Renfrewshire Council Children's Services

HOUSTON PRIMARY SCHOOL AND EARLY LEARNING AND CHILDCARE CLASS

Improvement Plan

2022-2025

Planning framework

As part of Children's Services, Houston Primary School and Early Learning and Childcare Class 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 the next page.

Pupil Equity Funding
Our school received Pupil Equity Funding (PEF) to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap. This funding enables us to plan additional interventions to those which were already planned. These interventions are highlighted throughout this improvement plan using the (PEF) abbreviation.

The priorities and actions within this improvement plan address the needs of our school and articulate with local and national priorities.

Renfrewshire's Council Plan 2017-2027

Working together for a thriving and connected Renfrewshire, creating opportunities for all

- Reshaping our place, our economy, our future
- Building strong, safe and resilient communities
- Tackling inequality, ensuring opportunities for all
- Creating a sustainable Renfrewshire for all
- Working together to improve outcomes

Renfrewshire Council's Values

We are **fair**, we treat each other and everyone we deal with respectfully and work hard to build trust in Renfrewshire Council.

We are **helpful**, we care about getting things right and are always approachable.

We are great **collaborators**; we work as one team and with people who care about this place.

We value **learning** to help us innovate, improve and deliver better services.

Children's Services Vision

Working together to get it right for children, families and communities – protecting, learning, achieving and nurturing

Renfrewshire's Education Improvement Plan Priorities

- Develop high quality learning and teaching that leads to improved levels of attainment and achievement in all of our establishments
- Reduce inequalities and deliver improved health and wellbeing outcomes for children and young people
- Develop high quality leadership to promote empowerment at all levels
- Improve employability skills and support all of our young people to enter positive and sustained destinations

Renfrewshire Council

Our Vision, Values and Aims

Our AIM is to

'Nurturing the Hearts and Minds of the Future'

Our VISION is to ensure that all children entrusted to our care are nurtured, valued, respected, and supported to reach their full potential, enabling them to have the skills and confidence to succeed today. This is best achieved when we work together with all stakeholders to ensure the highest quality of education is achieved for all our children.

Our VALUES are;

FRIENDSHIP *HONESTY* *RESPECT* *SUCCESS*

Who did we consult?

To identify our priorities for improvement, we sought the views of pupils, parent/carers, staff and partners. We used a variety of methods of getting the views of those who are involved in the life and work of Houston Primary School and Early Learning and Childcare Class such as;
Children: Pupil Council, Eco Committee, Various Pupil Focus groups/surveys, Assemblies,
Parent/Carers: School Website and other Social Media channels, surveys using Microsoft Forms.
Staff: SLT meetings, Staff Meetings In Service Day programmes, Staff Working parties and surveys.

We have also consulted with our partners across and outwith the Council to assist us in the delivery of our priorities, such as Social Work, Health Visitors, Partnership Nurseries, Educational Psychology Services, Homelink, School Chaplain and Xchange Counselling Services.

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:

Quantative Data

- CfE Achievement of a Level data
- Standardised Assessment data – Literacy P1-7, Numeracy P1,3-7, SNSA, GL Assessments
- Annual Spelling and Reading Age assessments – chronological age obtained
- Termly Phonic Assessments P2 & 3
- P3 Screening Assessment
- End of maths pathways assessments, Numeracy profiles
- Analysis of key performance data in relation to SIMD, FME, attendance,
- Reading Assessments, Writing profiles, Talking & Listening profiles
- Engagement levels on GLOW and Google Classroom

People's Views

- Whole staff meetings face to face and online using Microsoft Teams
- Support staff meetings face to face and online using Microsoft Teams
- Individual meetings with staff/parents/pupils

- Dialogue/feedback with pupils
- School Council face to face and online using Zoom
- Cluster working
- School website, blogs and social media
- Open afternoons, school performance, family learning events
- Committee meetings
- Focus groups including parent workshops
- Working parties
- Questionnaires and surveys gauging satisfaction and suggestions for improvement
- In-service day training for staff
- Written evaluations and detailed comments
- Team meetings at all levels face to face and online using Microsoft Teams

