



*We grow as we learn.*



Renfrewshire  
Council

Renfrewshire Council Children's Services

**Kirklandneuk Primary School**

**Improvement Plan**

**2021-2022**

# 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. improve attainment, particularly in literacy and numeracy;**
- 2. close the attainment gap between the most and least disadvantaged pupils;**
- 3. improve children's health and wellbeing; and**
- 4. improve children and young people's employability skills so that they move into positive and sustained destinations.**

## **Renfrewshire's Education Priorities**

Our priorities will also align with the Renfrewshire Council Plan and Education Improvement Priorities listed on the next page.

## **Pupil Equity Funding**

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

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

## Renfrewshire'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

## 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, meetings with staff, Parent Council and PTA 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, GL results and 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: Develop high quality learning, teaching and assessment leading to improved attainment and achievement in literacy and numeracy			
HGIOS/HGIOELC QIs	NIF Priorities	NIF Drivers	
<b>QI 1.2</b> <b>QIs 2.2 &amp; 2.3</b> <b>QI 3.2</b>	<ul style="list-style-type: none"> <li><b>Improvement in attainment, particularly in literacy and numeracy</b></li> <li>Closing the attainment gap between the most and least disadvantaged children</li> <li>Improvement in children's and young people's health and wellbeing</li> <li>Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ul>	1. School Leadership 2. <b>Teacher Professionalism</b> 3. <b>Parental Engagement</b>	4. <b>Assessment of Children's Progress</b> 5. <b>School Improvement</b> 6. Performance Information
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>Following 2 periods of school closure in 2020-21, we recognise the increased importance of formative assessment and use of evidence-based pedagogies in literacy and numeracy to identify and address gaps in the attainment and achievement of our pupils.</p> <p>As a result of these further school closures, our data is showing us that we have significant gaps in literacy and numeracy across the school (P1-7) which key stakeholders are concerned about. Self-evaluation reveals that moderation of teachers' judgement should remain a priority for session 21-22.</p>	<p>By September 2021, all staff will use a range of <b>assessment data and evidence-based approaches</b> to raising attainment in literacy and numeracy to support and challenge pupils appropriately.</p> <p>By October 2021, all teaching staff will have increased knowledge of and will evidence in their practice a range of <b>targeted, evidence-based pedagogies in literacy and numeracy</b> to support pupils' learning experiences both in school and at home as part of a wider recovery curriculum.</p> <p>By November 2021, all teaching staff will be using <b>consistent and evidence-based approaches to differentiation and moderation</b> which will ensure that all pupils are appropriately challenged and supported.</p> <p>By June 2022, all teaching staff will have <b>clear evidence of the progress and learning journey</b> for each pupil in their class; the gaps in literacy and numeracy</p>	<p>Teachers' planning will demonstrate skilled use of formative assessment to inform appropriately differentiated learning and teaching to meet the needs of individual pupils.</p> <p>Teachers' planning reflects the Renfrewshire literacy and numeracy approaches in class-based learning, opportunities for home learning, learning online and learning outdoors.</p> <p>Attainment and tracking data for almost all pupils shows that they are making progress in literacy, numeracy and health and wellbeing with a trend towards closing identified attainment gaps.</p> <p>Quality assurance activities demonstrate clear impact of professional learning on the quality of pupils' learning experiences.</p> <p>Informal classroom visits, monitoring of learning activities and use of specific tools e.g. reader engagement surveys will highlight increasing pupil engagement, effective use of digital platforms and independent working skills.</p> <p>Pupil voice demonstrates that almost all pupils enjoy learning, at home and online, and can talk confidently about their learning and next steps.</p>	<p>Teachers and school leaders will use the 3 Domain Model and formative assessment strategies to assess the progress and learning needs of individual pupils and to inform planning of appropriate learning experiences in literacy and numeracy.</p> <p>Continue to make skilled use of formative assessment strategies to inform next steps in learning, and access CLPL linked to these approaches:</p> <ul style="list-style-type: none"> <li>Effective differentiation (Renfrewshire Council support pack)</li> <li>Learning Intentions and Success Criteria</li> <li>Effective questioning</li> <li>Feedback</li> <li>Peer/self-assessment</li> </ul> <p>Make skilled use of standardised assessment information to inform next steps in learning using GL Assessment (<b>PEF intervention</b>) and SNSA.</p> <p>Practitioners will access high quality CLPL to promote understanding on approaches to <b>differentiation and moderation</b>.</p> <p>Learning visits (SMT / peer) will focus on literacy in term 2 (Oct-Dec '21) and numeracy in term 3 (Jan-Mar '22.)</p>

