



Woodlands Primary School

School Improvement Plan

2023/24

Planning framework

As part of Children's Services, Woodlands 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. place the human rights and needs of every child and young person at the centre of education;**
- 2. improve attainment, particularly in literacy and numeracy;**
- 3. close the attainment gap between the most and least disadvantaged pupils;**
- 4. improve children's health and wellbeing; and**
- 5. 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 pages 3 and 4.

Pupil Equity Funding

Our school receives 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>
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Our Vision, Values and Aims

Our Vision:

- Woodlands Primary School is a community school built on teamwork, trust, and respect. Relationships underpin our work in all aspects of school life. We work together to celebrate the diversity in our community and ensure everyone is valued. We nurture the individual talents and skills of our learners to ensure that they have every opportunity for personal growth to fulfil their potential and to develop core life skills enabling them to become effective contributors of the future. We identify and support the aspirations of our pupils and celebrate the achievements of our Woodlands family.

Our Values:

KINDNESS RESPECT FAIRNESS CREATIVE LIMITLESS BRAVE

Our Aims:

- To provide high quality learning and teaching experiences so that we equip our learners with knowledge and skills for the future
- To celebrate our local community and the opportunities therein so that we have pride in our identity and learn to live peacefully, protect the environment and respect other people.
- To engage with our families and wider school community so that we have a community working together to ensure the achievement of our learners.
- To develop significant and resilient relationships within our school community to ensure that our learners feel safe and happy to participate in learning

Who did we consult?

To identify our priorities for improvement, we sought the views of our pupils, families, staff and partners and Parent Council. We used a variety of methods of getting the views of those who are involved in the life and work of Woodlands Primary School such as MS Forms, Parental/Pupil Feedback, Partner collaboration and service reports, collegiate discussions, working party action plans, Parent Council Meetings, 1-1 meetings, Seesaw feedback etc

We have also consulted with our partners across and outwith the Council to assist us in the delivery of our priorities.

- Barnardo's PATHS Modelling and Coaching Team – Pupil and Staff Surveys and RAG Action Plan
- ORBIS – Professional Learning feedback and consultation discussions to identify next steps
- Place2Be – Termly and End of Year Reports summarising progress throughout the year and next steps
- Cluster schools – Sharing of data to outline progress over time of pupils as well as positive destinations post school
- Educational Psychology – supporting us on our RNRA and NVR journey as well as identifying ways to support staff to meet the ASN of learners and create more inclusive learning environments.
- Active Schools – survey data to identify children and areas for improvement in terms of weekly physical activity and accessing sport and healthy lifestyles in the local community.

All information gathered is collated and used to assist us to identify next steps and areas for improvement.

How will we 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:

- Ongoing evaluations and reviews with partners
- Quality Assurance calendar which includes monitoring of learning and teaching throughout the school
- Monitoring progress of attainment and impact of targeted interventions to raise attainment and close the poverty related attainment gap through termly professional dialogue and use of digital tools to support this.
- Analysis and review of standardised assessment data to be used diagnostically and have a positive impact on the learning journey of our pupils.