Direct Observations

- Shadow individual pupils
- Teaching methodologies
- Learning walks
- Teachers observing each other - sharing good practice
- Collegiate working at all levels, across the school/ELCC, in the cluster and beyond
- SMT class visits/observations

Evidence Based Observations

- Pupil's work (including displays and photographic evidence)
- Reports to parents
- Subject/Thematic progressive frameworks
- Teacher's termly planning and evaluations
- Review of SIP progress
- Policies and Guidelines

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 Mathematics with a priority focus on SEAL and CPAL		
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

Rationale for change	Outcome and Expected Impact (detail targets, % etc 22/23, 23/24, 24/25	Measures	Intervention/ Action
CfE data demonstrates that, as a school, Maths overall attainment continues to be above 70% at all stages. The main area for improvement and the biggest dip in attainment appears from P6 to P7 with a -2% percentage point change. A number of staff changes, has meant that not all staff are fully trained in SEAL and CPAL approaches and/or confident to deliver a variety of methods to support learning across all stages. Parental knowledge and understanding of new approaches being used for teaching Mathematics needs further involvement via Parental Engagement sessions.	By June 2023, attainment of pupils from P6 to P7 will have a 4% increase. By June 2023, attainment of all pupils year on year will increase by at least 5%, making all stages at 75% or above. By June 2023, 80% of parents of identified pupils who require additional support in Maths, will engage with parental learning/support activities to help their child. By June 2023, almost all teachers are more confident and skilled in the learning and teaching of SEAL and CPAL approaches. Almost all support staff are more confident and skilled in providing in-class support to the identified group.	• Pre/ post teacher judgement data • Cluster moderation of teacher judgement • Pathway assessment scores • Pre/ post pupil surveys/learning conversations • Standardised assessment data including SNSA at P1, P4 and P7/GL at P3 and P6 • Class formative assessments • Levels of staff engagement with SEAL and CPAL approaches within their own classroom setting, • Bi-annual Maths attainment meetings • Bi-annual Maths evaluations with a focus on the three domains, differentiation and attainment • Transfer of Information effectiveness • Pre/post evaluations on staff confidence and understanding in using SEAL and CPAL approaches • Maths learning Walks followed by professional dialogue using coaching method • Target group for pupils who would benefit from additional input. Progress tracked and analysed. • Use of Maths Library by staff • Pre/ post child and family survey on SEAL and CPAL approaches	Provide professional learning delivered by Numeracy Modelling and Coaching Officers (In-service training/collegiate) for **all** teaching and support staff on SEAL and CPAL approaches, session 22-23 Calendar for teaching staff to carry out peer to peer observations of SEAL and CPAL approaches being delivered in classroom setting. Staff will also observe techniques used by staff who attended, West Partnership – Improving Our Classrooms.' Staff should seek opportunities to observe in other schools and regions. Provide professional resources for SEAL and CPAL for teaching and support staff to access for continued professional development. Audit resources for SEAL and CPAL and their effectiveness in all stages by Dec '22. Identify and purchase resources required. Maths co-ordinator and teaching staff to engage with identified pupils and provide additional support packages to encourage parental engagement in new SEAL and CPAL approaches and in supporting Maths at home.

(PEF) denotes interventions/activities funded through Pupil Equity Funding

		• Levels of parental engagement in supporting identified pupils at home • Attendance of parents at SEAL and CPAL event. • Teachers' planning will demonstrate an increased focus on raising attainment and equity using the three domain model and 'Medical Checklist'.	This will improve home school links and provide practical support. Parental engagement event to promote SEAL and CPAL approaches, plus SEAL guides and links on school website.

