



**Thornliebank Primary School  
and Nursery Class**

**Improvement Plan**

**2022 – 2023**

*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 2022 - 2025

School Priority	Year 1 2022-2023	Year 2 2023-2024	Year 3 2024-2025
Priority 1	Raising attainment for all learners, particularly in literacy and numeracy	Raising attainment for all learners, particularly in literacy and numeracy	Continuous improvement over time
Priority 2	Re-engaging parents and carers in their child's learning journey and the wider life of the school and nursery	Focus on differentiation and personalised support	Focus on self regulation and metacognition
Priority 3	Pupil Equity Fund Plan	Pupil Equity Fund Plan	Pupil Equity Fund Plan

## Summary of School Improvement Priorities 2022 – 2023

<b>PRIORITY 1: Raising attainment for all learners, particularly in Literacy and Numeracy</b>	<ul style="list-style-type: none"><li>➤ Improved literacy and numeracy attainment throughout the years of the broad general education</li><li>➤ A culture based on Getting It Right For Every Child</li><li>➤ A curriculum which enables all children, young people and adults to be successful, confident, responsible and effective in school, their work, their community and internationally</li></ul>
<b>PRIORITY 2: Re-engaging parents and carers in their child's learning journey and the wider life of the school and nursery</b>	<ul style="list-style-type: none"><li>➤ Higher levels of parental engagement with improved communication, collaboration and consultation in their children's learning and in the life of the school</li></ul>
<b>PRIORITY 3: PEF Plan</b>	<ul style="list-style-type: none"><li>➤ An improvement in the attainment of disadvantaged children and young people</li><li>➤ An increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities</li></ul>
<b>NURSERY IMPROVEMENT PRIORITIES</b>	<ul style="list-style-type: none"><li>➤ An increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities</li><li>➤ An improvement in the percentage of young children reaching all of the expected developmental outcomes on entry to primary school</li><li>➤ A positive culture in health and wellbeing in every school and service</li></ul>

<b>School Priority: PRIORITY 1 Raising attainment for all learners, particularly in Literacy and Numeracy</b>	<b>National Improvement Framework Priorities:</b> Improvement in attainment, particularly in literacy and numeracy <b>National Improvement Framework Drivers:</b> School and ELC leadership Teacher and practitioner professionalism Curriculum and assessment School and ELC improvement Performance information	<b>ERC Local Improvement Plan Expected Outcome/Impact:</b> Improved literacy and numeracy attainment throughout the years of the broad general education A culture based on Getting It Right For Every Child A curriculum which enables all children, young people and adults to be successful, confident, responsible and effective in school, their work, their community and internationally	<b>HGIOS?4 Quality Indicators:</b> 1.1 1.2 1.3 2.3 3.2
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<b>Expected Outcome and Impact</b>	<b>Action &amp; Responsibilities</b>	<b>Timescale</b>	<b>Resources</b>	<b>Monitoring &amp; Evaluation</b>
<p>High quality learning, teaching and assessment across the stages that meets the needs of all children.</p> <p>An established culture of collegiate learning and leadership across the school.</p> <p>Teachers will be confident in accessing and analysing data in order to raise attainment for their learners.</p> <p>Improved teacher confidence and accuracy in evaluating assessment evidence to evaluate learner progress.</p>	Provide opportunities for staff to evaluate their practice in line with the ERC Framework for Learning, Teaching and Assessment. (HT)	Ongoing	ERC Framework for Learning, Teaching and Assessment	Forward Planning/Tracking Dialogue
	Encourage and support staff leadership and empowerment linked with the PRD process and GTCS standards. (SLT)	Ongoing		Thornliebank Collegiate Calendar 2022-23
	Provide opportunities for sharing of standards and moderation of learning, teaching and assessment at school, cluster and local authority level. (HT)	As per collegiate calendar	Cluster Improvement Plan	Peer Observations & Feedback
	Support teaching staff to engage in cluster working around effective feedback and make improvements where needed. (SLT)	As per collegiate calendar		
	Roll out Talk for Writing fully at all stages. (HT/DHT)	Ongoing	Talk for Writing teacher guides and resources including Reading Spine books	P1 Baseline Assessments & Developmental Milestones
	Revisit approaches to Number Talks and moderate practice across the stages. (DHT)	Ongoing		P3, 5 & 7 Standardised Assessments
		Ongoing		P1, 4 & 7 SNSAs
			Collegiate sessions	