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

Improvement Priority 1 – Raise attainment in Literacy

<p>HGIOS/HGIOELC QIs Q.I 1.2 – Leadership of Learning Q.I 2.2 - Curriculum Q.I 2.3 – Learning, Teaching, Assessment Q.I. 3.2 – Raising attainment and achievement</p>	<p>NIF Priorities</p> <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 young people 	<p>NIF Drivers</p> <ol style="list-style-type: none"> 1. School Leadership 2. Teacher Professionalism 3. Parental Engagement 4. Assessment of Children's Progress 5. School Improvement 6. Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>Teacher professional judgement, informed by SNSA/GL Assessments/Tracking and Monitoring data demonstrates an ongoing need to raise attainment and close the poverty-related attainment gap, specifically in relation to writing. The data also demonstrates inconsistencies in teacher professional judgement with broad variations year on year.</p> <p>Significant work has been undertaken in relation to 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. CfE data demonstrates that reading data has improved year on year however, only the majority of pupils throughout the school are making expected progress with exceptions in P4 and P5. Inconsistent data has been highlighted as an area for improvement with a focus on assessment of reading.</p> <p>Following introductory training in the Talk for Writing approach in session 22/23, a strong focus is required on implementation of the approach across the school to ensure a consistent approach to writing maximise the impact on pupil engagement and attainment.</p> <p>CfE data demonstrates that, as a school, writing is the main area for improvement with only the majority of pupils achieving with the exception of P4 where we see</p>	<p>We have identified a targeted group of learners throughout the school in all aspects of literacy:</p> <ul style="list-style-type: none"> - Writing Target Group – include 13% of pupils throughout the school who are currently not making expected progress. 80% of this group are within SIMD 1-3 - Talking and Listening Target Group - include 10% of pupils throughout the school who are currently not making expected progress. 77% of this group are within SIMD 1-3 - Reading Target Group - include 11% of pupils throughout the school who are currently not making expected progress. 79% of this group are within SIMD 1-3 <p>By June 24, Attendance of the target group is increased to 89% in line with the school average, and to 95% by June 2025.</p> <p>Informed by school data, we expect an increase in writing attainment across specific stages by June 24:</p> <ul style="list-style-type: none"> - P2 – 13% - P3 – 27% - P4 – 17% - P5 – 3% 	<ul style="list-style-type: none"> • Teacher professional judgement/ACEL data • Writing assessments • Reading Assessments and use of the 3-domain model • Reading and writing engagement surveys • Standardised assessment data including SNSA/ACEL at P1, P4 and P7 • Ongoing evaluation of staff confidence, understanding and progress with implementation using the 'Confidence in Applying the Talk for Writing Process' survey • Tracking and monitoring meetings • Peer class visit feedback • Stage, whole school and cluster moderation activities • PEF Evaluations and Impact Statements 	<p>Provision of ongoing professional learning for all teaching and support staff in the Talk for Writing approach including initial CLPL for new/returning staff in fiction and non-fiction writing.</p> <p>Cluster CLPL project is planned for throughout session 2023-24 including sharing good practice, collaborative planning and assessment, moderation and peer observations. This will be implemented/evaluated throughout the session with the support of SLT from Woodlands Primary School and East Fulton Primary School.</p> <p>School staff will engage in the LA project team for project leads and will undertake CLPL on leading effective implementation of Talk for Writing (dates TBC). Actions will be informed by the Talk for Writing Leadership Toolkit.</p> <p>Creation of an operational plan, by Sept 23, for implementation of the Talk for Writing approach (fiction and non-fiction) to include key features e.g.:</p> <ul style="list-style-type: none"> create/maintain a whole school reading spine create/maintain a whole school overview with resource linked units adapt templates for unit planning to align with existing planning approaches establish teaching non-negotiables and ensure consistent implementation across the school establish/maintain effective procedures for quality assurance of the approach