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	<p>will be at least <b>15% lower</b> across the school.</p>	<p>Pre and post CLPL surveys will demonstrate that almost all staff have increased confidence in making skilful use of digital technology. This is evidenced in daily learning and teaching practice.</p> <p>Monitoring and tracking information will evidence that all pupils have a clear learning plan, e.g. robust pathway planning, targeted intervention, IEP where appropriate.</p>	<p>The Renfrewshire literacy and numeracy checklists and guidance outlined in Renfrewshire's Learning and Teaching Position Paper will be used to inform planning of learning experiences.</p> <p>Continue to embed and extend evidence-based approaches to the teaching of literacy and numeracy:</p> <ul style="list-style-type: none"> <li>• Primary Literacy Coaching Programme</li> <li>• Dive into Reading / Writing</li> <li>• Stages of Early Arithmetical Learning</li> <li>• Concrete-Pictorial-Abstract progression</li> </ul> <p>Continued, tailored support will be requested as required from the Attainment Team including Development Officers and Modelling and Coaching Officers. In-school Professional Advisor, Miss Elaine Park, will co-ordinate and deliver targeted support in differentiation for all staff, where required.</p> <p>The school Digital Champion will continue to participate in LA meetings and disseminate information and best practice approaches to the staff team.</p> <p>Additional teacher will be recruited (<b>PEF intervention</b>) to allow DHTs to have a revised, more focused remit to ensure a robust and focussed approach to supporting teaching staff with planning, supporting and tracking individual pupil progress, including support for staff in creating IEPs:  DHT P1-3: Mrs Emma Wallace  DHT P4: Mrs Gillian Stafford  DHT P5-7: Mr Jay Smith-McKnight</p>
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## Improvement Priority 2: To ensure effective use of data and evidence to plan for recovery

<b>HGIOS/HGIOELC QIs</b>  <b>QI 1.1,1.3</b> <b>QI 2.3</b> <b>QI 3.1,3.2</b>	<b>NIF Priorities</b> <ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy</li> <li><b>Closing the attainment gap between the most and least disadvantaged children</b></li> <li>Improvement in children's and young people's health and wellbeing</li> <li>Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ul>		<b>NIF Drivers</b> <ol style="list-style-type: none"> <li><b>School Leadership</b></li> <li>Teacher Professionalism</li> <li>Parental Engagement</li> <li><b>Assessment of Children's Progress</b></li> <li><b>School Improvement</b></li> <li><b>Performance Information</b></li> </ol>	
<b>Rationale for change</b>	<b>Outcome and Expected Impact</b>	<b>Measures</b>		<b>Intervention</b>
<p>Throughout session 20-21, all staff have been becoming more familiar with what data is important for in terms of tracking and planning for improvement.</p> <p>Now that we have a clear data picture for each pupil's learning journey, a targeted approach to data is required to ensure that the data we hold for each pupil is being carefully considered, challenged and used to plan next steps in learning.</p> <p>Self-evaluation reveals that class teachers should now take ownership of their individual class data in order to plan for improvements and continue to work with their stage partners to ensure consistency in assessment and moderation activities.</p>	<p>By August 2021 (In Service Day 1), all practitioners will have increased confidence and knowledge in what <b>data</b> they should be using to track progress of learning in <b>literacy and numeracy</b>. They will use this evidence to target and design interventions and inform approaches to learning in order for each pupil in their class to have a <b>clearly identified learning pathway and learning plan for literacy / numeracy</b> (IEP if necessary).</p> <p>By October 2021 (In Service Day 3), all practitioners will have increased confidence and knowledge in what <b>data</b> they should be using to track progress of learning in <b>health and wellbeing</b>. They will use this evidence to target and design interventions and inform approaches to learning in order for each pupil in their class to have a <b>clearly identified learning pathway and learning plan for health and wellbeing</b> (IEP if necessary).</p>	<p>Pre and post CLPL survey training shows an increase in understanding and confidence in all practitioners.</p> <p>All planning associated with learners demonstrate a range of data sources being considered.</p> <p>Data gathered through quality assurance process will evidence that all staff have effectively planned approaches for improving pupil learning in literacy, numeracy and health and wellbeing.</p> <p>Evaluative evidence will demonstrate that the learners requiring support have been identified and appropriate interventions have been implemented.</p> <p>Almost all pupils and parents report that universal/ targeted/ intensive supports met their (child's) needs during the year. Almost all pupils have demonstrated increased participation and engagement throughout the session.</p>		<p>Staff will engage with Dive into Data (Data for Recovery) professional learning provided by DHT P5-7 at regular termly intervals. <b>(PEF intervention)</b></p> <p>Staff will engage with professional learning on effective approaches to learning and teaching for example, approaches to formative assessment, differentiation and ICT (<i>See Learning and Teaching Recovery Plan (Literacy, Numeracy and Assessment) for further detail</i>).</p> <p>Effective collation of wider evidence on family circumstances, e.g. situational poverty linked to employment loss, newly in receipt of free school meals, learner engagement with classroom learning.</p> <p>Evidence used to identify key trends and further inform school recovery planning.</p> <p>Evidence used within classrooms to understand learner experience and plan next steps in literacy, numeracy and health and wellbeing to support and learning.</p> <p>Progress measured through ongoing evaluations to ensure the needs of all pupils are being met (adapt/adopt/abandon).</p>

