language
- Understand the importance of their own language towards pupils and how this can impact on them.