<p>a spike in attainment levels. However, assessment and tracking information of SIMD 1 -3 pupils throughout all stages evidences that there is a significant poverty related attainment gap at all stages.</p> <p>A target group of pupils who are currently underachieving has been identified with class teachers. Of this target group, 77% are within SIMD 1-3 with a number of other contributing factors impacting on the attainment of the whole group. 25% of the identified group have lower attendance than the school average which is 89%.</p>	<ul style="list-style-type: none"> - P6 – 17% - P7 – 18% <p>Informed by school data, we expect an increase in talking and listening attainment across specific stages by June 24:</p> <ul style="list-style-type: none"> - P2 – 13% - P3 – 8% - P4 – 13% - P5 – maintain 100% - P6 – 7% - P7 – 18% <p>Informed by school data, we expect an increase in reading attainment across specific stages by June 24:</p> <ul style="list-style-type: none"> - P2 – 16% - P3 – 13% - P4 – 24% - P5 – 6% - P6 – 9% - P7 – 13% <p>By October 2023, we will have gathered assessment data and teacher professional judgement to create attainment aims and targeted support plans for pupils in P1.</p> <p>By October 2023, we will start to demonstrate evidence of narrowing the poverty-related attainment gap using percentage points</p> <p>By June 24, almost all teachers are more confident and skilled in the learning and teaching of fiction. Almost all support staff are more confident and skilled in providing in-class support for writing. A clear, structured, progressive, consistent approach to fiction will be evident at all stages using the Talk for Writing approach.</p> <p>By June 24, almost all children will demonstrate increased engagement, knowledge and skill in the writing process.</p> <p>By June 25, almost all teachers are more confident and skilled in the learning and teaching of non-fiction. Almost all support staff are more confident and skilled in providing in-class support for writing. A clear, structured, progressive, consistent approach to non-fiction writing will be</p>		<p>By Sep '23, all teaching staff will be introduced to Talk for Writing's 'Planning, Assessment and Progression' overviews and will use these to plan learner experiences and inform professional judgements on pupil progress. (Overviews will be published in August '23)</p> <p>Support of 1 FTE Principal Teacher (PEF funded) to provide targeted interventions to identified group in Talking and Listening, Reading and Writing</p> <p>Principal Teacher will manage and lead implementation of operational Talk for Writing guidance and cluster project.</p> <p>Principal Teacher will provide in-class support using a coaching and modelling approach for all teaching staff with a focus on high quality learning and teaching and consistency of approaches throughout the school.</p> <p>Engage with EPS and Cluster schools on the Attendance and EBSA Project to engage with target families to build relationships, improve pupil attendance, encourage parental engagement in school activities and in supporting writing at home.</p> <p>Update our data gathering and analysis systems to ensure that we provide and analyse evidence of narrowing the poverty-related attainment gap using percentage points</p>
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	<p>evident at all stages using the Talk for Writing approach</p> <p>By June 26, almost all teachers are more confident and skilled in the learning and teaching approaches to literacy. Almost all support staff are more confident and skilled in providing in-class support for literacy. A clear, structured, progressive, consistent approach to fiction and non-fiction writing will be evident at all stages using the Talk for Writing approach in combination with additional evidence-based reading and writing pedagogies.</p>		
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Improvement Priority 2 – Raise Attainment in Numeracy

