

Thornliebank Primary School and Nursery Class



Bun-sgoil Ghàidhlig Thornliebank

Improvement Plan

2024 – 2025

NURTURE – KINDNESS – RESPECT – EFFORT

ALTRAM – COIBHNEAS – URRAM – OIDHIRP

Nurturing a thriving community of lifelong learners

THORNLIEBANK VISION AND VALUES

Our Vision and Values 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

ALTRAM, COIBHNEAS, URRAM agus OIDHIRP

Three Year Summary of Improvement Priorities 2024 – 2027

Year 1 2024 – 2025	Year 2 2025 – 2026	Year 3 2026 – 2027
Raising attainment for all learners, particularly in literacy and numeracy	Raising attainment across the curriculum	Improving the overall quality of learners' achievements
Developing effective approaches to wellbeing, equality and inclusion	Ensuring approaches to wellbeing, equality and inclusion lead to improved outcomes for all learners	Ensuring wellbeing, equality and inclusion for all
Addressing the impact of inequity on wellbeing, learning and achievement (Pupil Equity Fund Plan)	Addressing the impact of inequity on wellbeing, learning and achievement (Pupil Equity Fund Plan)	Embedding sustainable approaches to address the impact of inequity on wellbeing, learning and achievement
<u>Embed/Maintain</u> Family Centred Approaches Nurture and Trauma Informed Practice	<u>Embed/Maintain</u> Keeping the Promise Award	

Summary of School Improvement Priorities 2024 – 2025

<p>Raising attainment for all learners, particularly in literacy and numeracy</p>	<ul style="list-style-type: none"> ➤ Further strengthen systems for quality assurance to ensure effective tracking and monitoring for continuous improvement ➤ Upskill staff at all levels to make best use of digital approaches to interrogate relevant data ➤ Further develop and embed consistent pedagogical approaches to learning, teaching and assessment across literacy and numeracy with a specific focus on raising attainment
<p>Developing effective approaches to wellbeing, equality and inclusion</p>	<ul style="list-style-type: none"> ➤ Provide opportunities for all stakeholders to explore diversity and be empowered to challenge racism and religious intolerance ➤ Roll out 'CIRCLE' framework to promote inclusive practice ➤ Participate in the Keeping the Promise Award programme with the aim of achieving the 'We Promise' certificate as a whole school community
<p>Addressing the impact of inequity on wellbeing, learning and achievement (Pupil Equity Fund Plan)</p>	<ul style="list-style-type: none"> ➤ Make best use of Pupil Equity Fund to support targeted Literacy, Numeracy and Health & Wellbeing interventions to narrow the poverty-related attainment gap

Actions Key for Priorities 1 and 2:

