



Thornliebank Primary School and Nursery Class

Improvement Plan

2021-2022

Nurturing a thriving community of lifelong learners
NURTURE - KINDNESS - RESPECT - EFFORT

VISION, VALUES AND AIMS

Our Vision, Values and Aims were revisited and updated during session 2019-2020, in consultation with all stakeholders.

We are confident that these reflect the shared ambition and aspirations of everyone in our whole school community.

Vision

Nurturing a thriving community of lifelong learners

Values

NURTURE, KINDNESS, RESPECT and EFFORT

Aims

At Thornliebank Primary School and Nursery Class we aim to create a welcoming and exciting learning environment where we:

- Provide a safe, nurturing environment where children and staff are happy and confident as they aspire to achieve their goals
- Provide a rich, diverse and challenging education through excellent and innovative teaching and learning
- Celebrate success, promote a growth mindset and instill every child with confidence
- Promote curiosity, enquiring minds and a commitment to lifelong learning
- Ensure equal opportunities and equity for all
- Work as partners in learning with children, parents, carers, families and the wider community
- Promote respect and care for the school environment and local community

In fulfilling these aims, we will enable all children to become successful learners, confident individuals, responsible citizens and effective contributors who are empowered to take their place in society, now and in the future.

Three Year Summary of Improvement Priorities 2021 - 2024

School Priority	Year 1 2021-2022	Year 2 2022-2023	Year 3 2023-2024
Everyone Attaining	<p><u>Intelligent use of data</u> Develop robust approaches to the analysis and evaluation of a range of intelligence and data to inform target setting and sound teacher judgements</p>	<p><u>Securing improvements in attainment for all learners</u></p>	<p><u>Continuous improvement over time</u></p>
Everyone Achieving	<p><u>Learning, teaching and assessment</u> Evaluate and improve the quality of learning, teaching and assessment in line with ERC Framework</p>	<p><u>Developing the young workforce</u></p>	<p><u>Learning for sustainability</u></p>
Excellent Experiences	<p><u>Wellbeing, diversity and citizenship</u> Promote wellbeing and diversity across the whole school community to ensure engagement, inclusion and equality for all through high quality learning experiences</p>	<p><u>Family learning</u></p>	
Embed/ Maintain	<p><i>Promoting Positive Relationships</i></p>	<p><i>Wellbeing, diversity and citizenship</i></p>	

Summary of School Improvement Priorities 2021-2022

<p>EVERYONE ATTAINING: Intelligent use of data Develop robust approaches to the analysis and evaluation of a range of intelligence and data to inform target setting and sound teacher judgements</p>	<ul style="list-style-type: none">➤ To provide opportunities for staff to engage regularly in effective quality improvement and moderation activities➤ To support staff to analyse and use evidence effectively to ensure a clear focus on priorities which will have the greatest impact➤ To develop an ethos of professional engagement and collegiate working that leads to improved outcomes for our learners➤ To embed assessment approaches in planning for learning and teaching to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum
<p>EVERYONE ACHIEVING: Learning, teaching and assessment Evaluate and improve the quality of learning, teaching and assessment in line with ERC Framework</p>	<ul style="list-style-type: none">➤ To develop a collegiate learning culture through peer learning, constructive feedback and professional dialogue, where staff are empowered to take forward improvement priorities and learn with and from each other➤ To enhance the quality of teaching to enrich and support learning through effective use of digital technologies, skilled questioning, effective feedback and engagement to promote curiosity, independence and confidence➤ To develop a curriculum rationale that is shaped by the shared values of our whole school community
<p>EXCELLENT EXPERIENCES: Wellbeing, diversity and citizenship Promote wellbeing and diversity across the whole school community to ensure engagement, inclusion and equality for all through high quality learning experiences</p>	<ul style="list-style-type: none">➤ To further develop an inclusive learning environment in which positive and proactive steps are taken to ensure that barriers to learning are minimised➤ To ensure all staff and partners are proactive in promoting positive relationships in the classroom, playground and wider learning community, further developing a strong sense of community, shared values and high expectations➤ To support every member of the school community to understand, value and celebrate diversity and challenge discrimination

