



Bridge of Weir Primary

School Improvement Plan

2023/24

Planning framework

As part of Children's Services, **Bridge of Weir Primary** 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 school vision of, '**Working Together for Equity, Equality and Excellence,**' is very important to us as we strive to get it right for every child and family in their time with us.

Our values of **honesty, fairness, responsibility, support, (kindness and compassion) co-operation, acceptance of difference, respect, friendliness, and inclusion,** reflect this vision and this is evident in our daily interactions.

Our school rules are **ready, respectful,** and **safe.** They are simple but effective in all situations.

Our school aims to:

Encourage learners to adopt **active** and **healthy** lifestyles which support strong mental health and **nurture** understanding and awareness of good emotional wellbeing for themselves and others.

Experience challenge and success which enables learners to develop well informed views, make responsible choices and come to good decisions.

Achieve the highest possible levels of attainment across the curriculum and provide focused support in literacy, numeracy and health and wellbeing.

Develop skills across the curriculum for learning, skills for life and skills for work.

Develop knowledge and understanding of our school curriculum, our community, our society, our world and our place and **responsibility** within them including sustainability and United Nations Conventions on the Rights of the Child (UNCRC)

Our ELCC aims to:

Work together in partnership with parents and carers to improve learning and care.

Provide a **safe, happy, inclusive,** and **nurturing** learning environment.

Ensure smooth and effective transitions for all children- home to nursery, nursery to school.

Provide a responsive curriculum for all our children which will; have literacy, numeracy and HWB at its core, be well planned and evaluated, be broad, balanced and provide continuity and be effective, ensuring all children achieve their full potential.

Who did we consult?

To identify our priorities for improvement, we sought the views of teachers, parents, learners, Educational Psychologist and Partners. We used a variety of methods of getting the views of those who are involved in the life and work of Bridge of Weir Primary and ELCC such as staff, parent and learner surveys, questionnaires, professional discussions at meetings and with focus groups.

We have also consulted with our partners across and out with the Council to assist us in the delivery of our priorities. Meetings with the Educational Psychologist to develop measurable intervention strategies, identification of specialist resources to deliver high quality training for attainment and leadership and specialist services to deliver training for staff, parents, and learners. We will be collaborating within school, within our authority and with our partners to achieve our common priorities. We will use effective interventions for continuous improvement such as the work of Shirley Clarke on formative assessment, authority coaching and modelling officers to improve attainment in maths and Talk for Writing with authority training and support, to drive forward our ambition of Excellence. For Equality we will use the criteria set for a Gold Award with reference to Respect and LGBT Youth Scotland and UNCRC articles. For Equality in mental health and health and wellbeing we will use GIRFEC and SHANARRI criteria and targets from Emotion Works and RNRA. For outdoor learning, sustainability and Children's Rights criteria and goals we will use training from Learning Through Landscapes our partner at Bridge of Weir Leather and the UNCRC. For equity we will continue to see every child as an individual and work to reduce barriers to their progress.

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

How we will know if we are achieving our aims?

We will measure and evaluate the progress we are making to achieve the key outcomes set out in this plan. We do this using quality assurance activities that include:

Planned attainment and achievement meetings at school, department, and class level to analyse, track and monitor progress.
Collaborative working across stages and departments looking at attainment information, pace and progression and our curriculum.
Regular gathering of attainment information from formative, summative and standardised assessment to inform teacher judgement.
Feedback from pupils and parents on progress through our communication platforms and sending home of completed work.
NSA assessment at P1, P4 and P7 to inform our priorities for teaching and learning.
Annual audit of parent views using What Matters to Them questionnaire.
Annual audit of learner views using the What Matters to Them questionnaire.
Annual monitoring and tracking of learner's self-assessment of their wellbeing – Glasgow Motivation and Wellbeing Profile.
Annual monitoring and tracking of parent views regarding health and wellbeing of their child using SHANARRI indicators.
Planned meetings with pupil representatives from each class to discuss health and wellbeing and attainment and achievement.