HGIOS/HGIOELC QIs Q.I 1.2 – Leadership of Learning Q.I 2.2 - Curriculum Q.I 2.3 – Learning, Teaching, Assessment Q.I. 3.2 – Raising attainment and achievement	NIF Priorities <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 young people 	NIF Drivers <table border="0"> <tr> <td>1. School Leadership</td> <td>4. Assessment of Children's Progress</td> </tr> <tr> <td>2. Teacher Professionalism</td> <td>5. School Improvement</td> </tr> <tr> <td>3. Parental Engagement</td> <td>6. Performance Information</td> </tr> </table>	1. School Leadership	4. Assessment of Children's Progress	2. Teacher Professionalism	5. School Improvement	3. Parental Engagement	6. Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>CfE Attainment data shows inconsistencies from data over the last 8 years with fluctuations in data throughout the school highlighting the robustness and reliability of this data. CfE Attainment data shows that the numeracy attainment is below the quartile average. Tracking and monitoring conversations outline that progress has been based on a resource led culture and that coverage has been the biggest influencer on Teacher Professional Judgement.</p> <p>Teacher professional judgements demonstrated that there was a need to raise attainment and achievement for all in maths and numeracy and close the attainment gap. With the support of the Numeracy Modelling and Coaching Officer, the New Renfrewshire Maths Planners have been implemented throughout session 2022-23. These have allowed staff to refocus on incorporating key methodologies (including SEAL), streamline skills across a level, and support effective teaching by using high-quality rich tasks that provide breadth and depth. This has had a positive impact on learning, teaching and attainment. However, it also highlighted that there is a need for a progressive and consistent approach across the school, underpinned by assessment.</p> <p>In 2022-23, support from the NMCO had a positive impact on attainment of targeted pupils in P3, P4 and P5 employing the maths recovery</p>	<p>We have identified a targeted group of learners throughout the school in the aspects of numeracy</p> <ul style="list-style-type: none"> Numeracy Target Group – include 8% of pupils throughout the school who are currently not making expected progress. 86% of this group are within SIMD 1-3 <p>By June 24, Attendance of the target group is increased to 89% in line with the school average, and to 95% by June 2025.</p> <p>Informed by school data, we expect an increase in numeracy attainment across specific stages by June 24:</p> <ul style="list-style-type: none"> P2 – 5% P3 – 9% P4 – 3% P5 – 10% P6 – 14% P7 – 11% <p>Full transition to the new Renfrewshire Maths Progression Planners will be evident at all stages by October 23 to ensure a structured, progressive and consistent approach to maths and numeracy.</p> <p>By June 24, almost all teachers are more confident and skilled in the learning and teaching of numeracy.</p>	<ul style="list-style-type: none"> Teacher professional judgement/ACEL data Standardised assessment data including SNSA/ACEL at P1, P4 and P7 Tracking and monitoring meetings Peer class visit feedback PEF Evaluations and Impact Statements Ongoing evaluations will assess staff confidence and understanding of the pedagogy employed in implementing the new planners - measured through professional dialogue/surveys/course evaluations (in liaison with NMCO) Teacher engagement with new Renfrewshire Maths Assessments where pedagogy is in line with the planners evidenced through number of teachers using new end of pathway assessments and/or end of topic assessments which are linked to the new planners Maths Recovery Assessment scores – pre and post intervention will show pupils progression within the framework for number. Google form/professional dialogue/collegiate reviews to measure staff confidence in their pedagogical knowledge and understanding of the Framework in Number with support of NMCO Google form/professional dialogue/collegiate reviews to measure staff confidence in using the related diagnostic assessments to identify gaps 	<p>The school as a whole will transition to the Renfrewshire Maths planners in session 23/24. This transition will incorporate elements of the revised end-of-pathway and end-of-topic assessments, aligning with current methodologies.</p> <p>Authority training/video guidance on rationale and how to use new planners will support whole school transition.</p> <ul style="list-style-type: none"> Encourage continuous professional development opportunities throughout the year for teaching and support staff on maths and numeracy (including authority CLPL) Time to engage with Ed. Scot PLR documents, In-service/collegiate activities, professional reading) implemented throughout the session with the support of the NMCO <p>Create an operational plan by Sept 23 to equip all teachers and support staff with the necessary tools to implement effective interventions using research-based strategies and activities through the Maths Recovery Framework. The approach aims to expand children's number knowledge and address learning gaps, enhancing their mathematical skills, confidence, and overall knowledge. It involves assessing students' current understanding and strategies, emphasising ongoing assessment to enable all intervention trained teachers to feel greater confidence in planning bespoke interventions to close identified gaps in numeracy.</p>