School Priority: EVERYONE ATTAINING Intelligent use of data	National Improvement Framework Priorities: Improvement in attainment, particularly in literacy and numeracy; Closing the attainment gap between most and least advantaged children and young people National Improvement Framework Drivers: Assessment of children's progress; Teacher Professionalism; School improvement; Parental Engagement	ERC Local Improvement Plan Expected Outcome/Impact: An improvement in the attainment of disadvantaged children and young people; An increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities	HGIO5&4 / HGIOELC Quality Indicators: 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement	
Expected Outcome and Impact	Action & Responsibilities	Timescale	Resources	Monitoring & Evaluation
A shared understanding among staff of the Gradient of Learning in line with CfE Benchmarks in Literacy and Numeracy, resulting in agreed standards and expectations across Early, First and Second Level	<i>PEF Plan 2021-2022 (separate document)</i> To provide opportunities for staff to engage regularly in effective quality improvement and moderation activities	Ongoing Ongoing Ongoing	PEF Plan 2021-2022 ERC Tracking Database ELC Tracking Database	Forward Planning/Tracking Dialogue Learning Visits Peer Observations & Feedback
Increased confidence among staff in the use of the ERC Tracking Database to record progress and inform next steps in learning	<ul style="list-style-type: none"> ➤ Planned in-school, cluster and authority moderation opportunities as part of the collegiate calendar (SLT, teachers, CDOs) ➤ Professional dialogue at stage meetings with a specific focus on sharing of standards and achievement of a level (SLT, teachers) ➤ Peer support sessions focused on sharing of standards within Early, First and Second Levels (teachers) 			Teacher Judgements P1 Baseline Assessments & Developmental Milestones
Increased confidence among staff in assessing and making accurate judgements in evaluating learners' progress in Literacy and Numeracy	<ul style="list-style-type: none"> ➤ To support staff to analyse and use evidence effectively to ensure a clear focus on priorities which will have the greatest impact 	September 2021 September 2021	GTCS Standard for Career-Long Professional Learning	P3, 5 & 7 Standardised Assessments P1, 4 & 7 SNSAs
Staff will have a sound understanding of the learning, teaching and assessment cycle and will apply this in practice at school, cluster and authority level	<ul style="list-style-type: none"> ➤ Termly forward planning and tracking meetings to discuss progress and identify next steps for individual, group and whole class learning (SLT, teachers) ➤ Drop-in sessions to support staff to use the ERC Tracking Database to record outcomes of assessments and to identify relevant next steps in learning (SLT) 	Termly Termly	HGIO5&4 and HGIOELC? Collegiate sessions Cluster Moderation	Assessment Calendar ERC Moderation Event
Target setting for all pupils will be based on a range of assessment evidence and targets will be SMART and individualised for each learner	<ul style="list-style-type: none"> ➤ To develop an ethos of professional engagement and collegiate working that leads to improved outcomes for our learners 	Ongoing Ongoing		Staff Survey/Questionnaire Review of 2021-2022 SIP
	<ul style="list-style-type: none"> ➤ To embed assessment approaches in planning for learning and teaching to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum ➤ Collegiate sessions focusing on approaches to formative assessment and identification of good practice in using the outcomes of formative assessment (SLT, teachers) ➤ Planned calendar of summative assessments in Literacy and Numeracy to inform planning for learning and teaching (SLT, teachers) 	August 2021 – February 2022 Ongoing		

School Priority: EVERYONE ACHIEVING High quality learning, teaching and assessment; Curriculum rationale	National Improvement Framework Priorities: Improvement in employability skills and sustained, positive school-leaver destinations for all young people National Improvement Framework Drivers: Assessment of children's progress; Teacher professionalism; School Leadership; Parental engagement	ERC Local Improvement Plan Expected Outcome/Impact: An ethos of high expectations and achievement in every school and service; A culture of self-evaluation and continuous improvement in all schools and services; Higher levels of parental engagement in their children's learning and the life of the school	HGIOS?4/ HGIOELC Quality Indicators: 1.2 Leadership of learning 2.2 Curriculum 2.3 Learning, teaching and assessment	
Expected Outcome and Impact	Action & Responsibilities	Timescale	Resources	Monitoring & Evaluation
Collegiality linked to improvement priorities, leading to increased collaboration and promoting trust, risk taking and connectedness among staff	To develop a collegiate learning culture through peer learning, constructive feedback and professional dialogue, where staff are empowered to take forward improvement priorities and learn with and from each other	Ongoing	ERC Framework for Learning, Teaching and Assessment Thornliebank Vision, Values and Aims CfE Refreshed Narrative	Collegiate sessions Nursery team meetings Stage meetings Learning Visits
Teaching staff will demonstrate an increased understanding of the ERC Framework for Learning, Teaching and Assessment and will be able to reflect on and apply this in practice	To enhance the quality of teaching to enrich and support learning through effective use of digital technologies, skilled questioning, effective feedback and engagement to promote curiosity, independence and confidence	August 2021 Ongoing	HGIOS?4 HGIOELC	Peer Observations & Feedback Pupil Forums Parent Council Meetings
Teaching staff will consistently provide high quality learning experiences based on skillful application of educational theory and research	➤ Set up and use Google Classrooms for all P4-7 homework (teachers) ➤ Regular, planned use of the range of technologies available in school and nursery built into learning, teaching and assessment (teachers, CDOs) ➤ A comprehensive CLPL programme within the collegiate calendar focusing on each aspect of the ERC Framework for Learning, Teaching and Assessment (SLT, teachers, CDOs)	Ongoing	ERC Local Improvement Plan Education Scotland website	Forward Planning Dialogue
All pupils will feel valued and will have the confidence to contribute to planning for learning and teaching, and to lead their own and others' learning	➤ Implement and evaluate changes to planning approaches across Early Level, introducing floorbooks and responsive planning across nursery and primary 1 (Acting PT, teachers, CDOs) ➤ Increase opportunities for Pupil Voice across learning and teaching from nursery to primary 7 (SLT, teachers, CDOs)	Ongoing	ERC Digital Strategy	
All learners will experience a progressive and aspirational curriculum that is unique to the school and nursery, and that reflects the shared vision, values and aims of the learning community	To develop a curriculum rationale that is shaped by the shared values of our whole school community	October 2021 December 2021 March 2022 April 2022 – June 2022 June 2022		