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Improvement Priority 2 - 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	**NIF Drivers** School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information

Rationale for change	Outcome and Expected Impact (detail targets, % etc 22/23, 23/24, 24/25	Measures	Intervention/ Action
Although attainment in writing remains high across the school (above 85% at all stages), it is lower than reading (above 90%). Professional dialogue indicates that staff consider CLPL in writing to be a priority in driving forward improvements in literacy. Learner conversations indicate a need to increase learner engagement and enjoyment in writing by using effective writing pedagogy and creating a culture of writing for pleasure. Significant work has been undertaken in relation to building a reading culture and effective reading pedagogy. Greater links now need to be established between the teaching of reading and writing to create a coherent, progressive literacy curriculum.	3% increase in writing attainment across P2-P7 stages by June '23 and a further 2% rise by June '24. By June '23, almost all teachers are more confident and skilled in the learning and teaching of writing. Almost all support staff are more confident and skilled in providing in-class support for writing. By June '24 almost all children will demonstrate increased engagement, knowledge and skill in the writing process. By June '25, 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. Staff transition groups at the Early stages (nursery to P1) and Upper Stages (P7 to S1) will support this work.	• Pre/post teacher judgement data on CfE writing levels • Pre/post pupil learning conversations (focus groups) • Pre/post reading and writing engagement surveys (including evidence gathered for Reading Schools Award) • Standardised assessment data (SNSA/GL at P3, P4, P6 and P7 • Literacy Profiles – children's achievement levels at P1, P4 and P7 • Quality assurance visits, including focus on use of formative assessment • Levels of staff engagement with CLPL • Working group minutes – school/cluster level • Ongoing evaluation of staff confidence, understanding and progress with implementation • Attainment and tracking meetings • Reciprocal teacher visits for quality assurance purposes • Sharing best practice through collegiate sessions • Learner feedback - target group • Target group writing journals • Use of library resources • Reading – links to Dive Into Reading approaches evidenced through planning • P7/S1 Literacy Transition working group • Moderation of writing within the cluster and beyond	Provide professional learning (In-service training) for **all** teaching and support staff (Talk for Writing) in August '22 & Oct '22. Calendar of writing CLPL (collegiate activities, professional reading and working groups) will be finalised by Sep '22 and implemented throughout the session. Project Leads will be appointed and will undertake CLPL on leading effective implementation of Talk for Writing. Project Leads will participate in quartile/cluster working groups to support implementation, collaboration and moderation of the Talk for Writing approach. 0.6fte Classroom Assistant directly targeting SIMD 1-4, FME/CG pupils and those who are Slightly behind/considerably behind as recorded on Whole School Tracker. (PEF £5500) By August '22, all staff will be provided with evidence-based research relating to writing via the CLPE 'What We Know Works: Writing in Primary Schools' research document What We Know Works: Writing in Primary Schools

(PEF) denotes interventions/activities funded through Pupil Equity Funding

Rationale for change	Outcome and Expected Impact	Measures	Intervention
Significant work has been undertaken with Gryffe High, as part of developing practice in literacy through our Primary to Secondary Liaison Programme. A renewed focus on writing is required to ensure staff in P7 have the confidence and skills to teach functional writing skills including critical essays. In order to support accurate teacher judgement, in terms of children's attainment in writing, moderation activities are required within (including Gryffe High School) and outwith the local cluster.	By June '25, a clear, structured, progressive, consistent approach to teaching functional writing will support the transition of children from P7 to S1. Staff in P7 will have the confidence to teach functional writing including critical essays. By June '25, teaching staff will feel more confident and assured in making accurate judgements in relation to children's progress and achievement of Curriculum for Excellence levels in writing.		Creation of an operational plan, by October '22, for implementation of the Talk for Writing approach. Audit resources for writing (whole school and targeted) by Dec '22. Identify and purchase/create resources required. **(£1000 PEF spending)** P7 and Gryffe High will work in partnership at cluster level to plan and deliver functional writing units. By October '23 teaching staff will have worked at cluster level on moderation of writing. By October '24 this will be extended beyond the cluster.

