



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></p> <p>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></p> <p>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></p> <p>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;	HGIOS?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	PEF Plan 2021-2022 (separate document) To provide opportunities for staff to engage regularly in effective quality improvement and moderation activities <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)	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">➤ Peer support sessions focused on sharing of standards within Early, First and Second Levels (teachers)	Ongoing	Education Scotland: Learning, Teaching and Assessment Cycle	Teacher Judgements	
Increased confidence among staff in assessing and making accurate judgements in evaluating learners' progress in Literacy and Numeracy	To support staff to analyse and use evidence effectively to ensure a clear focus on priorities which will have the greatest impact <ul style="list-style-type: none">➤ Refresher training on the functionality of the ERC Tracking Database (SLT)➤ Revisit Thornliebank Gradient of Learning with a view to agreeing expectations at all levels (HT, teachers)➤ 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)	Ongoing	Collegiate Agreement and Calendar 2021-2022 Assessment Calendar 2021-2022	P1 Baseline Assessments & Developmental Milestones P3, 5 & 7 Standardised Assessments	
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">➤ Refresher training on the functionality of the ERC Tracking Database (SLT)➤ Revisit Thornliebank Gradient of Learning with a view to agreeing expectations at all levels (HT, teachers)➤ 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)	September 2021 September 2021	GTCS Standard for Career-Long Professional Learning	P1, 4 & 7 SNSAs Assessment Calendar	
Target setting for all pupils will be based on a range of assessment evidence and targets will be SMART and individualised for each learner	To develop an ethos of professional engagement and collegiate working that leads to improved outcomes for our learners <ul style="list-style-type: none">➤ Signposting staff to relevant professional reading with a focus on sharing of standards at Early, First and Second Level (HT)➤ Planned collegiate activities including peer support conversations, observations and feedback (SLT, teachers)	Termly Termly	HGIOS?4 and HGIOELC?	Collegiate sessions Cluster Moderation	
	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 <ul style="list-style-type: none">➤ 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)	September 2021 September 2021		ERC Moderation Event Staff Survey/Questionnaire	
				Review of 2021-2022 SIP	

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 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 Teaching staff will consistently provide high quality learning experiences based on skillful application of educational theory and research 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 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	<p>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</p> <ul style="list-style-type: none">➤ Calendar of monitoring and tracking activities including peer support sessions with opportunities to feedback to the wider staff and share good practice (SLT, teachers, CDOs) <p>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</p> <ul style="list-style-type: none">➤ 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)➤ 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) <p>To develop a curriculum rationale that is shaped by the shared values of our whole school community</p> <ul style="list-style-type: none">➤ Evaluate the extent to which our core values are currently reflected in our curriculum (HT, all staff)➤ Consult with all stakeholders re: ways to further reflect our core values in our curriculum (HT)➤ Create a draft Curriculum Rationale to be shared with all stakeholders (SLT, teachers)➤ Use the draft Curriculum Rationale in practice to inform planning for learning, teaching and assessment (teachers)➤ Evaluate, adapt and finalise the Curriculum Rationale (all stakeholders)	Ongoing 		

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	HGIOS?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
The school ethos based on the principles of GIRFEC will support every child to achieve their full potential Approaches to Promoting Positive Relationships and Anti-bullying will be consistent and embedded across all aspects of school and nursery life 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 Diversity in its widest sense will be celebrated and promoted through curricular and extra-curricular opportunities	To further develop an inclusive learning environment in which positive and proactive steps are taken to ensure that barriers to learning are minimised <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)	August 2021	Thornliebank Primary School and Nursery Class Promoting Positive Relationships Policy	Collegiate sessions In-service Day feedback
	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 <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) To support every member of the school community to understand, value and celebrate diversity and challenge discrimination <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)	August – December 2021	Thornliebank Primary School and Nursery Class Anti-bullying Policy	Class charters RRS Steering Group meeting minutes
		January – March 2021	Collegiate Calendar 2021-2022	Learning Walks
			In-service Days	Peer Observations & Feedback
		August 2021	Newsletters	Pupil Focus Groups
		Ongoing	Twitter	Parent Survey/Questionnaire
		Weekly	School Website	
		Ongoing	Positive Postcards	
		Ongoing	Certificates	
		Ongoing	Assembly Programme 2021-2022	
		September 2021 and ongoing	Rights Respecting Schools Award	
			United Nations Convention on the Rights of the Child	
		August 2021 – May 2022		
August 2021 and ongoing				
Ongoing				
Ongoing				