Feedback from pupils on their experience of teaching and learning through planned pupil conversations, this will specifically include protected characteristics and will be representative of all learners.
Specific stage/class questionnaires to audit pupil views.
Bi-monthly Pupil Council meetings to address specific issues from the school improvement plan and classroom discussions to provide feedback from learners.
Peer Collaboration including teaching observations and professional discussion of strengths and improvements.
Teacher meetings for feedback on progress of key school priorities and identification of future improvements such as Talk for Writing
Planned programme of professional review and development.
Teacher evaluations of their pedagogy and the impact of this on teaching and learning in literacy, numeracy, health and wellbeing and an area of their choosing.
Regular class visits and team teaching with SLT to share professional learning, share good practice and deliver improvements.
HGIOS4? QI Self-evaluation – systematic programme and calendar of self-evaluation against QI themes.
Management and Leadership meetings for tracking and monitoring of teaching and learning, analysis of attainment and achievement using qualitative and quantitative data.
Meetings with partners to review progress towards criteria and targets.
Selected policy audit for review and update with all stakeholders.
Improvement plan review of progress and identification of next steps.

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

Improvement Priority 1 – Refreshed Curriculum and Parental/Learner Engagement

<p>HGIOS/HGIOELC Qjs</p> <p>1.3/1.5/2.2/2.3/2.4/2.5/3.1</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> <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>Our school, What Matters to You survey, shows a diverse population with a wide range of interests, abilities and expectations from our curriculum. We have worked hard post pandemic to address and improve our literacy, numeracy and wellbeing curriculum to meet the needs of all our learners and the surveys have guided our programmes. Last session we also provided a refresh of our Science and RME (Religious and Moral Education) curriculum. We now turn our attention to a refresh of other aspects of our curriculum – HWB (Health and Wellbeing), STEM (Science, Technology, Engineering and Maths) and Social Sciences with a focus on UNCRC (United Nations Children's Rights Convention) articles. We will also include the Meta Skills Progression Framework to support the explicit teaching of these skills within the refresh.</p> <p>Our data shows that we have greater diversity of learners and greater frequency of composite classes with</p>	<p>Our GMWP (Glasgow Motivation and Wellbeing Profile) data will increase from most to almost all learners reporting positively on their scores for GMWP.</p> <p>Affiliation 86.7% to over 90%</p> <p>Agency 88.1% to over 90%</p> <p>Autonomy 83.8% to over 90%</p> <p>Healthy and Safe 85.9% to over 90%</p> <p>We will see target groups of lower scoring learners on the GMWP profile, new children, children in composite classes, neuro diverse learners, care experienced learners report increased scores of satisfaction with the opportunities within STEM/HWB/Soc Studies. All teachers will report that they are able to manage and support the needs of all learners in their classes through the curriculum provision.</p>	<ul style="list-style-type: none"> • GMWP Data pre and post changes • Pre/post survey on staff confidence in the delivery of the curriculum • Pre/post pupil/parent surveys/learning conversations with class teachers and SLT (What Matters to You) • Class teacher self-evaluations on curriculum principles • Curriculum Working Party minutes and action plans. • Yearly planning – breadth, progression, coherence, relevance • Termly planning experiences/outcomes and assessment benchmarks – challenge 	<p>We will ensure that each class receives a balanced and progressive curriculum by reviewing our HWB, STEM and Social Sciences curriculum and include the meta skills progression framework in our pedagogy.</p> <p>We will take a closer look at our curriculum using the refreshed narrative to re-visit the four contexts for learning – Successful Learners, Confident Individuals, Responsible Citizens, and Effective Contributors within HWB, STEM and Social Sciences ensuring opportunities for DYW (Developing the Young Workforce)</p> <p>We will form collaborative working parties to develop our curriculum using teacher expertise.</p> <p>The experiences and outcomes will include opportunities for a range of achievements in the school and beyond and we will use Seesaw to build learning journals to evidence this.</p> <p>We will deliver a refreshed HWB curriculum closely focused on GIRFEC and SHANARRI to all learners through a 6-week programme at the start of term to cover many aspects of our</p>