(PEF) denotes interventions/activities funded through Pupil Equity Funding

Improvement Priority 3 – Improvement in children's and young people's Health and Wellbeing			
HGIOS/HGIOELC QIs Q.I 2.3 Q.I 2.4 Q.I. 3.2	**NIF Priorities** • Placing the human rights and needs of every child and young person at the centre of education • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children • Improvement in children's and young people's health and wellbeing • Improvement in employability skills and sustained, positive school leaver destinations for all YP	**NIF Drivers** School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information	
Rationale for change	**Outcome and Expected Impact (detail targets, % etc 22/23, 23/24, 24/25**	**Measures**	**Intervention/ Action**

(PEF) denotes interventions/activities funded through Pupil Equity Funding

Professional dialogue during GIRFEC meetings and learner HWB surveys indicate a need to increase support for pupils with their overall wellbeing using RNRA approaches – Build Back Better(NVR), Exchange Counselling, Seasons for Change, Nurture Natter, Parental Engagement sessions. Significant work has been undertaken in relation to building a nurturing ethos throughout the school. Further RNRA nurture principles now need to be put in place to further support the pupils with their overall wellbeing and self-esteem. NP – Nurture is important for Wellbeing and Self-esteem/NVR. Glasgow Wellbeing tool will be adopted as it allows staff to analyse data more efficiently and will also be used across the Cluster to track children's journeys throughout their education.	**Outcome and Expected Impact (detail targets,** By June '23, almost all children requiring support to transition from home to school across all stages, following Build Back Better training for identified families will have increased attendance. By June '23 there will be a decrease in number of home visits following parental engagement with RNRA approaches. By June '23 there will be less pupils requiring referrals to be made to Exchange Counselling, to support with their resilience and self-esteem. By June '23 almost all children who attend Seasons for Change sessions will have improved emotional regulation and a reduction in escalated behaviour. By December '22, we will share evidence of our RNRA journey and apply for our Ruby Award. By June '23, almost all teachers are more confident and skilled in using Nurture Principle – 'Transitions are Important in Children's Lives'. Almost all support staff are more confident and skilled in providing in/out of class support for pupils transitioning to school from home each day. By December '23, almost all teachers are more confident and skilled in using Nurture Principle – 'Nurture is Important for Wellbeing and Self-esteem' to promote overall wellbeing and self-esteem within their class. Almost all support staff are more confident and skilled at supporting and increasing, pupil's self-esteem in/out of class. By June '24 almost all children will demonstrate increased confidence in their overall wellbeing, self-esteem and when transitioning throughout the school session. By June '25, 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.	• GIRFEC meetings – bi-annually • HWB data Houston Primary session 21-22 will be referred to as we transition to GM&WP data. • Glasgow Motivation & Wellbeing Profile – HWB data session 22-23 will be analysed termly by class teachers. PT to collate and analyse for the whole school. • HWB teacher judgement • Daily emotional check-in, in all classes • PSC to carry out HWB conversations with targeted pupils • Levels of staff engagement with Nurture Core Working Party • Annual evaluation of staff confidence, understanding and progress with implementation of RNRA approaches • Attainment meetings – bi-annually • 'Nurture Natter' feedback from mini trainers • 'Nurture Natter' feedback from targeted pupils • 'Seasons for Change' group impact questionnaire • Numbers of pupils requiring support to transition from home to school • Star Awards/Golden Cone Award • Number of referrals to Exchange Counselling • Numbers of pupils attending Art Therapy • Numbers of Pupils attending LEGO therapy • 'My Good Things' diary for targeted pupils PSC will monitor impact on self-esteem. • Number of pupils who benefit from an enhanced transition • Parent evaluation following Parental Engagement evening – Google forms	Provide professional learning (In-service training/collegiate) for **all** teaching and support staff - Nurture on NP Important for Wellbeing and Self-esteem and reviewing the impact of NP Transitions are Important in Children's Lives. Session 22-23 Calendar of RNRA Core Working Party collegiate activities, professional reading and working groups will be finalised by Aug '22 and implemented throughout the session. New RNRA class teacher will be appointed and will undertake CLPL on leading effective implementation of NVR. By June '23 review impact of Nurture Natter sessions and number of pupils attending these sessions. Nurture Core Working Party will use Plan-Do-Study-Act approaches when trialling and implementing NP 'Nurture is Important for Wellbeing and Self-esteem', prior to cascading to all school staff. By October '22 all staff will have received training on how to use the new Glasgow Motivation & Wellbeing Profile. By January '23, all core nurture working party staff will be provided with training from Ed Psych and professional reading material on how to implement, NP 'Nurture is Important for Wellbeing and Self-esteem'/NVR. February '23, parent information evening on NVR/ Nurture Principle, 'Nurture is Important for Wellbeing and Self-esteem'.

