



Renfrewshire Council Children's Services

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

**Improvement Plan**

**2023-2024**

# 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 Council Plan Strategic Outcomes

← Cross cutting theme: Improving outcomes for children and families →

We will encourage kind and connected communities—where our citizens take pride in their **place**, attracting others to move here and share in the opportunities Renfrewshire has to offer.

We will support a strong and flexible local **economy**—with Renfrewshire able to adapt after the pandemic, building up resilience to support good green jobs and skills for all local people to enjoy the benefits of both living and working here.

We want Renfrewshire to be a **fair** place—where all our people have the best chances to live happy, healthy and fulfilled lives, to feel safe, supported and empowered to unlock the strength of our collective potential.

We are working towards a **greener** future—taking responsibility for our impact on the planet and taking brave, bold steps to protect the natural environment that supports and benefits us all.

We want our employees to feel proud to work for Renfrewshire Council because we are a **values** driven organisation, where we all understand and value our contributions, and we are passionate about making a difference for Renfrewshire.

## 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

<p>Protecting the most vulnerable members of our communities including children and young people who are at risk. Work will progress to ensure Renfrewshire keeps the Promise and delivers improved outcomes for individuals who are care experienced. Where possible children will be kept within their families and priority given to securing provision for kinship care.</p>	<p>Family supports and focussing on early intervention, by equipping parents and carers with the information, skills and support they need to ensure positive outcomes for children and young people in their care, whilst providing opportunities for parents and carers to shape the services that impact them.</p>	<p>Enhancing supports around mental health and wellbeing, including the school-based mental health and wellbeing programme and the Ren10 network of staff and volunteers who provide early help services to those in need.</p>	<p>Enhance learning and teaching, delivering a meaningful, relevant and progressive curriculum that supports a wide range of learner pathways by placing the rights and needs of every child and young person at the centre of education. Efforts will focus on raising attainment while ensuring equity for all. There will be a sustained focus on delivering a curriculum that equips all children and young people to achieve success in life.</p>	<p>Through a shared vision and understanding of inclusion, children and young people will experience inclusive learning experiences and supportive relationships which lead to positive life outcomes</p>
--	---	--	--	---

### Education Improvement Plan Priorities

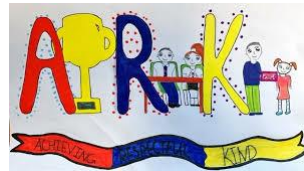
# Our Vision, Values and Aims

## 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       | Assessment of Children's Progress |
| Teacher Professionalism | School Improvement                |
| Parental Engagement     | Performance Information           |

CfE data demonstrates that as a school, writing is the main area for improvement and the lowest attaining stages is **currently in P3, P5 and P6**

To use of evidence-based pedagogies in literacy (Talk for Writing) to identify and address gaps in the attainment and achievement. Significant work has been undertaken in relation to our school building a reading culture and effective reading pedagogy. Greater links now need to be established between the teaching of reading and writing to create a coherent, progressive literacy curriculum.

John Hattie's research on effect size shows an effect size return of +6 months for early intervention for disadvantaged children.

All stages will increase across the range identified in targets setting. Percentage increase of Listening and Talking & writing attainment across all stages and SIMD levels.

### Stages NEXT session- Writing :

Stage	SIMD Gap	Gender Gap	June 2023	June 2024
P2	-2%	15%	91%	95%
P3	2%	-8%	75%	82%
<b>P4</b>	<b>21%</b>	<b>4%</b>	<b>57%</b>	<b>62%</b>
P5	6%	4%	77%	80%
<b>P6</b>	<b>26%</b>	<b>29%</b>	<b>62%</b>	<b>71%</b>
<b>P7</b>	<b>27%</b>	<b>8%</b>	<b>54%</b>	<b>73%</b>

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

Stage	SIMD Gap	Gender Gap	June 2023	June 2024
P2	27%	-8%	89%	95%
P3	-25%	16%	98%	98%
<b>P4</b>	<b>2%</b>	<b>30%</b>	<b>69%</b>	<b>76%</b>
P5	16%	16%	85%	92%
<b>P6</b>	<b>-2%</b>	<b>35%</b>	<b>78%</b>	<b>82%</b>
<b>P7</b>	<b>25%</b>	<b>-15%</b>	<b>71%</b>	<b>85%</b>

By March 2024, 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 – raising attainment for all.