<p>more children joining the school in the middle and late stages.</p> <p>We have a change of staff with different knowledge, skills, and experience.</p> <p>We have changes to the curriculum to embed the UNCRC in our practice. A school audit shows that we have made good progress towards this in the Primary and ELCC and we have clear gaps to address. We must continue to ensure that we are delivering CfE (Curriculum for Excellence) GiRFEC (Getting it Right for Every Child) and DYW (Developing the Young Workforce) We recognise the ever-changing landscape of education and interests of children and the potential to maximise digital technology and include the growth of artificial intelligence to support our curriculum.</p> <p>We realise that the curriculum on offer requires a refresh and a collaborative working approach to ensure; the totality of experience works for all our learners, is exciting and creative, is clearly understood by our teachers, retains autonomy for teachers, is relevant to learners' experiences and interests, uses the resources in our environment and is clearly communicated to parents/carers and learners. By revisiting our curriculum rationale, we will be able to deliver a curriculum that works better for our learners and teachers.</p> <p>Our GMWP data shows that most learners feel positive about themselves, the school, and their learning. We wish to raise this further to almost all and we believe that a refreshed Health and</p>	<p>All teachers will be positive about the methods that they use to engage and motivate learners with suitable challenge for all.</p> <p>All teachers will report that targeted learners are less anxious, more attentive, more engaged in their learning and curriculum.</p> <p>All teachers will be confident that they are providing a nurturing and challenging classroom environment with an engaging curriculum.</p> <p>All learners will record evidence of their learning and achievement in Seesaw and will be able to recognise and reflect positively on their progress within the four contexts.</p> <p>Learners will have access to digital tools and/or platforms that allow them to store assessments and demonstrate their progress over the course of their school experience.</p> <p>Children will report that they have approaches and a curriculum which is engaging and meets their needs.</p> <p>Parents/Carers will report that they feel better informed on their child's progress and achievements.</p> <p>See priority 4 for approaches to support learners with additional support needs.</p>	<p>and enjoyment, personalisation, and choice</p> <ul style="list-style-type: none"> • Tracking meetings with class teacher focus on learner progress and engagement in the curriculum. • Levels of teacher engagement with CLPL on curriculum • Target groups Seesaw folders • Target group feedback • Targeted groups to provide Qualitative Evaluation: • Interviews/focus groups with selection of staff, children, and parents/carers. • GIRFEC staged intervention documentation. • Yearly planner for each stage 	<p>health and wellbeing curriculum, to establish new classes across the school setting high expectations and providing a strong nurturing environment.</p> <p>We will set up a working party to look at the development of achievement in our curriculum with a focus on meta skills and milestones appropriate to age and stage of development. We will incorporate the views of parents/carers and learners and utilise the unique aspects of our school such as its grounds, the partners we have and the support available from the school and wider community and we will build:</p> <ul style="list-style-type: none"> • Opportunities for developing skills for learning, skills for life and skills for work (DYW) developed in our curriculum. • Opportunities to maximise individual potential, benefitting from appropriate support and challenge (GIRFEC REFRESH Staged Intervention, child's plan and action plans, meta skills framework) • Opportunities for personal achievement (in school and at home) parental engagement and involvement • Interdisciplinary learning (STEM/Social Studies/Outdoor Learning) • Ethos and life of the school as a community (Health and Wellbeing/Emotion works/Bounce Back/GMWP) • Curriculum areas and subjects (discrete/cross curricular/IDL)
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<p>Wellbeing curriculum can help with the achievement of this.</p> <p>Class teachers report that some learners report as more anxious, less attentive, not as engaged in learning and we wish to provide the right kind of support through our curriculum choices and approaches and support good self-esteem and wellbeing. Our continued work on RNRA will now focus on Wellbeing (see Priority 4)</p> <p>Data shows that our attainment gap is much less related to poverty and more closely related to additional support needs which can interrupt both individual and class learning with increased absences, time out of class and late coming. We believe a focused look at our curriculum matching to the needs of our learners will engage them more and clearer assessment and feedback will provide motivation to succeed with better attendance and timekeeping.</p> <p>Our GMWP data shows that we are meeting the needs of most learners which is good, but we want to ensure that we are Getting it Right for Every Child, and this will require our curriculum to adapt and change. We will take cognisance of Renfrewshire's GIRFEC refresh and embed the staged intervention approach and new planning approaches to identify our target group.</p>			<ul style="list-style-type: none"> • UNCRC (implement audit findings) <p>We will create a better system for pupil voice to influence the choices we make in our curriculum.</p> <p>We will share learning, teaching, and achievement regularly using one system, Seesaw and this will store information on learner progress with opportunity for reflection from learners (PEF)</p> <p>We will identify support staff who will meet regularly with our identified groups and review their progress closely across the GMWP profile (PEF)</p> <p>We will provide training for staff on:</p> <p>NVR (non-violent resistance) Care experience – The Promise – see school improvement 2) GIRFEC refresh – action plans</p> <p>We will re-visit our good practice and support new staff in:</p> <p>RICE (Renfrewshire Inclusive Communication Environments) RNRA – All Behaviour is Communication Emotion Works Bounce Back</p>
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Improvement Priority 2 – The Promise