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### Improvement Priority 3: Promote health & wellbeing and behaviour & relationships across the school community

<b>HGIOS/HGIOELC QIs</b>  <b>QIs 2.1-2.4</b> <b>QI 2.7</b> <b>QI 3.1</b>	<b>NIF Priorities</b> <ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy</li> <li>Closing the attainment gap between the most and least disadvantaged children</li> <li><b>Improvement in children's and young people's health and wellbeing</b></li> <li>Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ul>	<b>NIF Drivers</b> <table border="0"> <tr> <td>1. <b>School Leadership</b></td> <td>4. <b>Assessment of Children's Progress</b></td> </tr> <tr> <td>2. <b>Teacher Professionalism</b></td> <td>5. <b>School Improvement</b></td> </tr> <tr> <td>3. <b>Parental Engagement</b></td> <td>6. Performance Information</td> </tr> </table>		1. <b>School Leadership</b>	4. <b>Assessment of Children's Progress</b>	2. <b>Teacher Professionalism</b>	5. <b>School Improvement</b>	3. <b>Parental Engagement</b>	6. Performance Information
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<b>Rationale for change</b>	<b>Outcome and Expected Impact</b>	<b>Measures</b>	<b>Intervention</b>						
<p>As a result of Covid-19, a clear plan for <b>supporting the wellbeing of pupils, parents and staff</b> is important to all stakeholders, as evidenced in feedback from pupils, parents/carers and staff.</p> <p>Data and self-evaluation from session 20-21 highlights that our pupils and staff are resilient in the main; however, we also have a number of pupils, families and staff who have benefitted from a range of <b>wellbeing supports</b>, so this should continue.</p> <p><b>Behaviour and relationships</b> continues to be a priority for all stakeholders in continuing our journey to ensuring that all pupils feel safe, welcomed and nurtured in our school.</p>	<p>By August 2021, all staff understand and implement policies, procedures and risk assessments in relation to <b>social distancing, hygiene and use of outdoors</b>.</p> <p>By September 2021, all staff will be discussing <b>skills for resilience and wellbeing</b> with their pupils on a regular basis: self-directed learning, time management, prioritisation, resilience.</p> <p>By October 2021, all staff and pupils will be using the newly updated language associated with the refreshed <b>vision, values and aims</b>.</p> <p>By October 2021, all staff will have an enhanced knowledge and understanding of <b>programmes, resources and strategies</b> available to support their own <b>wellbeing</b> and that of pupils.</p> <p>By May 2022, the <b>behaviour and relationships</b> policy is fully embedded and having a positive impact on school ethos.</p>	<p>Policies / procedures / risk assessments issued to staff and discussed at in service / collegiate meetings evidence that clear and consistent messages are being provided.</p> <p>Timetables illustrate time for PE and outdoor learning for all classes, P1-7 which evidences a clear commitment to ensuring all pupils have access to increased learning outdoors (where virus transmission is at its lowest).</p> <p>Pre and post CLPL training survey shows an increase in understanding and confidence in all staff. (Scale 1 to 5)</p> <p>Participation rates show that all staff have engaged in CLPL and most staff have participated in drop-ins/optional activities to support wellbeing.</p> <p>Class timetables will reflect protected time on a regular basis for pupils to talk about their wellbeing, e.g. through PATHS, UNCRC and wellbeing lessons / check-ins.</p> <p>Achievement of 'Model PATHS Schools Status' and RNRA Jade Level by September 2021.</p>	<p>Plan the collegiate calendar / in service programme to include dedicated time for staff and pupil wellbeing activities.</p> <p>Ensure there are clear channels of communication so that all staff are fully informed of policies, procedures and arrangements for recovery.</p> <p>Continue with Nurture Room support (Rainbow Room) for targeted pupils and introduce 'Mini-Nurture' support (Butterfly Room and Caterpillar Room) for further targeted support (<b>PEF intervention</b>).</p> <p>Continue with regular 'coffee and chat' drop-in sessions for all staff with identified line manager (Prof Advisor/DHT/HT)</p> <p>Staff members will continue to have access to Renfrewshire's 'Time for Talking' counselling service for personal support.</p> <p>Information re mental health supports available to pupils in school will be discussed at a collegiate session. Appropriate signage will be posted on the new 'Mental Wellbeing' display board.</p>						