<p>strategies and tools. Following introductory training for all teaching staff in the Maths Recovery approach in session 22/23, a strong focus is required on the operational implementation of the approach across the school to ensure a consistent approach to numeracy and mathematics to maximise the impact on pupil engagement and attainment.</p> <p>In June 2023, teacher professional judgement demonstrates that there is a need to raise attainment in numeracy throughout the school. Currently, the majority of children are attaining in P2, P3, P5, P6 and P7 with most pupils achieving these targets in P1 and P4.</p>	<p>By June 24, almost all support staff are more confident and skilled in providing in-class support in maths and numeracy.</p> <p>Evidence of narrowing the poverty-related attainment gap using percentage points</p> <p>By December 23, all teachers have developed their understanding of the diagnostic and formative assessments to identify the exact level of the conceptual understanding of their learners.</p>	<p>and plan appropriate intervention with support of NMCO</p> <ul style="list-style-type: none"> • Google form/professional dialogue/ to measure support staff confidence in supporting children through the intervention with support of NMCO 	<p>Principal Teacher will manage and lead implementation of operational Numeracy pedagogical approaches.</p> <p>Principal Teacher will be Intervention Lead for school working alongside NMCO (PEF) to provide targeted interventions to identified group in Numeracy with scope to then share learning collegiately. PT will establish dates for baseline and follow up assessments to be administered, review pupil progress, modify target children if required and continue cycle every 8 weeks. PT will develop a timetable to ensure regular and consistent Maths Recovery sessions for target children working alongside NMCO to maximise impact of interventions.</p> <p>Principal Teacher will provide in-class support using a coaching and modelling approach for all teaching staff with a focus on high quality learning and teaching and consistency of approaches throughout the school. Working collegiately with the NMCO, create a whole school approach to develop understanding of the pedagogy across all staff to ensure consistent approach and to empower staff to support learners across all stages with the intervention.</p> <p>To support this, time has been allocated in the Working Time Agreement for stage planning to enable staff to discuss administering and evaluating assessments as well as time to facilitate discussions related to Maths Recovery</p> <p>Staff will have access to authority training which will guide and support practitioners to -</p> <ul style="list-style-type: none"> • understand the key principles and methodologies of the programme • identify children who would benefit from the intervention • administer baseline and follow up assessments to identify gaps • upskill on pedagogical knowledge linked to the Framework of Arithmetical Learning • tailor interventions using the Renfrewshire Numeracy Intervention tasks and relevant SEAL pedagogy • monitor impact- collect and analyse data to track individual pupil progress • offer advice on recommended texts and resources
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			<p>Engage with EPS and Cluster schools on the Attendance and EBSA Project to engage with target families to build relationships, improve pupil attendance, encourage parental engagement in school activities</p> <p>Update our data gathering and analysis systems to ensure that we provide and analyse evidence of narrowing the poverty-related attainment gap using percentage points</p>
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Improvement Priority 3 – HWB: Inclusive Learning and Collaborative Working between staff, learners, parents/carers, and partners

