



Renfrewshire Council Children's Services

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

Improvement Plan

2022-2023

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

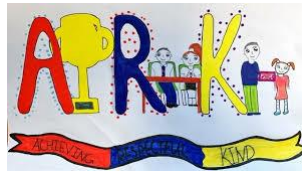
Our Vision, Values and Aims

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 P2 children will tell you more about our School Values:



Improvement Priority 1 – Raise attainment in Literacy with a priority focus on Writing

HGIOS/HGIOELC QIs

Q.I 2.3
Q.I 2.4
Q.I. 3.2

NIF Priorities

- 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 YP

NIF Drivers

School Leadership
Teacher Professionalism
Parental Engagement

Assessment of Children's Progress
School Improvement
Performance Information

Professional dialogue 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.

Significant work has been undertaken in relation to building a reading culture and effective reading pedagogy through our engagement with the Reading Schools accreditation Programme.

Greater links now need to be established between the teaching of reading and writing to create a coherent, progressive literacy curriculum.

All stages will increase across the range identified in targets setting.

Percentage increase of writing attainment across all stages and SIMD levels.

Stage	SIMD Gap	Gender Gap	June 2022	June 2023
P1	-2%	15%	N/A	93%
P2	2%	-8%	88%	81%
P3	21%	4%	50%	62%
P4	6%	4%	65%	65%
P5	26%	29%	67%	70%
P6	27%	8%	59%	60%
P7	26%	31%	58%	65%

Percentage increase of talking and listening June attainment across all stages and SIMD levels

Stage	SIMD Gap	Gender Gap	June 2022	June 2023
P1	27%	-8%	N/A	84%
P2	-25%	16%	84%	81%
P3	2%	30%	71%	77%
P4	16%	16%	80%	97%
P5	-2%	35%	86%	91%
P6	25%	-15%	75%	81%
P7	24%	-4%	81%	82%

Evidence of narrowing the poverty-related attainment gap using percentage points

By May 2023 almost all teachers are more confident and skilled in the learning and teaching of writing. Almost all support staff are more confident and skilled in providing in-class support for writing.

By June 2023, almost all children will demonstrate increased engagement, knowledge and skill in the writing process.

By March 2023, a clear, structured, progressive, consistent approach to writing will be evident at all stages using the Talk for Writing approach in combination with additional evidence-based reading and writing pedagogies. The impact will reflect on the gap being closed at all stages –

- Pre/post teacher judgement data
- Writing assessment scores
- Pre/post pupil learning conversations (individual target setting, focus groups etc.)
- Pre/post reading and writing engagement surveys
- Standardised assessment data including SNSA/ACEL at P4 and P7
- Class formative assessment
- Levels of staff engagement with CLPL
- Working/focus/support group minutes – school/cluster/authority level
- Ongoing evaluation of staff confidence, understanding and progress with implementation
- Tracking meetings
- Peer class visit feedback
- Learner feedback - target group
- Target group writing journals
- Use of library resources

Provide professional learning for **all** staff (Talk for Writing) in August '22 & May '23 (cohort 2)

Calendar of writing CLPL (in-service, collegiate activities, professional reading and working parties) will be finalised by Sep '22 and implemented throughout the session.

Project Leads will be appointed and will undertake CLPL on leading effective implementation of Talk for Writing.

Project Leads will participate in quartile working groups to support implementation, collaboration and moderation of the Talk for Writing approach.

By August '22, all staff will be provided with evidence-based research relating to writing via the CLPE 'What We Know Works: Writing in Primary Schools' research document [What We Know Works: Writing in Primary Schools](#)

Creation of an operational plan, by October '22, for implementation of the Talk for Writing approach.

Audit resources for writing (whole school and targeted) by Dec '22. Identify and purchase/create resources required.