(PEF) denotes interventions/activities funded through Pupil Equity Funding

Improvement Priority 4 - Develop high quality learning and teaching through the development of playful pedagogical approaches in Primary 2, ensuring a smooth transition from Primary 1.			
HGIOS/HGIOELC QIs Q.I 2.2 Q.I 2.3 Q.I. 3.2	**NIF Priorities** • Placing the human rights and needs of every child and young person at the centre of education • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children • Improvement in children's and young people's health and wellbeing • Improvement in employability skills and sustained, positive school leaver destinations for all YP	**NIF Drivers** School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information	
Rationale for change	**Outcome and Expected Impact (detail targets, % etc 22/23, 23/24, 24/25**	**Measures**	**Intervention/ Action**

(PEF) denotes interventions/activities funded through Pupil Equity Funding

Significant work has been undertaken in relation to building a playful pedagogy across the Early Years. In order to bridge the transition to Primary 2, new staff require training to create a coherent and progressive approach. Professional dialogue with staff, new to the stage, indicates they consider CLPL in developing a playful pedagogy, to enhance learners' experiences, necessary.	By June '23, all Primary 2 teachers will have participated in quality CLPL in relation to playful pedagogy, and will demonstrate increased confidence & skill in planning, teaching and assessing children's learning using the approach already well established in Primary 1. By June '24 almost all children will demonstrate high levels of engagement in their learning. Experiences will stimulate learners' interests and provide appropriate levels of challenge. By June '24, a clear, structured, progressive, and consistent approach to playful learning will be established throughout the Early Years and into Primary 2. By June '24, we will have built on established good practice, to resource and facilitate a more play based curriculum in Primary 2 that allows more open ended use of materials that stimulate opportunities for problem solving and creativity.	• Staff will measure children's levels of engagement using the Leuven Scale, throughout the day, during agreed research periods. • Pupil learning conversations (focus groups) • Levels of staff engagement with CLPL – Alistair Bryce Clegg's webinars • Working group minutes • Pre/post training surveys with identified staff, including evaluation of staff confidence, understanding and progress with implementation • Reciprocal teacher visits for quality assurance purposes • Sharing best practice through collegiate meetings	Provide professional learning for all teaching staff new to P1 and P2. Project Lead (PT) will plan calendar of high quality CLPL (collegiate activities, professional reading and working group) to support implementation throughout the session. Staff new to P1 and P2 stages will visit our EL&CC and Early Years classrooms where effective use of playful pedagogical approaches is already established. Reciprocal quality assurance visits (within and outwith cluster) will allow staff to support one another in implementation. By October '22, all staff will be provided with evidence-based research relating to playful pedagogy. By December '22, staff will adapt learning environments and use materials in innovative ways to stimulate children's curiosity, problem solving and creativity, ensuring that learners' experiences are appropriate to their age and stage of development. By May '22, parents/carers will be familiar with teaching and learning approaches through family engagement activities (e.g. Open Afternoons, blogs).

(PEF) denotes interventions/activities funded through Pupil Equity Funding