<p>An ethos of high expectations and achievement to raise attainment.</p> <p>A culture that nurtures leadership at all levels.</p> <p>The curriculum rationale is used to inform planning for learning, teaching and assessment with the school's core values at the centre.</p> <p>Consistent approaches to learning and teaching in writing across the stages.</p>	<p>Support teachers to gather and use a range of assessment information and reflect on the Thornliebank Gradient of Learning to inform sound teacher judgements and robust planning for progressive learning and teaching. (SLT)</p> <p>Use the refreshed curriculum rationale to begin to develop progressive learning pathways for all. (HT)</p> <p>Encourage all stakeholders to engage in opportunities for leadership roles, including leading learning. (HT)</p> <p>Establish working parties to support collaborative improvement in the delivery of literacy and numeracy e.g. through number talks. (HT)</p>	<p>Ongoing</p> <p>August 2022</p>	<p>Thornliebank Gradient of Learning</p> <p>ERC Tracking Database</p> <p>Thornliebank refreshed Curriculum Rationale</p>	<p>Cluster Moderation</p> <p>ERC Moderation Event</p> <p>Staff Survey/Questionnaire</p> <p>Review of 2022-2023 SIP</p>
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<b>School Priority:</b> <b>PRIORITY 2</b> <b>Re-engaging parents and carers in their child's learning journey and the wider life of the school and nursery</b>	<b>National Improvement Framework Priorities:</b> Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing Improvement in skills and sustained, positive school-leaver destinations for all young people <b>National Improvement Framework Drivers:</b> School and ELC leadership Teacher and practitioner professionalism Parent/carer involvement and engagement Curriculum and assessment School and ELC improvement	<b>ERC Local Improvement Plan Expected Outcome/Impact:</b> Higher levels of parental engagement with improved communication, collaboration and consultation in their children's learning and in the life of the school	<b>HGIOS?4 Quality Indicators:</b> 2.1 2.3 2.4 2.5 2.7 3.1
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Expected Outcome and Impact	Action & Responsibilities	Timescale	Resource	Monitoring & Evaluation
All staff will understand nurture and trauma informed approaches and will promote positive relationships through agreed strategies.  Parents/carers will understand nurture and trauma informed approaches and will support the school in promoting positive relationships through agreed strategies.	Deliver ongoing refreshers and SLT to support all staff to embed nurture and trauma informed approaches to promoting positive relationships. (SLT)  Deliver information sessions and provide literature for parents/carers to explain nurture and trauma informed approaches to promoting positive relationships. (HT)	Ongoing  August 2022 and ongoing	Thornliebank PPR Policy  Thornliebank Anti-Bullying Policy	Collegiate sessions  Nursery team meetings  Stage meetings
Parents/carers will understand nurture and trauma informed approaches and will support the school in promoting positive relationships through agreed strategies.	Collaborate to create bespoke approaches to profiling at all stages to promote children's ownership of learning and parent/carer engagement in their child's learning journey. (SLT, teachers)	August 2022 and ongoing  Ongoing	Thornliebank Nurture Leaflet  Thornliebank Annual Overview	Learning Visits  Peer Observations & Feedback  Pupil Forums
Pupils and parents/carers at all stages will be involved in maintaining learning	Re-establish regular in-school events including open days and assemblies to	Ongoing	RRS self-evaluation resources	Parent/carer surveys/questionnaires

<p>profiles; reflecting on learning experiences and identifying next steps for learning.</p> <p>Parents/carers will feel engaged and involved in the ongoing life of the school.</p> <p>The school will achieve RRS Silver award.</p> <p>Pupils will actively influence school improvements through involvement in pupil groups.</p> <p>Outdoor spaces will be improved and will provide opportunities for high quality outdoor learning experiences.</p> <p>The school will make and strengthen links with community groups that are mutually beneficial for both parties.</p>	<p>rebuild relationships and communication between the school and parents/carers. (HT)</p> <p>Revisit approaches to the promotion of wellbeing and children's rights, and work towards the Rights Respecting Schools silver award. (SLT)</p> <p>Re-establish pupil groups including Pupil Parliament, engaging parents/carers where possible. (SLT, teachers)</p> <p>Make the best possible use of recently awarded grants to improve outdoor spaces and outdoor learning experiences for all. (HT, Parent Council)</p> <p>Continue lunchtime clubs with support from teachers, support staff and parents/carers. (SLT)</p> <p>Collaborate with Operation Play Outdoors to improve resourcing and provision of loose parts play at playtimes, lunchtimes and during planned outdoor learning, engaging parents/carers where possible. (SLT)</p> <p>Re-establish links with groups in the local community to provide children with opportunities to be effective contributors, engaging parents/carers where practical. (HT)</p>	<p>September 2022</p> <p>December 2022</p> <p>Ongoing</p> <p>September 2022</p> <p>Ongoing</p>	<p>Tesco Grant £1000</p> <p>Linking Communities Grant £2000</p> <p>Loose Parts resources</p>	<p>Parent Council Meetings</p> <p>Forward Planning Dialogue</p>
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<b>School Priority: PRIORITY 3 PEF Plan</b>	<b>National Improvement Framework Priority:</b> Closing the attainment gap between the most and least disadvantaged children and young people <b>National Improvement Framework Drivers:</b> School and ELC improvement Performance information	<b>ERC Local Improvement Plan Expected Outcome/Impact:</b> 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	<b>HGIOS?4 Quality Indicators:</b> 1.5 2.4 3.1
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<b>Expected Outcome and Impact</b>	<b>Action &amp; Responsibilities</b>	<b>Timescale</b>	<b>Resources</b>	<b>Monitoring &amp; Evaluation</b>
<p>All stakeholders will understand their role in promoting equality and social justice and will take responsibility for their part in this.</p> <p>At least 75% of children identified for the Primary 1 target group will achieve early level reading and writing by the end of Primary 1.</p>	Continue to promote equality and social justice among all stakeholders to effect positive change. (HT)	Ongoing	ELC Tracking database	Forward Planning/ Tracking meetings
	Identify target group of children in Primary 1 who are not on track to achieve early level reading and writing by the end of primary 1. (HT, Acting PT)	August 2022	ERC Tracking database	Teacher Judgements
	Use assessment information to inform planning for targeted interventions to address gaps in learning in early reading and writing. (Acting PT, P1 teacher)	August 2022	Story sacks Rhyme resources Phonic resources Big books	Professional Dialogue
	Implement planned interventions throughout the year. (P1 teacher, P1 CDO)	Ongoing Termly		Strengths and Difficulties questionnaires
	Re-assess target children at regular intervals throughout the year and modify plans accordingly. (Acting PT, P1 teacher)	Ongoing	Acting Principal Teacher	SHANARRI web responses
	Seek out relevant CLPL to upskill P1 staff around interventions for increased attainment in reading and writing. (HT)	August 2022	Primary 1 CDO – 3 days per week	Ferre Laevers observations
		Ongoing Termly		
		Ongoing		