Improvement Priority 2 – Family Learning

HGIOS/HGIOELC QIs QI 2.5	NIF Priorities		NIF Drivers						
	<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 		School Leadership Assessment of Children's Progress Teacher Professionalism School Improvement Parental Engagement Performance Information						
Rationale for change	Outcome and Expected Impact (detail targets, % etc 22/23, 23/24, 24/25	Measures	Intervention/ Action						
<p>Due to restrictions of COVID 19 Parents/Carers (from March 2020-April 2022) have not been able to be inside our establishment. Therefore, the promotion, development, and provision of a range of learning approaches and opportunities for education practitioners to work with children and families has been limited.</p> <p>Family learning facilitates increased parental participation and engagement, improves school attendance, reduces persistent absenteeism and can increase pupils' attainment. Parents also benefit through skills development and improved interactions within the family.</p> <p>The PIE Census highlighted that only 22% of parents agree/strongly agree that we make them aware of family learning opportunities and 34% have taken part in activities with their child. 61% of parents indicated that they would like to be more active in their involvement in the life of the school.</p>	<p>Projection Expected School Attendance Impact :</p> <table border="1" data-bbox="683 405 990 552"> <thead> <tr> <th>June 2022</th> <th>Dec 2022</th> <th>June 2023</th> </tr> </thead> <tbody> <tr> <td>94.4 %</td> <td>95.4 %</td> <td>96% %</td> </tr> </tbody> </table> <ul style="list-style-type: none"> By June 2023 the attendance of the target group (P3) will have improved by 5%, June 2024 8% and June 2025 10% <p>Attendance at Parents' Evening:</p> <ul style="list-style-type: none"> This will increased from 82% (March 2022) to 90% Sept 2022 and then 95% May 2023. <p>Parental View: By June 2023 - on supporting child's well being will move from "most" to "almost all"</p> <p>Annual improvement on PIE Census:</p> <ul style="list-style-type: none"> At least 60% of parents will agree/strongly agree that we make them aware of family learning opportunities by June 2023. At least 50% will have taken part in activities with their child by June 2023. Only 40% of parents will indicate that they would like to 	June 2022	Dec 2022	June 2023	94.4 %	95.4 %	96% %	<p>Needs are identified and reviewed in consultation with families, partners and stakeholders- survey sent August 2022</p> <p>Participation in family learning courses are monitored robustly to highlight trends and support effective early intervention strategies</p> <p>Levels of parental engagement</p> <p>Attendance and late-coming data for all stages. This is monitored monthly and appropriate letters/conversations are issued. Support is offered (Home Link) for attendance that is a cause for concern.</p> <p>PIE Census analysis from authority</p>	<p>CLPL for staff. Inservice Day October 2022</p> <p>Plan Calendar of Family Engagement events finalised by Sep 2022 and delivered throughout the session</p> <ul style="list-style-type: none"> Weekly Drop in Breakfast Cafe Literacy: (Bedtime Stories, Pizza Reading night, PIBS Group) H&WB- Walking Group, Cooking classes, House Family Fun Day Digital- Children Leading Group for Parents <p>Identify and Plan an appropriate programme with third sector partners /community Links</p> <p>Early Intervention Family Support- (ELCO 1FTE PEF will lead this)</p> <p>NVR – Home Link will offer support to identified families providing strategies to support. NVR Training for staff – Ed Pych to ensure consistent support.</p> <p>Rookie Minds councillor (PEF £8995) will liaise with identified cohort to provide early intervention and prevention input for children and their families. The councillor has been part of the staff since 2020 on the back of COVID19.</p>
June 2022	Dec 2022	June 2023							
94.4 %	95.4 %	96% %							

be more active in their involvement in the life of the school by June 2023

Rookie Minds

A termly and annual report of impact is provided to the school and included the following data which should continue this session:

100 % Children stating counselling helped Them.

100% Children stating they could talk to their counsellor about things that were bothering them.

100% Children stating they were glad they came to Rookie Minds

100% Parents / carers stating they have seen a positive change in their child since attending counselling.

100% Parents / carers who believe having the Rookie Minds counselling service within the school is valuable and worthwhile.

Improvement Priority 3 - Embark on the Right Respecting Schools Award (UNCRC)			
HGIOS/HGIOELC QIs	NIF Priorities		NIF Drivers
Q.I 2.3 Q.I 2.4 Q.I. 3.2	<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 YP 		School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information
Rationale for change	Outcome and Expected Impact (detail targets, % etc 22/23, 23/24, 24/25)	Measures	Intervention/ Action
<p>A Bill has been passed in Scottish Parliament (March 2021) which brought into domestic law the duty to comply with the UNCRC.</p> <p>The Rights Respecting Schools Award will support us to recognise and embed the Convention in our practice as well as to improve wellbeing and help all children realise their potential.</p> <p>At Williamsburgh we have a diverse community including many refugee families. We want all our children to know about rights, exercise their rights as well as recognising the rights of others. Due to our increasing numbers of refugee children there will be a clear focus on Article 39 (recovery from trauma and reintegration).</p>	<ul style="list-style-type: none"> Children learn about rights Children can exercise their rights Culture of Respect across the community Culture of voices heard and valued Children take right to an education seriously Children believe they can change the world for the better Children develop self esteem and value themselves Children feel safe and cared for in school Adults benefit from Rights Respecting Culture <p>By February 2023, we will have received a BRONZE award</p>	<ul style="list-style-type: none"> Pre/ post pupil surveys/learning conversations Levels of staff engagement with CLPL L and T working group minutes Pre/post evaluations on staff confidence and understanding Tracking meetings with class teacher Peer class visit feedback Learner feedback – target group Pre/ post child and family survey Levels of parental engagement Attendance and late-coming data 	<p>Inform the whole school community that the school is working on the RRSA Including pupils, staff, parents and community.</p> <ul style="list-style-type: none"> Become familiar with the United Nations Convention on the Rights of the Child Set up pupil-led Steering Group in place Include actions in your Action Plan for Silver Review our school practice against the Silver Outcome “RAG rate” each descriptor and record in the RAG column of the Action Plan for Silver. Complete the action plan for Silver <p>Calendar of writing CLPL sessions finalised by Sep 2022 and delivered until achieved Bronze Status:</p> <ul style="list-style-type: none"> Achieving Bronze – Face to face (currently virtual) training for one afternoon, facilitated by a Professional Adviser and joined by fellow teachers to share your progress with other schools at the same stage. Starting RRSA Online – An online training course to help kick-start RRSA journey, with guidance from a Professional Adviser and online discussion forums with fellow teachers. <p>Rookie Minds Support (PEF £8995) will in particular support children from recovery from trauma and reintegration (UNCRC Article 30).</p>