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		<p>Wellbeing indicator results demonstrate that almost all pupils in target groups score 8 or above in all SHANARRI indicators by Dec 21.</p> <p>'The Exchange' counselling service monitoring and evaluation systems will highlight the positive impact of the service on pupils' mental health and wellbeing.</p> <p>Learner conversations will demonstrate that almost all pupils know and understand the supports available within school / community.</p> <p>Minutes of meetings with DHTs and teachers show that targeted supports are being discussed with and understood by parents/carers.</p> <p>Communication to parents/carers through virtual meetings, Facebook/Twitter/texts/website and leaflets, demonstrates that clear consistent messages are being provided.</p> <p>Learning visits and teacher evaluations will show that almost all pupils are happy in class and engaged in learning, illustrating the impact of a clear and consistent approach to developing behaviour and relationships.</p> <p>Increased positive feedback regarding the school's position within the local community.</p>	<p>PSE lessons will have an early focus on mental health and wellbeing linked to the school's refreshed vision/values/aims (PEF intervention.)</p> <p>The Exchange counselling service will continue to be promoted through class contact, assemblies, collegiate sessions and participation in parent events. Referrals will be made for targeted pupils.</p> <p>Learning visits (SMT / peer) will focus on health and wellbeing and learner engagement in term 1 (Aug-Oct '21.)</p> <p>Individual meetings will continue for parents/carers of targeted pupils and a key adult within school – Inclusion Support Worker, ASNAs and Cas (PEF intervention).</p> <p>Partners will be identified to enhance delivery of emotional and social education with a focus on behaviour and relationships in P5-7 as required, e.g. Orbis Training (Brian Donnelly (PEF intervention)).</p> <p>Newly refreshed vision/values/aims will be clearly displayed around the school; refreshed school identity branding in newsletters, displays, digital communications and staff uniform / lanyards etc will ensure that all stakeholders are clear about the focus and vision for the school.</p> <p>The new behaviour and relationships policy will be discussed and reviewed regularly at collegiate meetings.</p> <p>Celebrate the school's 60<sup>th</sup> anniversary in September and October in an appropriate way with the local community, e.g. through attendance at the local monthly markets in Robertson Park, virtually online at parents' evenings and events, at Parent Council and PTA meetings.</p>
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## Improvement Priority 4: Further recovery using digital technology, the broad general education and global citizenship