Evidence of narrowing the poverty-related attainment gap using percentage points  
By May 2024 almost all teachers are more confident and skilled in the learning and teaching of the Talk for Writing approach. Most support staff are more confident and skilled in providing in-class support for writing.

By June 2024, almost all children will demonstrate increased engagement, knowledge and skill in the writing process.

By June 2024 By June 2024, the attendance rate of the target group of 8 pupils will have increased by 5pp.

- Writing assessment scores (termly) and Cold/Hot tasks
- Pre/post pupil learning conversations (focus groups)
- Pre/post Renfrewshire's writing engagement surveys
- Standardised assessment data including SNSA/ACEL at P4 and P7
- Ongoing evaluation of staff confidence, understanding and progress with implementation
- Target group writing journals

Appointment of 0.6 FTE teacher (**Pupil Equity Funding**) to provide targeted interventions to identified groups

Appointment of 0.6 Inclusion Support Assistant (**Pupil Equity Funding**) to provide targeted intervention to identified group to support attendance

Audit resources for writing with particular attention to P4,5,6 by Dec '23. Identify and purchase resources required.

Provide professional learning for all staff (Talk for Writing) in August '23 & May '24

Calendar of writing CLPL (in-service, collegiate activities, professional reading and working parties) will be finalised by Sep '23 and implemented throughout the session.

Project Lead (PT) 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.

In service professional learning for support staff

## Improvement Priority 2 – To improve attainment through high quality learning, teaching and assessment

<b>HGIOS/HGIOELC</b> <b>Qis</b> <b>1.3</b> <b>2.3</b> <b>2.4</b> <b>3.1</b> <b>3.2</b>	<b>NIF Priorities</b> <ul style="list-style-type: none"> <li>Placing the human rights and needs of every child and young person at the centre of education</li> <li>Improvement in attainment, particularly in literacy and numeracy</li> <li>Closing the attainment gap between the most and least disadvantaged children</li> <li>Improvement in children's and young people's health and wellbeing</li> <li>Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ul>	<b>NIF Drivers</b> <ul style="list-style-type: none"> <li>School Leadership</li> <li>Teacher Professionalism</li> <li>Parental Engagement</li> <li>Assessment of Children's Progress</li> <li>School Improvement</li> <li>Performance Information</li> </ul>
--	---	--

Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>Through classroom observations and our recent authority review, we have identified a need for staff to deepen questioning to ensure appropriate challenge and support, matched to children's needs and interests. John Hattie's research on effect size shows an effect size return on .48 approx for questioning skills (HOTS).</p> <p>CfE data demonstrates that teachers have identified a few children (10) as working beyond their expected level with regards to attainment and achievement who have been identified as needing further challenged.</p> <p>The Assessment in the BGE (20-21) identifies the importance of High Quality Assessments as part of evidence base for progress., We should use High Quality assessments along with ongoing, periodic and standardised (if appropriate) assessments to make judgements on the progress or achievement of a level. High Quality assessments should be used once the range of Experiences and Outcomes that will be assessed have been covered.</p>	<p>Through engaging in collaborative activities, almost all teaching staff are able to demonstrate an improvement in their practice which enhances the learning experience for children and young people by June 2024.</p> <p>By December 2023 almost all teachers will be embedding Higher Order Thinking Skills in their practice. This will have an impact on children's thinking skills in most classes.</p> <p>By June 2024 almost all of the targeted challenge group will be using and/or presenting increasingly complex texts in terms of length, structure, vocabulary, ideas, and/or concepts. By December 2024 almost all will respond to and produce increasingly complex pieces of work, information and concepts.</p> <p>By June 2024 the targeted group will almost all responding accurately and confidently to more complex contexts. Learners becoming more adept at evaluating their own and other's learning</p> <p><u>High Quality Assessments:</u> By March 2023 all staff will create high quality assessments when planning for learning and</p>	<ul style="list-style-type: none"> <li>Classroom observations and Focus group</li> <li>Writing Assessments Cold/Hot Pieces Evidence from jotters</li> <li>Learning Conversations with targeted group</li> <li>Evidence from planning and assessment folders. Learning conversations with Targeted intervention groups.</li> </ul>	<ul style="list-style-type: none"> <li>HT provide professional learning for all teaching staff (collegiate meeting – October 2023)</li> <li>Literacy Resource Audit for Targeted Intervention Group (August 2023)</li> <li>HT provide professional learning for all teaching staff (collegiate meeting – September 2023)</li> </ul>

Through classroom observations and our recent authority review, we have identified a need to consistently provide greater opportunities for pupil led learning. There is now considerable evidence from research that supports the view that addressing learner participation makes for effective policy making, enhances school life, and improves a range of outcomes for learners (Education Scotland 2018). We will focus on Participation Arena 1 (Learning, Teaching and Assessment).

teaching to complement ongoing assessment and demonstrate breadth of learning, challenge and application

Pupil Led Learning:

In this arena, almost all children will have opportunities to influence and participate in decisions about the approaches taken, the topic, content and emphases in how they learn, are taught, and assessed. Through participation, learners will exercise a key role in actively supporting curriculum making within Curriculum for Excellence through on-going dialogue with teachers and others.