<p>HGIOS/HGIOELC Qis</p> <p>1.3/1.5/2.1/2.4/2.6/3.1/3.2</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> <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>Bridge of Weir Primary School and ELCC places an emphasis on equity and equality participating in ground-breaking work. Our school is forward thinking in how we can support all our learners. When an opportunity arises for us as a school and ELCC to understand the needs of a group of learners better we will take that opportunity.</p> <p>Our whole school approach will support the development of our whole school vision (Equity, Equality and Excellence) to be even more inclusive and empathic and provide an opportunity for all school learners to have the same chances to thrive. See Refreshed Curriculum Rationale above as this links.</p> <p>Over the last five years we have undertaken several projects to continue our journey of Equity, Equality and Excellence and to this we now add Empathy and Environment. Only by better understanding can we make positive change and the environment that we create for all learners and their</p>	<p>Children and young people will grow up learning about Care Experience when their attitudes and values are more susceptible to change. In the long term this will result in the next generation of community members, professionals etc., having the attitudes and values of support and inclusion to build stronger communities for everyone. Over time, educational outcomes for Care Experienced pupils will improve because of increased understanding and support in our school community.</p>	<p>Staff Training Evaluation:</p> <ul style="list-style-type: none"> • End of Stage 1 (Care Experience Awareness) staff training survey • End of Stage 2 (Curriculum Delivery) staff workshop survey <p>Curriculum Lesson Delivery Evaluation:</p> <ul style="list-style-type: none"> • Primary school pupil survey at the end of lesson delivery (teachers input results – which includes teacher feedback at the end) <p>School Data Analysis: Capture of statistical data for school at the beginning of programme roll out and at the end of each subsequent academic year for comparison, comprising of:</p> <ul style="list-style-type: none"> • Total School Roll • Number of 'looked after' pupils. 	<p>Whole school staff training on The Promise and Care experience. Promise Keeper trained and supporting within the school.</p> <p>Lessons delivered to all classes to promote better understanding and support in our school community.</p> <p>Annual monitoring to record and analyse data to take any further steps to support all stakeholders to meet the needs of all learners.</p> <p>RNRA Nurture Principle, Wellbeing training to all staff</p> <p>Regular check-ins with care-experienced children and additional support given to their wellbeing as required – close focus on relationships (PEF)</p> <p>Teacher focused tracking meetings on care-experienced children and their attainment and achievement with additional support for learning provided as required (PEF)</p>

<p>families directly impacts on their wellbeing and attainment.</p>		<ul style="list-style-type: none">• Number of Care Experienced pupils• Exclusions for Care Experienced pupils (both formal and informal), compared with peers.• Care Experienced pupils' attainment level (i.e., just number on track/not on track)• Number of Care Experienced pupils with less than 90% attendance• Bullying incidents towards Care Experienced pupils <p>Annual Qualitative Evaluation:</p> <ul style="list-style-type: none">• Interviews/focus groups with selection of staff, children & young people, parents & carers	
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Improvement Priority 3 – Talk for Writing – Fiction and Non-Fiction – (Including Digital Accessibility tools for learning)

