



Kirklandneuk Primary School

School Improvement Plan

2023/24

Planning framework

As part of Children's Services, **Kirklandneuk 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

Vision

There are no limits at
Kirklandneuk

We are always learning,
believing & improving

Our **Promise** to you is that:

We will listen, we will be kind
& we will help you.

Our **KPS Values** are:

Kindness, Positivity & Safety

There are no limits at Kirklandneuk.

We are always learning, believing and improving.

Our Promise: We will listen; we will be kind; we will help you.

Our KPS values

Kindness

We will treat each other with care and compassion. We respect each other and we listen to each other. We work to resolve any difficulties and we will develop relationships and behaviour in school which reflect our values. Kindness is the most important value for our pupils and staff.

Positivity

We are a team at Kirklandneuk. We value effort and everyone trying their best. You will be supported to learn; we recognise that achievement is different for everyone. We have high expectations of everyone. Our aim is that all pupils and families can have access to the same opportunities and we will take steps to address barriers to this. We value our pupils' voices and experiences.

Safety

We are a caring school – you have the right to be safe. We look after each other. We recognise our place in the wider world. You will be nurtured and included. Everyone is welcome at Kirklandneuk. We recognise the diversity in our school and community and we celebrate this.

Who did we consult?

To identify our priorities for improvement, we sought the views of staff, pupils, parents / families and the wider community. We used a variety of methods of getting the views of those who are involved in the life and work of Kirklandneuk Primary School such as using surveys, feedback proformas for visitors and members of the community, meetings with staff, Parent Council meetings, 1-1 conversations, SeeSaw feedback and online event feedback from families and visitors.

We have also consulted with our partners across and outwith the Council to assist us in the delivery of our priorities, e.g. Cluster Primaries, Renfrew High School, Partner Nurseries, Educational Psychology, Active Schools, Barnardos, PAtHS Support Workers.

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 using specific attainment data, information from progress meetings and monitoring schedules, teacher judgement, pupil target discussions, discussions with parent/carers, SNSA results and stakeholder survey results.

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 with a priority focus on Reading and Writing

HGIOS/HGIOELC QIs 1.3, 2.2, 2.3, 3.2	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 and Staged Intervention Framework data demonstrates that, as a school, reading and writing are the main areas for improvement. The biggest dip in attainment appears in P4, however this gap is clearly evident from P4-7, particularly in writing.</p> <p>Specifically, there is a poverty related (PR) attainment gap across all stages in P1-7 in reading and writing. A robust and coherent approach to targeting identified groups of pupils in reading and writing is required to continue to improve standards in literacy across the school.</p>	<p>By Aug 2023, all teachers are clear about their target groups for reading and writing, including the PR target groups, and have a clear plan in place for each pupil/group.</p> <p>By Oct 2023, all teachers are using an increased range of pedagogical approaches including play, digital, outdoor and co-operative learning.</p> <p>By Dec 2023, all teachers are more confident in using the Talk for Writing (fiction and non-fiction) approaches.</p> <p>By March 2024, all teachers are more confident and skilled in the assessment of reading and writing.</p> <p>By June 2024, attainment in reading – (P4) improves from 53% to 65%; (P5) improves from 66% to 73%; (P6) improves from 65% to 73%; (P7) improves from 68% to 73%.</p> <p>By June 2024, attainment in writing - (P4) improves from 52% to 65%; (P5) improves from 51% to 65%; (P6) improves from 59% to 65%; (P7) improves from 58% to 65%.</p>	<ul style="list-style-type: none"> • Termly reading and writing progress assessed using Benchmarks • Pre (Oct 23) / post (May 24) pupil learning conversations indicate increase in confidence / attitudes to reading • Assessment data including SNSA (Jan-May 24) and ACEL (June 24) at P4 and P7 shows the targeted improvement in reading and writing • Single/multi agency plans show that all of the children identified through the staged intervention framework as requiring support in reading and writing will make accelerated progress, with 95% achieving their targets by June 24 • Class formative assessment in reading and writing is evident during peer (May 24) and SMT (Oct 23 and Jan-Mar 24) learning visits • Pre (Oct 23) and post (May 24) evaluations on staff confidence and understanding indicates improved confidence in teaching reading comprehension and writing (TfW) • Tracking data from meetings with teachers will indicate improvement in reading and writing data term by term (Sep 23, Feb and May 24) • Feedback from the target groups is positive about their learning journey (Oct 23 and May 24) • Parent Run Library (fortnightly) and Renfrew Library (at least one visit) used to improve reading engagement across the school • Levels of parental engagement measured using SeeSaw and online survey feedback • Attendance and late-coming data is tracked alongside pupil progress / performance 	<ul style="list-style-type: none"> • Appointment of 1.0 FTE teacher (PEF) to reduce class sizes in P6 – P7, allowing increased time for class teachers to provide targeted intervention to identified groups (target groups for reading and writing within each class). • 0.9 FTE Early Learning & Childcare Officer (PEF) to provide literacy and nurture support to targeted pupils in P1-2. • Appointment of 1.0 FTE teacher (in lieu of additional NQT) to provide targeted literacy intervention to identified groups in P4 (Aug 23-June 24) and P7 (Jan-June 24). • Teacher to co-ordinate Literacy Breakfast Club 3 x mornings per week for targeted P4-7 pupils. • Appointment of 2.0 FTE teachers (part-time from Apr-May 2023 – PEF) to provide targeted literacy (and numeracy) intervention to identified target groups in P2. • Audit resources for reading and writing by end August 2023. Identify and purchase resources required (PEF) and £500 from school budget for <i>Non-Fiction Talk for Writing manuals and flip chart paper</i>. • Regular targeted intervention from teaching / support staff (e.g. single sounds, digraphs, 5 min Phonics, blending, IDL, Toe by Toe) • Calendar of reading and writing CLPL and professional learning sessions finalised by Sep 2023 and delivered throughout the session (Talk for Writing (TfW), Writing Moderation with cluster colleagues, Assessing Literacy, Supporting and Assessing Pupils with Literacy Difficulties, Approaches to Learning – Play, Digital, Outdoor, Co-operative Learning) • Calendar of Family Learning with a focus on reading and writing finalised by Sep 2023 and delivered during 23-24 to engage families in how to support and encourage their child's literacy and numeracy • Robust Daily Starter and Homework Programme in place for all pupils, P1-7 from end August 2023, which includes specific reading, phonics / spelling and mental maths activities.