School Priority: EXCELLENT EXPERIENCES Wellbeing, Diversity and Citizenship	National Improvement Framework Priority: Improvement in children's and young people's health and wellbeing National Improvement Framework Drivers: Assessment of children's progress; Teacher professionalism; Parental engagement; School improvement	ERC Local Improvement Plan Expected Outcome/Impact: Learners' experiences support them to develop their personalities, talents, mental, spiritual and physical abilities to their potential; An increase in opportunities for young people to develop knowledge, understanding and the skills for life and active participation in a global multi-cultural society and Scotland's place in it; A culture base on Getting it Right for Every Child	HGIOS2/4/ HGIOELC Quality Indicators: 2.4 Personalised support 3.1 Ensuring wellbeing, equality and inclusion	
Expected Outcome and Impact	Action & Responsibilities	Timescale	Resources	Monitoring & Evaluation
<p>The school ethos based on the principles of GIRFEC will support every child to achieve their full potential</p> <p>Approaches to Promoting Positive Relationships and Anti-bullying will be consistent and embedded across all aspects of school and nursery life</p> <p>Application of the Nurturing Principles in practice will ensure that all children feel included and respected in class and in the wider life of the school</p> <p>Diversity in its widest sense will be celebrated and promoted through curricular and extra-curricular opportunities</p>	<p>To further develop an inclusive learning environment in which positive and proactive steps are taken to ensure that barriers to learning are minimised</p> <ul style="list-style-type: none"> ➤ Refresher for all stakeholders of the Nurturing Principles in the context of our own school and nursery (SLT) ➤ Professional dialogue focused on the key elements of an inclusive learning environment (SLT, teachers) ➤ Opportunities for staff to share good practice around successful approaches to inclusion in the classroom (SLT, teachers, PSAs, CDOs) <p>To ensure all staff and partners are proactive in promoting positive relationships in the classroom, playground and wider learning community, further developing a strong sense of community, shared values and high expectations</p> <ul style="list-style-type: none"> ➤ Refresher for all stakeholders of Thornliebank's Promoting Positive Relationships Policy and Anti-bullying Policy (HT) ➤ Regular and overt recognition of pupils demonstrating Thornliebank's core values and visible consistencies (all staff) ➤ Promotion of Thornliebank's core values and visible consistencies at whole school and stage assemblies (SLT) ➤ Promotion of Thornliebank's core values and visible consistencies within the wider community (all staff) ➤ Signposting to relevant professional literature and CLPL opportunities for all staff (SLT) ➤ Regular opportunities for staff to share and reflect on good practice in Promoting Positive Relationships (SLT, teachers) ➤ Re-establish Anti-bullying Ambassadors, provide training and support and establish a programme of information sharing (HT) <p>To support every member of the school community to understand, value and celebrate diversity and challenge discrimination</p> <ul style="list-style-type: none"> ➤ Develop progressive approaches to teaching and learning about diversity from nursery to primary 7 (SLT, teachers) ➤ Establish a Rights Respecting Schools Steering group and re-engage with the RRS Award programme (HT) ➤ Promote children's rights and responsibilities through class charters and input at whole school and stage assemblies (SLT, teachers, PSAs, CDOs) ➤ Regular opportunities to celebrate diversity and a range of cultures through curricular approaches and extra-curricular opportunities (all staff) 	<p>August 2021</p> <p>August – December 2021</p> <p>January – March 2021</p> <p>August 2021</p> <p>Ongoing</p> <p>Weekly</p> <p>Ongoing</p> <p>Ongoing</p> <p>September 2021 and ongoing</p> <p>August 2021 – May 2022</p> <p>August 2021 and ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Thornliebank Primary School and Nursery Class Promoting Positive Relationships Policy</p> <p>Thornliebank Primary School and Nursery Class Anti-bullying Policy</p> <p>Collegiate Calendar 2021-2022</p> <p>In-service Days</p> <p>Newsletters</p> <p>Twitter</p> <p>School Website</p> <p>Positive Postcards</p> <p>Certificates</p> <p>Assembly Programme 2021-2022</p> <p>Rights Respecting Schools Award</p> <p>United Nations Convention on the Rights of the Child</p>	<p>Collegiate sessions</p> <p>In-service Day feedback</p> <p>Class charters</p> <p>RRS Steering Group meeting minutes</p> <p>Learning Walks</p> <p>Peer Observations & Feedback</p> <p>Pupil Focus Groups</p> <p>Parent Survey/Questionnaire</p>