Purple – Action for whole school, Gaelic provision and nursery

Blue – Action for Gaelic provision and school

Red – Action for school only

Orange – Action for Gaelic provision only

Green – Action for nursery only

SCHOOL PRIORITY: Raising attainment for all learners, particularly in literacy and numeracy	NATIONAL IMPROVEMENT FRAMEWORK (NIF) PRIORITIES: Improvement in attainment, particularly in literacy and numeracy NIF DRIVERS: School and ELC improvement Performance information Curriculum and assessment	ERC LOCAL IMPROVEMENT PLAN EXPECTED OUTCOME/IMPACT: <u>Empowerment and Leadership:</u> A culture of self-evaluation and continuous improvement in all school and services <u>Attainment, Achievement and Progress:</u> Improved literacy and numeracy attainment throughout the years of the BGE <u>Pedagogy and Learning:</u> An increase in the percentage of schools evaluated as 'very good' or better for learning, teaching and assessment	HGIOS?4 QUALITY INDICATORS: 1.1 1.3 2.4 3.1 3.2
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Expected outcome/ impact	Action & responsibilities	Timescale	Resources	Monitoring and evaluation
<p>Robust quality assurance systems will be in place across the school and nursery, including a QA calendar and suite of documentation.</p> <p>Increased confidence across all staff in the intelligent use of data to track and raise attainment.</p> <p>Pedagogical approaches to learning, teaching and assessment in reading, writing and numeracy will be embedded across the school and nursery.</p> <p>All children will experience high quality learning and teaching.</p> <p>Improvements in attainment in reading, writing and numeracy will be evidenced through ACEL, SNSA and ERC Standardised Assessment data.</p>	<p>Detailed QA Calendar will be created and shared with all staff (HT)</p> <p>Recording systems for learning visits, pupil dialogue, peer support feedback, learning walks, Seesaw monitoring, jotter monitoring will be created and shared with all staff (HT)</p> <p>Tracking and monitoring recording systems will be utilised consistently by SLT, teachers and CDOs during self-evaluation focus months (HT)</p> <p>SLT will undertake training on the use of the BGE Benchmarking Toolkit</p> <p>Refresher session for all teaching staff on best use of Tracking Database (HT)</p> <p>Refresher session for all nursery staff on best use of ELC Database (NT, SCDO)</p> <p>Gaelic PT will liaise with Education Department staff re: Tracking Database for GME</p> <p>Support for early level teachers to utilise all available transition data for planning, including ELC Database and summative reports (HT)</p> <p>Whole school and class level demographic information to be shared with all teaching and nursery staff (HT)</p> <p>Tracking information will be updated regularly by CDOs, teachers and SLT within the staff shared area, Tracking Database and ELC Database (HT, NT, SCDO)</p> <p>All teaching staff will participate in school, cluster and authority-wide moderation activities to support shared expectations and standards</p> <p>The Literacy Working Party will support all staff in the continued rollout/embedding of Talk for Writing, DLL and Guided Reading, including identifying and addressing CLPL needs (Gaelic PT)</p> <p>P7 will engage in a pilot Reading for Enjoyment programme with WFHS (DHT)</p> <p>The DHT will lead the rollout of the Reading Schools programme and the submission of evidence for accreditation</p> <p>The nursery teacher will lead the rollout of the PANEAL programme and the submission of evidence for accreditation</p> <p>Gaelic PT and teacher will continue to develop pedagogy and resources in line with the principles of GME</p> <p>The Numeracy Working Party will support all staff in the continued rollout/embedding of Number Talks and CPA approaches, including identifying and addressing CLPL needs (DHT)</p> <p>The Maths Champions will continue Mini Maths Mondays to support best practice and trial new initiatives/resources</p> <p>Support for Learning teachers will be trained in TRAIL and SEAL and will deliver targeted literacy and numeracy interventions where needs are identified (SEF PTs)</p> <p>Seesaw Ambassadors (staff and P7 pupils) will support the continued rollout and embedding of Seesaw across the school and nursery as a tool for profiling and reporting</p>	<p>September 2024</p> <p>October 2024</p> <p>Nov 2024, Feb and May 2025</p> <p>December 2024</p> <p>September 2024</p> <p>September 2024</p> <p>Ongoing</p> <p>Aug/Sept 2024</p> <p>September 2024</p> <p>Oct 2024 and ongoing</p> <p>Ongoing</p> <p>Oct 2024 and ongoing</p> <p>Ongoing</p> <p>Ongoing by April 2025</p> <p>Ongoing by June 2025</p> <p>Ongoing</p> <p>Oct 2024 and ongoing</p> <p>Monthly</p> <p>Aug/Sept 24 and ongoing</p> <p>Ongoing</p>	<p>In-service days</p> <p>Collegiate time</p> <p>BtC 5 Quality Assurance and Moderation</p> <p>National Improvement Framework</p> <p>How Good Is Our School? 4</p> <p>How Good Is Our Early Learning and Childcare?</p> <p>Realising the Ambition</p> <p>Advice on Gaelic Education</p> <p>Thornliebank GME Position Statement</p> <p>PANEAL Guidance Document</p> <p>Reading Schools Programme</p> <p>TRAIL assessments and resources</p> <p>SEAL assessments and resources</p> <p>Seesaw licence</p> <p>School Seesaw guidance documents</p>	<p>Quality Assurance Calendar (3-year cycle)</p> <p>Tracking and monitoring recording systems</p> <p>Start and end of year surveys for children, parents/carers and staff</p> <p>Professional dialogue</p> <p>Tracking meetings</p> <p>SLT meetings</p> <p>Nursery LT meetings</p> <p>Learning visits</p> <p>Peer support feedback</p> <p>Pupil dialogue</p> <p>Seesaw profiles</p> <p>Tracking database – ACEL data and Standardised Assessment scores</p> <p>SNSA results</p> <p>Reading Schools evidence</p> <p>PANEAL evidence</p> <p>Literacy Guidance document for staff</p> <p>Numeracy Guidance document for staff</p>