- Classroom observations and Focus groups
- Pupil questionnaires



**Improvement Priority 3 – To improve our children’s health & wellbeing and attainment through effective single and multi-agency planning for our young people with ASN and where the rights of the child are at the centre**

<p><b>HGIOS/HGIOELC</b></p> <p><b>Qis</b></p> <p><b>1.3</b></p> <p><b>2.3</b></p> <p><b>2.4</b></p> <p><b>3.1</b></p> <p><b>3.2</b></p>	<p><b>NIF Priorities</b></p> <ul style="list-style-type: none"> <li>• Placing the human rights and needs of every child and young person at the centre of education</li> <li>• Improvement in attainment, particularly in literacy and numeracy</li> <li>• Closing the attainment gap between the most and least disadvantaged children</li> <li>• Improvement in children's and young people’s health and wellbeing</li> <li>• Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ul>	<p><b>NIF Drivers</b></p> <p>2. School Leadership</p> <p>2. Teacher Professionalism</p> <p>2. Parental Engagement</p> <p>4. Assessment of Children’s Progress</p> <p>5. School Improvement</p> <p>6. Performance Information</p>
---	--	--

Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>The Independent Care Review in Scotland identified five key important actions to improve the lives of our Care Experienced young people that are integrally linked to the UNCRC (children’s voice, the importance of children’s family, the importance of a loving home and siblings, relationships with key adults in children’s lives and the importance of systems in supporting children and their families). In Williamsburgh we are committed to upholding the values of The Promise to ensure that we identify and minimise barriers to learning for our care experienced children, support their wellbeing and enable their attainment and achievement in our school.</p> <p>Last session, Renfrewshire Council led a GIRFEC refresh across education, social work and health to improve approaches to single and multi-agency planning to bring about positive outcomes for young people and families with additional support needs. There is a need to engage fully with the new systems and approaches to ensure that our practice is robust and continues to have a very good impact on children’s wellbeing and inclusion across our school.</p> <p>Our personalised support planning and GIRFEC tracking demonstrates that there is a continuing need to provide Flexible Learning experiences for pupils with an identified ASN to support and enable effective inclusion and engagement.</p>	<p>By June 24 –</p> <p>Almost all staff will have an improved understanding of the principles and practice outlined in The Promise and the experiences and support needs of our Care Experienced children and will confidently and consistently support their wellbeing needs.</p> <p>Almost all of children with ASN barriers will have their wellbeing needs met through effective single and multi-agency planning</p> <p>Our senior leadership team will be confident in using the new planning systems at single and multi-agency level; the new approaches will bring about positive outcomes for our children with ASN through effective action planning</p>	<ul style="list-style-type: none"> <li>• Use of The Promise Self Evaluation Tool kit (baseline and on going progress)</li> <li>• Staff feedback from Who Cares Scotland session (Oct Inset)</li> <li>• Learning conversations with children, including those who are Care Experienced and who have an identified ASN</li> <li>• GIRFEC/Attainment tracking meetings data (x2 next session)</li> <li>• Single and Multi-agency planning</li> <li>• TAC &amp; Child’s Plan Minutes</li> <li>• Monitoring of children’s experiences including learning conversations</li> <li>• Monitoring of our learning environments</li> </ul>	<ul style="list-style-type: none"> <li>• Staff will be issued with a copy of The Promise <a href="https://www.carereview.scot/wpcontent/uploads/2020/02/The-Promise.pdf">https://www.carereview.scot/wpcontent/uploads/2020/02/The-Promise.pdf</a> (September 2023)</li> <li>• Engage all staff in CLPL on The Promise (DHT) in partnership with Who Cares Scotland (OCT Inset) (collegiate calendar/WTA)</li> <li>• DHT undertake Promise Keeper training (August 31<sup>st</sup> 2023)</li> <li>• SLT to engage fully with new single and multi-agency planning approaches (GIRFEC Refresh)</li> </ul>