<p>Children identified for the Primary 4 to 7 target group will demonstrate improved resilience and self-esteem and increased engagement in learning experiences.</p>	<p>Identify target group of children in Primary 4 to 7 who require additional support to develop resilience and positive self-esteem in order to engage in learning experiences. (HT)  Use assessment information and relevant guidance to inform planning for targeted interventions to improve resilience and self-esteem. (HT)  Implement planned interventions throughout the year. (Nurture teacher, PSA)  Re-assess target children at regular intervals throughout the year and modify plans accordingly. (HT, Nurture teacher)  Seek out relevant CLPL to upskill staff around interventions for increased resilience and self-esteem. (HT)</p>		<p>Health and wellbeing resources</p> <p>PSA – 6 hours per week</p> <p>Strengths and Difficulties Questionnaires  SHANARRI web  Ferre Laevers scale</p>	
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<b>School Priority: NURSERY IMPROVEMENT PLAN</b>	<b>National Improvement Framework Priority:</b> Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing <b>National Improvement Framework Drivers:</b> School and ELC leadership Teacher and practitioner professionalism Parent/carer involvement and engagement School and ELC improvement	<b>ERC Local Improvement Plan Expected Outcome/Impact:</b> An increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities An improvement in the percentage of young children reaching all of the expected developmental outcomes on entry to primary school A positive culture in health and wellbeing in every school and service	<b>HGIOELC? Quality Indicators:</b> 1.1 1.2 1.5 2.3 2.5 2.7 3.1 3.2
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<b>Expected Outcome and Impact</b>	<b>Action &amp; Responsibilities</b>	<b>Timescale</b>	<b>Resources</b>	<b>Monitoring &amp; Evaluation</b>
The nursery will actively contribute to improvements across the neighbourhood.	Continued active participation in the Giffnock and Thornliebank Early Years Neighbourhood Group. (Acting PT)	Ongoing	ELC Tracking Database	Forward Planning/ Tracking meetings
Nursery staff will be upskilled in supporting children's learning through quality interactions.	Participate in Claire Warden's Virtual Nature School CLPL focused on 'interactions' and undertake associated ongoing self-evaluation and improvement activities. (Acting PT)	Ongoing	Virtual Nature School CLPL activities and resources	Learning visits
Parents/carers will feel engaged and involved in the ongoing life of the nursery.	Build on the excellent practice already identified through 2021/22 Family Centred Gold Accreditation by fully engaging parents and partners in the ongoing life and work of the nursery. (Acting PT).	Ongoing	Realising the Ambition: Being Me	Nursery team meetings PRD process
Approaches to responsive, child-led planning across early		December 2022/ ongoing	Early Level Planning documentation	CLPL records Floorbooks and Learning Journals
		Ongoing	CfE Early Level Es & Os and Benchmarks	

<p>level will be fully understood and used consistently across the nursery and primary 1.</p> <p>Outdoor spaces will be further improved and will provide opportunities for high quality outdoor learning experiences.</p> <p>All stakeholders will be familiar with Realising the Ambition: Being Me.</p>	<p>Embed responsive, child-led approaches to planning across early level in nursery and primary 1. (HT, Acting PT)</p> <p>Further develop and maintain outdoor areas to provide excellent experiences for all children incorporating learning for sustainability. (Acting PT)</p> <p>To raise the profile of Realising the Ambition: Being Me with all stakeholders through information sharing events and involving parents and partners in the day-to-day work of the nursery. (HT, Acting PT)</p>		<p>Grant for outdoor areas £2000 (Parent Council/ Linking Communities)</p>	
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