SCHOOL PRIORITY: Developing effective approaches to wellbeing, equality and inclusion	NATIONAL IMPROVEMENT FRAMEWORK (NIF) PRIORITIES: 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 NIF DRIVERS: Parent/carer engagement and family learning Curriculum and assessment School and ELC improvement	ERC LOCAL IMPROVEMENT PLAN EXPECTED OUTCOME/IMPACT: <u>Social Justice and Wellbeing:</u> Practices and experiences which ensure that the needs of children, young people and adults are identified and addressed <u>Pedagogy and Learning:</u> Higher levels of parental engagement in their children’s learning and in the life of the school		HGIOS?4 QUALITY INDICATORS: 2.5 2.7 3.1
Expected outcome/ impact	Action & responsibilities	Timescale	Resources	Monitoring and evaluation
<p>All stakeholders will understand their role in promoting inclusion, cultural diversity and anti-racism and will take responsibility for their part in this.</p> <p>All children will experience learning in an inclusive classroom.</p> <p>All staff will have an increased awareness of ‘The Promise’ and the supports available to/ in place for care experienced children.</p>	<p>Two members of SLT and one class teacher will undertake Education Scotland’s Building Racial Literacy CLPL</p> <p>All staff members will participate in anti-racism CLPL (SEF PT)</p> <p>Pupils, parents/carers and staff will be invited to join the Diversity Committee (Equity PT)</p> <p>Pupils, parents and carers will be consulted and involved in discussions around racism in order to understand lived experience and steer the work of the Diversity committee (Equity PT)</p> <p>The Diversity Committee will meet regularly to discuss and plan awareness-raising events and cultural celebrations (Equity PT)</p> <p>The Gaelic PT and teacher will continue to embed GME within the Thornliebank learning community and across the local authority, developing associated policy, guidance and curriculum rationale</p> <p>The Pupil Council will continue to lead on the promotion of children’s rights (HT)</p> <p>The Pupil Council will gather and submit evidence for the school to achieve Silver Rights Respecting Schools status (HT)</p> <p>Parent/carer events will be held throughout the year to share approaches to inclusion, cultural diversity and anti-racism (HT)</p> <p>Teachers will be supported to deliver anti-racism education to all children (SEF PT)</p> <p>The DHT will lead the roll out of CIRCLE framework to promote inclusive practice</p> <p>All staff will utilise the CIRCLE framework to audit learning environments and participation and plan developments to promote inclusive practice across the school (DHT)</p> <p>The HT will lead the rollout of the Keeping the Promise Award programme with the aim of achieving the ‘We Promise’ Certificate as a whole school community</p> <p>The HT, DHT and Nurture teacher will promote the nurture principles, trauma informed practice and relational approaches across the whole school community through CLPL, staff support, assemblies and family engagement</p> <p>The DHT will lead the Young Leaders of Learning programme with a group of P4-7 pupils, focusing on Relationships</p>	<p>Aug-Dec 24 (HT)</p> <p>Oct 24 – Mar 25</p> <p>September 2024</p> <p>Ongoing</p> <p>Monthly</p> <p>Ongoing</p> <p>Ongoing</p> <p>Aug 24 – Feb 25</p> <p>Termly</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Aug – Dec 24</p> <p>Ongoing</p> <p>Ongoing</p>	<p>In-service days</p> <p>Collegiate sessions</p> <p>UNCRC</p> <p>Race Equality Framework for Scotland 2016-2030</p> <p>Equality Act (2010)</p> <p>Anti-racist toolkit for teachers – scotdec</p> <p>Addressing Inclusion: Effectively challenging racism in schools</p> <p>RespectMe</p> <p>Principles for an anti-racist curriculum</p> <p>Advice on Gaelic Education</p> <p>CIRCLE framework</p> <p>Keeping the Promise resources</p> <p>Young Leaders of Learning programme</p>	<p>Start and end of year surveys for children, parents/carers and staff</p> <p>CIRCLE inclusive classroom scale paperwork</p> <p>CIRCLE participation scale paperwork</p> <p>Professional dialogue</p> <p>ASN meetings</p> <p>ASN review meetings</p> <p>Joint Support Team meetings</p> <p>Children’s Wellbeing Plans</p> <p>Learning visits</p> <p>Pupil dialogue</p> <p>Parent/carer feedback</p> <p>Incidents of Racist Bullying logged on Seemis</p> <p>Diversity Committee meeting minutes</p> <p>Pupil Council meeting minutes</p> <p>Languages and Culture Club meeting minutes</p> <p>RRSA Silver school evaluation, questionnaire and checklist</p> <p>Keeping the Promise Award CLPL log</p>