Improvement Priority 2 – Improve Wellbeing across the school with a priority focus on Nurture, Relationships and Behaviour

HGIOS/HGIOELC QIs 1.3, 3.1	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>Self-evaluation and stakeholder feedback demonstrates that the school's commitment to developing and improving approaches to Nurture, Relationships and Behaviour is having a positive impact on wellbeing, equity and inclusion. The school should continue on its mission to embed Nurture, Relationships and Behaviour approaches, further extending this good practice to ensure that the Rights of the Child and a commitment to The Promise are clearly evident in policy and practice.</p>	<p>By August 2023, the Nurture Room and Hub will be prioritised, staffed and in full use for identified groups.</p> <p>By September 2023, all care experienced pupils will have a clear plan of support in place, referencing expectations outlined in The Promise.</p> <p>By October 2023, Children's Rights are further embedded across the school (teachers' planning documents linked to articles, new HWB assemblies for P1-7, RBL displays across the school, class charters for all classes)</p> <p>By October 2023, all Pupil Voice groups are re-instated in a sustainable and manageable way. Behaviour is improving and is supported positively and consistently by all staff.</p> <p>By November 2023, all staff are familiar with how The Promise is built on the foundation of five pillars; Family, Voice, Care, People and Scaffolding, which sets out the key areas of changes for how children and their families are supported across Scotland.</p> <p>By June 2024, all RNRA principles will be firmly embedded across the school, strengthening the school's commitment to Nurture and ensuring that all pupils have a safe base and that their voices are heard.</p> <p>By June 2024, P1-7 attendance improves from 91.8-93%; attendance for target groups will increase by 10%.</p>	<ul style="list-style-type: none"> Through formal and informal observations, staff engagement with the Relationships and Behaviour policy is consistent Working towards achievement of Rights Respecting Schools Silver Award will be reflected in pupil-pupil/teacher interactions, planning and displays Achievement of Nurture UK Re-Accreditation (year 5 of implementation, October 2023) and RNRA Gold Award (year 4 of implementation, June 2024) will reflect the School's Promise Relationships and Behaviour tracking is used positively to support pupils' choices The Promise (year 2) engagement training will be evident in pupil support and target group planning Introduction of the new Staged Intervention Framework will increase pupil and parental engagement for target groups The Circle Participation Scale will be used by teaching staff to maximise the learning environment and support offered (Oct 23, Jan 23, Apr 23) Glasgow Motivation and Wellbeing Profiling Tool will reflect an increase in pupil engagement, wellbeing and behaviour (Sep 23 and May 23) Single/multi agency plans will show that all of the children identified through the Staged Intervention Framework as requiring support in Reading will make accelerated progress, with 95% achieving their targets Daily and weekly attendance checks/support chats will demonstrate support for families and improved attendance for most targeted families. 	<ul style="list-style-type: none"> 0.9 FTE Early Learning & Childcare Officer (PEF) to provide Nurture (inc literacy, numeracy and wellbeing support) to targeted pupils in P1-2. 1.0 FTE Inclusion Support Assistant (PEF) to continue to engage with target families to build relationships, improve pupil attendance, encourage pupil and parental engagement in learning (Hub). Provide alternative curriculum for targeted pupils to include weekly swimming lessons (CLE fund, ONE REN) to improve attendance and engagement. Provide a block of after-school activities for all Care Experienced pupils (<i>partnership with ONE REN</i>) to improve engagement and develop relationships. Provide staff training on embedding the principles of the UNCRC, RNRA, Staged Intervention, The Promise and CIRCLE through collegiate time and in service. Audit Nurture resources by the end of August 2023. Identify and purchase resources required by Sep 2023. (<i>£800 from the Parent Council for Zones of Regulation resources</i>) Regular communication and displays to keep stakeholders updated with the school's work on the UNCRC, The Promise, RNRA, CIRCLE, Staged Intervention Framework and Nurture within school and across social media channels.