HGIOS/HGIOELC QIs 1.5 – Management of resources to promote equity 2.4 – Personalised Support 2.5 – Family Learning 2.7 – Partnerships 3.1 – Ensuring wellbeing, equality, and inclusion	NIF Priorities <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 young people 	NIF Drivers <table border="0"> <tr> <td>1. School Leadership</td> <td>4. Assessment of Children's Progress</td> </tr> <tr> <td>2. Teacher Professionalism</td> <td>5. School Improvement</td> </tr> <tr> <td>3. Parental Engagement</td> <td>6. Performance Information</td> </tr> </table>	1. School Leadership	4. Assessment of Children's Progress	2. Teacher Professionalism	5. School Improvement	3. Parental Engagement	6. Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>We aim to promote and enable a whole school approach to behaviour and the inclusion of our parents, carers, and families, aligned to our values. A group of staff have engaged in CLPL with the LA Inclusion Portfolio Team focused on Restorative and Relational Approaches. Through this process, they have identified the need to revisit the school values to ensure these are meaningful and outline the school vision and aims.</p> <p>The introduction of the PAtHs SEL programme has proved successful. School data shows that there has been an 85% improvement or stable progress in terms of reducing aggression and disruptive behaviour. We have a minority of learners throughout the school whose behaviour has a significant impact on the health and wellbeing of peers and staff. These pupils require more support than the universal approaches of PAtHs and RNRA and we recognise the need to upskill staff to manage this type of behaviour and reduce the impact on others in the class.</p> <p>PAtHs data also demonstrates an 81% improvement in social and emotional competence in pupils throughout the school. This data supports the view of the Restorative and Relational Approaches group to support school staff in developing knowledge and approaches to relationships, restorative practice and behaviour</p>	<p>New vision, values and aims in place for the school by October 23</p> <p>Curriculum Rationale refresh by June 24</p> <p>90% improvement in social and emotional competence for pupils throughout the school</p> <p>By June 24, almost all teachers are more confident and skilled in developing and supporting social and emotional literacy.</p> <p>By June 24, almost all support staff are more confident and skilled in providing in-class and playground support in social and emotional literacy.</p> <p>By June 24, decrease in the number of violent incidents in school by at least 50%</p> <p>By June 24, decrease in the number of exclusions to bring us in line with the Renfrewshire average with a long-term goal of eradicating these by June 25 through the employment of alternative curriculum opportunities and personalised in-school support.</p>	<p>Pre-intervention surveys for learners, staff and families will be used to capture views with regard to current practice, confidence, skills, and development needs.</p> <p>Pre- and post-intervention surveys will be created by ORBIS to capture the impact of the intervention on the school community.</p> <p>The Education Scotland Circle Participation Scale Tool will be used to gather baseline and added value data for targeted pupils.</p> <p>PAtHs RAG Assessment tool will be used as a self-evaluation tool based on the survey data collected in 2022-23 as well as the needs of the school community.</p> <p>Place2Be Termly and Annual Reports</p> <p>How Good is OUR School Self-Evaluation Tool</p> <p>School attendance data</p> <p>Education Scotland Promoting Attendance Self-Evaluation Tool</p> <p>Literacy and Numeracy Attainment data</p>	<p>We will be supported on a weekly basis by Brian Donnelly of ORBIS (PEF) who will:</p> <ul style="list-style-type: none"> contribute to and facilitate the development of a school relationships policy Provide modelling and coaching opportunities to teaching and non-teaching staff in the classroom and playground setting provide INSET and collegiate professional learning to staff on Relationships, Promoting Positive Behaviour, Values Based Approaches to culture and ethos, Mental Health and Wellbeing for staff. Advise and consult with SLT on aspects of SIP in this area Work on a 1-1 basis with target pupils based on a criterion which will focus on disengaged learners, social and emotional dysregulation, and academic progress. Engage with families in universal group sessions as well as in targeted sessions as required. <p>By October 2022 an RNRA core group will be re-established, and an Action Plan created for all members of the school community. The action plan will be implemented over a period of 2 years, with completion of implementation in June 25. This will include:</p> <ul style="list-style-type: none"> Cohort small group professional learning on relational approaches Collate and analyse baseline data for targeted pupils with regular reviews and progress checks Support groups for cohorts post training