<p>We have identified a need to develop a consistent universal approach to assessing wellbeing across the school.</p> <p>Feedback from consultation on our Renfrewshire’s Nurturing Relationships approach identified the need to focus on the nurture principle Language is a vital means of communication.</p> <p>One of the current national priorities places the human rights and needs of every child and young person at the centre of education. This is in line with our local priorities too. It is our intention to embed a ‘child rights’ approach into all aspects of school life. We are committed to become a Rights Respecting School and have already gained our Bronze status. Our parents and children are supportive of the school’s ambitions. Volunteer staff have agreed to the Rights</p>	<p>GMWP Results from GMWP will be used to target the wellbeing and motivational needs of learners raising those who currently report in categories 1-3 to 4-7 by March 2023. Results from GMWP carried out in March 2024 will increase in the Yes columns for the 5 areas for development by 25% of target group: Learners with low GMWP score</p> <p>Almost all learners will show evidence of being able to do the following: <i>Express their strengths and difficulties in relation to motivation and emotional wellbeing</i></p> <p>Learners’ scores will rise in March 2024 GMWP The GMWP will evaluate the progress of learner wellbeing, ensuring the learner’s voice is heard in the deciding of next steps.</p> <p>Almost all teachers will be more confident and skilled in the interpretation of data, sharing the results and agreeing on next steps for class (or individual pupil) .</p> <p><u>RNRA</u> Almost all learners in school and ELCC will show evidence of being able to do the following: Resolve playground/nursery problems/disputes in a shorter space of time. Children should feel listened to and feel that their problem has been resolved. By how much? 50% of children can resolve ‘little deals’ by themselves by January 2023/ All children with big deals will have a plan to address their needs. Target group: Children who have regular playground disputes and children needing support with regulation. When: May 2023</p> <p>Children’s rights will be at the heart of our school’s culture and ethos. Williamsburgh Primary School will be a community where children’s rights are learned, taught, practised, respected, protected and promoted.</p> <p>By June 2024 almost all staff in the school will recognise their</p>	<ul style="list-style-type: none"> <li>• Data GMWP, collating quantitative data, will be carried out in September 2023 to monitor progress to date GMWP carried out again in March 2024 to compare with scores.</li> <li>• What Matters To You questionnaire will be completed by parents and learners in August 2023. Our improvement is to clearly flag to parents that this is an evaluation of how well the school is doing in meeting the needs of their child through SHANARRI and GIRFEC</li> <li>• Children to complete a post debrief survey. This will be tracked to monitor improvement</li> <li>• Rights linked into forward planning</li> <li>• Pre/post evaluations on staff confidence and understanding</li> <li>• Learner feedback – target group</li> <li>• Pre/ post child and family survey</li> </ul>	<p>GMWP Creation of an operational plan, by September 2023, providing information to all staff with the approaches in interpreting data, provision of interventions/strategies and a guide for recording progress.</p> <p>Use data collected to triangulate information collected from questionnaires/conversations and observations – compare feedback from what parents/carers say, what children say in GMWP and what class teachers observe – thus providing more opportunities for successful intervention. Share questionnaire results with parents and staff.</p> <p>Big deal/ little deal language will be used in class and playground with Big Deal issues clearly identified. Big deals could lead to a plan being made which could involve parents in supporting their child at school and ELCC.</p> <p>Inclusion Support Assistant (<b>Pupil Equity Fund</b>) will support target group</p> <p>Continue to work towards Silver: Rights Aware</p> <ul style="list-style-type: none"> <li>➢ Implementation of four evidence- based standards:</li> <li>➢ Committed leadership</li> <li>➢ Whole school community learns about the UNCRC</li> <li>➢ School has a rights respecting ethos</li> <li>➢ Pupils are empowered to become active citizens and learners.</li> </ul> <p>Steering group to continue, including children, staff and this session - parents.</p>
---	--	--	---

The Rights Respecting Schools journey will continue to support us to recognise and embed the Convention in our practice as well as to improve wellbeing and help all children realise their potential.

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).

responsibility to model rights respecting language and behaviour and put them into practice in all aspects of school life.

Almost all children are familiar with the UNCRC (June '24) and a few children will continue are part of a whole school steering group, from September '23. The steering group will influence future developments as we strive for improvement.

Rookie Minds Intervention Support (**Pupil Equity Funding**) will in particular support children from recovery from trauma and reintegration (UNCRC Article 30).