SCHOOL PRIORITY: Addressing the impact of inequity on wellbeing, learning and achievement (Pupil Equity Fund Plan)	NATIONAL IMPROVEMENT FRAMEWORK (NIF) PRIORITIES: Closing the attainment gap between the most and least disadvantaged children and young people Improvement in children and young people’s health and wellbeing NIF DRIVERS: School and ELC improvement Performance information Curriculum and assessment	ERC LOCAL IMPROVEMENT PLAN EXPECTED OUTCOME/IMPACT: <u>Attainment, Achievement and Progress:</u> An improvement in the attainment of disadvantaged children and young people <u>Social Justice and Wellbeing:</u> An increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities		HGIOS?4 QUALITY INDICATORS: 1.1 1.3 2.4 3.1 3.2
Expected outcome/ impact	Action & responsibilities	Timescale	Resources	Monitoring and evaluation
<p>A range of data will show that the attainment gap between the most and least disadvantaged children has reduced.</p> <p><u>2023/24 data (PRAG)</u> Standardised Assessments (P3,5,7): Q1-Q5 Numeracy 8 points Q1-Q5 Literacy 2 points</p> <p>Attendance: Q1-Q5 3% Non-FSM/FSM 10%</p> <p>ACEL Data (P1,4,7): Q1-Q5 Combined Lit 16% Q1-Q5 Combined Num 26%</p>	<p>The following interventions will be targeted at children living in SIMD 1-3, registered for free school meals and those affected by other poverty risk factors.</p> <p><u>Early Intervention in P1</u> HT and Equity PT will: - identify target group based on transition data, Developmental Milestones and Baseline Assessment results - plan and timetable interventions based on the needs identified Nursery teacher and PEF CDO will: - implement early intervention activities with the P1 target group</p> <p><u>Literacy Support in P2/3</u> Nursery teacher will: - plan and implement HWB intervention ‘real-life experiences’ with identified target group PEF-funded CDO will: - implement twice-weekly reading for enjoyment/storytelling sessions with the target group</p> <p><u>Numeracy Support in P2/3</u> Equity PT will: - plan and implement SEAL approach to maths recovery for identified target group - establish ‘number buddies’ with P6/7 pupils and target group children and timetable weekly number buddy sessions PEF-funded CDO will: - lead twice-weekly maths games sessions with the target group</p> <p><u>Attendance Support</u> Equity PT will: - use monthly attendance data to identify trends in attendance patterns for children impacted by poverty and identify target group - engage with the families of children in the target group to identify barriers to improving attendance - plan in-school interventions to support improved attendance among the target group</p> <p><u>EAL Support</u> HT and Equity PT will: - liaise regularly with SEF PT and BSW to plan for best use of time, resources and skills to support identified target group</p> <p><u>Readiness to Learn</u> DHT and nurture teacher will: - utilise a range of assessments to identify specific needs among the target group - plan, timetable and implement appropriate strategies to develop skills and improve readiness to learn for the target group</p> <p><u>Peer Relationships</u> DHT and nurture teacher will: - utilise a range of assessments to identify specific needs among the target group - plan, timetable and implement appropriate strategies to develop skills and improve peer relationships for the target group</p> <p><u>Nurture</u> DHT and nurture teacher will: - utilise a range of assessments to identify specific needs among the target group - plan, timetable and implement appropriate strategies to develop skills and improve overall wellbeing for the target group</p>	<p>October 2024</p> <p>October 2024</p> <p>Nov 2024 & ongoing</p> <p>Sept 2024 – Mar 2025</p> <p>Oct 2024 – Mar 2025</p> <p>Sept 2024 – Mar 2025 October 2024</p> <p>Oct 2024 – Mar 2025</p> <p>Monthly</p> <p>Ongoing</p> <p>Sept 2024 – Mar 2025</p> <p>Monthly</p> <p>September 2024 Ongoing</p> <p>September 2024 Ongoing</p> <p>September 2024 Ongoing</p>	<p><u>PEF allocation of £29,400:</u> Equity PT top-up Part-time CDO</p> <p>SEAL maths recovery resources</p> <p>Practical number resources and maths games</p> <p>Big books for rhyme and storytelling</p> <p>Bilingual Support Worker</p> <p>Nurture Teacher</p> <p>Nurture room</p> <p>P1-3 Wellbeing space</p> <p>Family Room</p>	<p>Monthly tracking meetings with Equity PT, DHT, nursery teacher and nurture teacher</p> <p>Termly tracking meetings with class teachers</p> <p>ASN meetings</p> <p>Progress through CfE levels (tracking database)</p> <p>Attendance data (Seemis)</p> <p>Monthly attendance data collated by Senior BSA</p> <p>GMWP data</p> <p>Boxall Profile data</p> <p>SDQ data</p>