<b>HGIOS/HGIOELC QIs</b>  <b>QI 2.2</b> <b>QI 2.3</b> <b>QI 3.2</b>	<b>NIF Priorities</b> <ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy</li> <li>Closing the attainment gap between the most and least disadvantaged children</li> <li>Improvement in children's and young people's health and wellbeing</li> <li>Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ul>		<b>NIF Drivers</b> <ol style="list-style-type: none"> <li>School Leadership</li> <li>Teacher Professionalism</li> <li>Parental Engagement</li> <li>Assessment of Children's Progress</li> <li>School Improvement</li> <li>Performance Information</li> </ol>	
<b>Rationale for change</b>	<b>Outcome and Expected Impact</b>	<b>Measures</b>	<b>Intervention</b>	
<p>The Covid-19 pandemic challenged us all to make optimal use of digital technologies to ensure all pupils have access to learning. A clear plan for recovery which involves the sustained development of ICT in school is important to all stakeholders, as evidenced in feedback from pupils, parents/carers and staff.</p> <p>During session 20-21, staff appreciated the time to focus on the core elements of literacy, numeracy and health and wellbeing in order to raise attainment; staff are looking forward to supporting pupils' wellbeing and achievement through broadening the curriculum further this session, e.g. through the expressive arts, science and global citizenship, building on what worked well last session with the increased use of digital technologies.</p>	<p>By September 2021, all pupils (in at least P3-7) and all staff will be using SeeSaw regularly to engage parents.</p> <p>By October 2021, all pupils in P1-7 will be using their glow logins to access learning, teaching and assessment activities.</p> <p>By November 2021, all teaching staff will have further increased their use of digital technologies to enhance learning and teaching for all pupils.</p> <p>By October 2021, all pupils will be experiencing the full range of the broad general education.</p> <p>By November 2021, all pupils will have started their learning journey on COP 26 and the UNCRC and will have a good understanding of their role in these important areas.</p>	<p><b>ICT timetables</b> will reflect Chromebook, laptop and iPad availability for all pupils and staff, providing regular access to high quality ICT for all classes.</p> <p><b>SeeSaw data</b> will reflect an increased uptake of uploads which will enhance parental engagement and communication across the curriculum.</p> <p>Teaching staff will <b>use SeeSaw on a regular basis</b> to communicate what pupils are doing in class to families at home as well as using ICT provision in the school to enhance learning and teaching on a planned basis.</p> <p>Class timetables will reflect the <b>broad general education</b> (all aspects of the curriculum); this will include a renewed focus on science, expressive arts and global citizenship which will allow all pupils to explore their strengths and interests.</p> <p>Teachers' planning reflects the <b>UN Rights of the Child</b> (<i>Bill passed in Scot Parliament in March 2021 brings into domestic law the duty to comply with the UNCRC</i>); pupils increasingly know and understand their rights and can use the terminology confidently in class discussions and focus groups.</p> <p>Class planning reflects the global importance of <b>COP 26</b>; wall displays and discussions with pupils will illustrate the need for change and how we can all play our part in contributing to this global revolution.</p>	<p>Digital literacy will be explicitly taught on a weekly basis and all pupils will have at least a basic understanding of how SeeSaw can support digital learning and communication.</p> <p>ICT lessons will have an early focus on using SeeSaw and Glow.</p> <p>Staff will ensure that pupil work / progress / photos are uploaded on a regular basis.</p> <p>Teaching staff will work together to plan all aspects of the broad general education (stage planning sessions.)</p> <p>The newly appointed Science co-ordinator will raise awareness of the RAiSE project across the school (Raising Aspirations in Science Education) and work in partnership with cluster schools to ensure consistency of approach.</p> <p>Specific and targeted lessons on the UNCRC and COP 26 will be developed for all classes.</p> <p>Weekly virtual assemblies provide an opportunity for information sharing between classes, e.g. with focus assemblies on ICT, UNCRC, COP 26.</p>	

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