<p>management as we continue to embed the programme successfully.</p> <p>This session, we have seen a rise in the number of exclusions which has risen to 6. Whilst this only affects 2% of the school population, it is a significant rise on last session where there were 0 exclusions. In addition to this, we have 71 recorded incidents from staff who have experienced violent and/or aggressive behaviour from pupils. We do not hold data with regard to Violent/Aggressive incidents in previous years however we recognise that outwith the past few sessions which have been impacted by COVID-19 and school closures, the school have historic data from 2017-18 and 2018-2019 where there were a significant number of school exclusions these have been consistently higher than the Renfrewshire average.</p> <p>Attainment data is beginning to show that progress is slower than expected for learners with ASN. Staff have indicated that they require support to ensure that they are getting it right for all children through the use of planning tools and reviews.</p> <p>2021-22 data outlined that only 70% of pupils had attendance of over 90%. The biggest dip for this was demonstrated at P7 where 26% of learners had attendance between 60 and 90%.</p> <p>2022-23 data already highlights that annual average attendance has dipped to 89% which is below the Renfrewshire average. 24% of pupils throughout the school have attendance ranging between 60% and 90%. 3% of pupils have attendance below 60% and data indicates that these pupils have been impacted by social and emotional issues resulting in emotionally based school avoidance. Data continues to show that attendance in P7 shows a significant decline in comparison to other year groups.</p>	<p>Development and implementation of new school policies and procedures to support:</p> <ul style="list-style-type: none"> - Relationships - Managing and promoting positive behaviour - Pupil Support <p>High quality pupil support plans in place for all pupils with ASN</p> <p>By June 2024, almost all staff will have an increased confidence in managing and responding to distressed and challenging behaviour.</p> <p>By June 2024 the school community will feel more confident and have a shared understanding of approaches to promoting positive behaviour and relationships</p> <p>By June 2024 a small group of targeted learners and families will have a greater sense of identity within the school, increased engagement and participation and develop the skills to make better choices and form relationships that are nurturing and protective</p> <p>By June 2024 all teaching staff will be confident in their ability to plan for children with ASN and measure their progress accurately using a variety of tools. Support staff will be confident in the approaches they use to support pupils and teaching staff in class. Staff will have an increased understanding of the staged intervention process and be able to access appropriate support at each of the stages of intervention. Staff will be aware of the correct documents to be completed at each stage.</p>	<p>Who Cares Scotland Baseline Data</p> <p>RNRA Self-evaluation process</p> <p>LISN data</p> <p>Glasgow motivation and wellbeing tool</p> <p>Exclusion Data</p> <p>Violent and Aggressive Incident Data</p> <p>Learner Conversations and Personalised Planning</p>	<ul style="list-style-type: none"> - Identify plan for engaging parents/carers - Provide updates on plans and progress at every INSET day to the whole staff team <p>Continue with Year 3 of our PATHS implementation programme throughout the school with the support of Barnardo's (PEF) with an increased focus on broadening the scope of this to include our families, extend with our support staff with a specific focus on the playground and embed across the curriculum. Implementation of B's Buddies programme with upper school pupils.</p> <p>Continue with the Place2Be (PEF) programme which is well established within the school. Work with the SPM to ensure progression, impact on pupils and wider school community. Increase prominence of Place2Think to support all staff and impact positively on their personal health and wellbeing.</p> <p>Introduction of a Health and Wellbeing Assistant (PEF) to support accessibility and inclusion for a targeted group of pupils throughout the school. Working in collaboration with the DHT, the identified group of pupils will have access to an alternative curriculum with a focus on development of social and emotional skills as well as self and co-regulation.</p> <p>DHT will support the development of professional learning for staff in the aspect of planning for pupils with ASN and facilitating these plans, in line with the LA GIRFEC Refresh. DHT will liaise with other schools to identify good practice as well as the LA Development Officers in this area. School based planning and recording systems will be streamlined through a process of audit, review, and evaluation.</p> <p>DHT will develop systems to track progress for pupils with ASN on a small, carefully measured scale to ensure we have an accurate account of the learner journey for all pupils and can target early interventions to provide differentiated supports which have a positive impact on closing the attainment gap for this group of learners. Through the agreed joint working plan with EPS, create a streamlined procedure to identify and support pupils with ASN and prioritise pupils to work with EPS at case level</p>
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<p>Qualitative feedback from parents/carers highlights that the current supporting attendance procedures in place cause stress and anxiety for families who are already experiencing difficulties. A target group of learners have been identified within the school whose attendance will be carefully monitored and improved through the use of the new Supporting Attendance Toolkit.</p>	<p>By June 24, annual average attendance will reflect the Renfrewshire average</p>		<p>through a staged intervention process based on the assessment framework. Working in collaboration with EPS, RICE P1-P3 support will be available to relevant staff to deliver ongoing support for improvement for pupils with speech, language and communication needs.</p> <p>SLT will continue to attend LISN groups to gain increased knowledge and increased understanding of inclusion, additional support needs, teaching & learning pedagogy and to make links with sound psychological research and the Council's priorities. This will have a positive impact on the empowerment and self-sufficiency of staff in terms of processes leading to more effective planning at different staged intervention levels.</p> <p>Professional Learning for all staff on 'The Promise' to raise awareness of this national approach and how we support our Care Experienced pupils/families. DHT will ensure links to The Promise, The Morgan Review, Who Cares Scotland and UNCRC are embedded in ASN planning, long term universal planning as well as the school assembly programme.</p> <p>PT and CT Lead to work collaboratively with EPS to provide evidence-based training and engage in consultation with staff on Non-Violent Resistance (NVR) approaches. The NVR whole school approach will work in partnership with other improvement interventions in this area by empowering staff to be able to apply and understand the importance of relationships to all children and young people's wellbeing and achievement throughout the establishment. The project will also seek to ensure that most staff will be skilled in RNRA self-evaluation process and the importance of interventions being data informed. By December 2024, key staff within this project will have undertaken Level 2 NVR training.</p> <p>PT and CT Lead will work with EPS and Families First to provide support for parents/carers experiencing distressed behaviours from children at home.</p> <p>SLT and EPS will work collaboratively within the Linwood High School Cluster to gather baseline data regarding attendance, wellbeing and attainment. In line with the launch of the LA attendance toolkit, further training and</p>
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