HGIOS/HGIOELC QIs
1.2/1.4/1.5/2.3/2.4/3.2/3.3

- 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 young people

- NIF Drivers**
- | | |
|----------------------------|--------------------------------------|
| 1. School Leadership | 4. Assessment of Children's Progress |
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>CfE data demonstrates that within Literacy writing remains the main area for improvement and writing attainment lags slightly behind reading attainment across most stages.</p> <p>Writing has been a consistent focus of our previous two school improvement plans and we can see progress across the school with attainment above 80% in almost all classes and rising towards 85%. The Primary 3 stage shows the largest gap in writing. Additional support will be provided in P3 (currently 76%)</p> <p>Closer analysis of our data shows that there is a small attainment gap related to poverty, but a larger gap related to additional support needs. This will require not only the methodology that we use – Talk for Writing – but greater use of accessibility tools to be implemented to support learners to show their actual abilities. The Staged Intervention Framework has been used to identify the target groups at each stage of the school.</p>	<p>By June 2024, attainment % (Pr2-7) in writing improves to be closer to or in line with reading – Overall school target of 85%</p> <p>Primary 2 83% to 85% Primary 3 80% to 83% Primary 4 83% to 86% Primary 5 85% to 87% Primary 6 82% to 90% Primary 7 87% to 89%</p> <p>By June 2024, the writing attainment at first level and second level will be improved from current levels illustrated above. The school continues to work towards the target of almost all learners in session 24 to 25</p> <p>Most learners will show evidence of being able to write a variety of texts with structure and sense through the 'modelling' approaches of Talk for Writing in fiction and non-fiction as appropriate to their expected CfE level.</p> <p>Using the Talk for Writing approach (in combination with additional evidence-based reading and writing pedagogies) a clear, structured, progressive,</p>	<ul style="list-style-type: none"> • Pre/ post teacher judgement data • Writing assessments cold/hot tasks • Learner feedback through School Council and Literacy Leadership Group (including parents/carers) • Learner feedback from targeted groups • Pre/Post pupil learning conversations/individual target setting from identified groups with attendance/literacy support needs. • Standardised assessment data including SNSA/ACEL at P4 and P7 • Yearly standardised spelling assessments to monitor progress. • Class formative assessment • Levels of staff engagement with CLPL • Writing attainment tracking/assessment and moderation – analysis of tri-annual school writing 	<p>Continue to focus on aspects from the 2022 – 2023 SIP to further increase attainment in writing.</p> <p>Retention of 2 support staff (PEF) to provide targeted interventions and support to identified group working under the direction of the class teacher and DHTs.</p> <p>Calendar of writing CLPL sessions (in-service, collegiate activities, professional reading, and in-class support from project leads) finalised by Sep 2023 and delivered throughout the session.</p> <p>Provide ongoing professional learning for teaching and support staff (Talk for Writing) May 2023</p> <p>Audit resources for writing with particular attention to P3 (current P2 statistics) by Dec 23 and for children with additional support needs.</p> <p>Class teachers and DHTs to provide training for support staff and learners to access digital technologies to support writing (PEF)</p> <p>DHTs hours allocated to supporting targeted groups P3 and P5</p>

<p>Attendance for the identified group is lower than the average for their peers and is erratic.</p> <p>Late coming for the identified group is higher than the average for their peers and time to settle on arrival is often required.</p> <p>Parental engagement for the identified group is lower than the average for their peers.</p> <p>Accessibility tools for the identified group will give learners with literacy difficulties such as dyslexia, the tools to overcome barriers to their learning and provide what is needed to fulfil the expected benchmarks too.</p>	<p>consistent approach to writing will be evident at all stages of the school.</p> <p>A focus on attainment gaps related to attendance – the target group attendance will increase by 10% by June 2024 to take the group to an attendance target of over 90% and writing will be a priority for any catch-up work.</p> <p>A focus on attendance gaps due to late coming - the target group’s late coming is to be reduced by 2% by June 2024. Writing will be a catch-up priority.</p> <p>A focus on parental engagement – the target groups engagement increases to over 75%. Writing will be a focus for support.</p> <p>By June 2024, almost all teachers are more confident and skilled in the learning and teaching of fiction writing. Almost all support staff are more confident and skilled in providing in-class support to the identified group.</p> <p>By June 2024, almost all teachers will be more confident and skilled in the learning and teaching of both fiction and non-fiction writing.</p> <p>By June 2024 almost all support staff will be more confident ad skilled in providing in-class support for writing.</p>	<p>assessments against statements linked to benchmarks.</p> <ul style="list-style-type: none"> • Notes from Talk for Writing Project Leads Meetings • Notes from cluster moderation group. • Pre/post evaluations on staff confidence and understanding. • Tracking meetings with class teacher and focus on inclusive practice. • Peer class visit feedback, strengths, and next steps. • Learner feedback – target group • Target group writing journals/tracking/Seesaw folders. • Pre/ post child and family survey • Levels of parental engagement as evidenced on Seesaw. • Attendance and late coming data 	<p>DHT/PT hours allocated to training targeted learners in the use of accessibility tools such as Clicker/Google Docs/speech to text, etc.</p> <p>Support Staff will continue to provide support with 1:1 programmes such as Supershark, 5-minute phonics, Codecracker, Hornet, Word Wasp to improve skills of reading and witing. (PEF)</p> <p>Staff digital leaders to support learners and other staff with accessibility tools for learning in the classroom.</p> <p>Pupil digital leaders to support peers with accessibility tools for learning in the classroom.</p> <p>DHTs and CTs to engage with target families to build relationships, improve pupil attendance, encourage parental engagement in school activities and in supporting writing at home. Seesaw will be developed and used to maximise engagement, feedback, and next steps.</p> <p>Collaborate with other schools on the learning and teaching cycle for writing.</p> <p>Implement Jolly Phonics Programme of Grammar, Punctuation and Spelling to provide a progressive programme of teaching and learning and avoid duplication of activities.</p> <p>Implement Renfrewshire’s Learning, Teaching and Assessment strategy across the school to develop a shared understanding of highly effective learning, teaching and assessment that will translate to classroom practice, ensuring even greater consistency across the school. (This will also link to priority 1 for other aspects of our curriculum and working parties on the refresh)</p>
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Improvement Priority 4 – RNRA Nurture Principle – Wellbeing (including new staged intervention framework)

<p>HGIOS/HGIOELC Qjs</p> <p>1.1/1.5/2.1/2.4/2.5/2.6</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> <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>4. 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	4. Parental Engagement	6. Performance Information
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4. Parental Engagement	6. Performance Information							

Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>In priorities 1, 2 and 3 the school and ELCC is highlighting its commitment to GIRFEC. Our work continues with the RNRA nurture principle on wellbeing. We believe that priorities 1, 2 and 3 all support this principle but in addition to these surveys of our staff, parents, and learners place wellbeing high on the school improvement agenda.</p> <p>Teachers want to provide opportunities in the classroom and outdoors to meet the needs of learners as the outdoors provides an alternative to the classroom and offers the curriculum in another form. Our grounds are well used by our teachers and learners and further development of the grounds will be welcomed by all. (Links to priority 1)</p> <p>Parent/carer surveys show that friendships and play matter to parents/carers along with outdoor activities and sports.</p> <p>What matters to you surveys of learners show that friendships/play/relationships are high on learner agendas.</p>	<p>Learners will report that they have a better environment indoors and outdoors which contributes to their overall wellbeing and supports their attainment and achievement.</p> <p>Teachers will report that they have a better working environment which better meets the needs of their learners and in turn supports their wellbeing.</p> <p>Learners in P1-3 will report that they have found the Fix It Folder helpful in developing and maintaining friendships. (Meta skills programme used to form questions)</p> <p>Learners will report that the positive psychology strategies and learning in Bounce Back has been helpful to their development of friendships/humour and understanding of anti-bullying.</p>	<p>Circle Framework – teacher pre/post assessments of environment will clearly indicate the changes to the classroom environment which supports learning.</p> <p>Cog chat paperwork and follow up survey of participants will show over 90% satisfaction with the process.</p> <p>Fix it Folder paperwork and follow up survey of participants will show over 85% satisfaction with the process.</p> <p>Support staff survey will show all staff are confident in implementing cog chats/fix it folders.</p> <p>Yearly and termly planning.</p> <p>Learner and teacher self-evaluation and assessment of Bounce Back Units will show that almost all staff</p>	<p>Set up a learner/teacher/parent/carer group to improve the school environment and create better working spaces for shared/independent/supported learning uses.</p> <p>Staff training on the nurture principle, wellbeing.</p> <p>Staff training on 'difficult conversations,' to support teachers to provide information in a supportive manner for parents/carers.</p> <p>Some staff trained on the use of the Circle Framework to support the learning environment.</p> <p>Staff can also access CLPL on Renfrewshire's CPD website.</p> <p>Circle Framework will be used to improve our environment for learners and this links with our RNRA and RICE work and the staged intervention framework.</p> <p>Staged intervention Framework used by all class teachers with support from the DHTs and HT</p>

<p>Our House system is led by our House Captains and is valued by all learners. Extending its use and the improvements to pupil voice (priority 1) will contribute to the wellbeing nurture principle.</p> <p>Our classrooms are large but hold the maximum numbers of children. Delivering support lessons in this environment can be challenging and busy corridors are not suitable. Currently there is no identified space in the school for learners to go when they require small support learning by a second teacher, a break or respite from the classroom, a quiet safe space to regulate. We wish to create a better space for learners. We wish to create a smaller safe space for learners to select for use. This in turn will enable us to improve the environment to create more open free flowing spaces for use across stages and give learners choice in where they learn best.</p> <p>Learners in P4-7 report that the use of cog chats has been beneficial to them in sorting out problems in friendships and they value this. Learners in P1-3 have not felt the benefit of this in their friendships so an alternative will be implemented. As friendships/inclusion are so important to learner wellbeing.</p> <p>Teachers have experienced sustained pressure post pandemic and have worked tirelessly to support learners. To enable teachers to fulfil their fundamental role of teaching and learning the SLT will ensure that collaborative working is prioritised/resources are available to support</p>	<p>Learners who benefit from alternative and smaller activities in the curriculum (art therapy/lego therapy/life skills) will report that their jointly developed action plans support them well.</p> <p>Parents/Carers will report that they feel better informed and reassured about their child's progress and next steps.</p> <p>Parents/Carers will be able to use strategies to support distressed behaviours in the family and this will lead to better attendance of their child.</p> <p>Parents/Carers will be able to use strategies to support their own wellbeing.</p> <p>Staff will be able to use strategies to support their own wellbeing.</p> <p>Staff will be able to better assess the needs of pupils with speech, language and communication needs using RICE and Circle Framework</p> <p>Staff will be able to better support the needs of pupils with speech, language and communication needs using RICE and Circle Framework</p> <p>Staff will have an increased understanding of inclusion, additional support needs, teaching and learning pedagogy and to make links with</p>	<p>and learners have identified strategies which can be used to support wellbeing.</p> <p>GMWP data will show improved levels of school satisfaction – see priority 1 for statistical information.</p> <p>Staged intervention framework - action plans for art therapy and assessment will show targeted group have all learned strategies to support wellbeing.</p> <p>Staged intervention framework – action plans completed collaboratively for attainment and achievement. Targets set for attainment and achievement relevant to learners will be set and achieved.</p> <p>Pre/post RNRA wellbeing survey will show that almost all staff are confident in the strategies that they can use to support learner wellbeing.</p> <p>Pre/post RNRA wellbeing survey will show that almost all staff are able to use strategies to protect their own wellbeing.</p> <p>Pre-post staff survey on NVR will show that staff have increased their confidence to use strategies to support learners with self-regulation and signs of distress.</p>	<p>Fix it Folder introduced and used in P1-3 by teachers/learners and support staff. (Cog chats will continue for P4-7 with Fix It Folder available too) (PEF)</p> <p>Bounce Back units on friendship/humour/anti-bullying will be delivered and information shared with parents/carers on Seesaw</p> <p>Art Therapy will be delivered by trained support staff (PEF)</p> <p>Lego Therapy training will be provided to support staff and then implemented with children (PEF)</p> <p>I Am Me will be implemented within the HWB curriculum to support better understanding of needs for all stakeholders – information communicated on Seesaw.</p> <p>Who Cares Scotland lessons will be implemented across the school for greater understanding within our school community. Key learning will be shared on Seesaw.</p> <p>Completion of UNCRC reflection and Self-Assessment Tool and changes to the curriculum to show this.</p>
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<p>teacher workload and sufficient training is given to support teachers with the wellbeing of learners and themselves.</p> <p>Teachers have highlighted areas of concern and requested that they are provided with support for the participation and delivery of 'difficult conversations.' They wish to ensure that they are providing all parents/carers with the information they need in a manner that is professional, informative, and supportive.</p>	<p>sound psychological research and the Council's priorities.</p> <p>All staff will increasingly become more empowered and self-sufficient in terms of processes leading to more effective planning at different staged intervention levels.</p> <p>Learners will be able to use strategies to support their own wellbeing.</p> <p>Learners will make use of the support provided in school and home to better understand their own progress and the development of their relationships</p>	<p>Pre/post RNRA wellbeing survey will show that parents/carers are regularly using strategies to support their own wellbeing and the wellbeing of their children.</p> <p>Pre/post survey on difficult conversations will show almost all staff have increased confidence to initiate and manage difficult conversations with parents/carers and can signpost parents/carers to support services.</p>	
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