



Renfrewshire Council Children's Services

Thorn Primary School

Improvement Plan

2019-2020

Planning framework



As part of Children's Services, **Thorn Primary** 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.

Local Priorities

- Reshaping our place, our economy and our future;
- Building strong, safe and resilient communities;
- Tackling inequality, ensuring opportunities for all;
- Creating a sustainable Renfrewshire for all.

Renfrewshire's Education Priorities

Our priorities will also align with Renfrewshire Council's education strategic priorities listed below.

- Develop high quality learning & teaching that leads to improved levels of attainment and achievement in all of our establishments;
- Reduce inequalities and deliver improved health & wellbeing outcomes for children & young people; Support self-evaluation and performance improvement throughout our establishments;
- Develop high quality leadership for staff at all levels;
- Support high numbers of our young people to enter positive destinations and sustained post-school destinations.

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.

Our school's Vision, Values and Aims

Our Vision: Believe to Achieve

At Thorn our values help us do the **REST**:
Respect **E**quity **S**uccess **T**eamwork

Our aims help us to be our **BEST**:

Build respectful, nurturing relationships and partnerships that help us feel happy, be safe and achieve success.

Encourage one another to be aspirational in our learning and personal development and celebrate our achievements.

Support the development of leadership at all levels, providing high quality teaching and learning that inspires everyone to reach their potential and develops skills for future success

To create an environment for learning that is the best it can possibly be.

Who did we consult?

To identify our priorities for improvement, we sought the views of children, parent/carers, staff and partners. We used a variety of methods of getting the views of those who are involved in the life and work of Thorn Primary such as surveys, speaking walls, voting, feedback boxes, carousel activities and focus groups.

We have also consulted with our partners across and outwith the Council to assist us in the delivery of our priorities.

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: professional dialogue, tracking activities, learning walks, focus groups, analysing data and assessment evidence

Each year we also complete a standards and quality report and self-evaluation document which are monitored by Renfrewshire Council Children's Services' staff

Action Plan

School priority 1: Health and Wellbeing					
NIF key driver	HGIO S4 / HGIO ELC QIs	What are we going to do?	Who will be responsible for implementation?	What is the expected impact? (on children & young people; staff; families etc)	How will we measure this?
School Improvement	3.1 3.2	Participate in RNRA Evaluate and plan the development of an agreed nurturing principle. (August 2019) Introduce agreed principle via shared approach. (September 2019)	DHT and steering group	Our ethos will be based on nurturing principals with all stakeholders understanding our approach. Children's wellbeing will improve as their transitions will be more seamless and this should impact on their achievement across the curriculum as they will be more receptive to learning.	Staff, pupil and parent questionnaires and focus groups to establish a baseline pre intervention and to analyse progress at 6 and 12 months.
School leadership Assessment of children's progress	1.2 3.1 3.2	Evaluate and embed developments in pupils' voice and leadership via My Time and throughout the four contexts for learning. (Sept 2019) Offer wider achievement opportunities for all children. (August 2019-May 2020) Embed the use of Seesaw in P3-7 and introduce this at P1 and 2 (October 2019-June 2020)	HT/DHT Charlotte McLeod House Captains House Tutors Class teachers	Children will continue to be instrumental in driving the school improvement agenda and their own learning and achievement.	Evidence collated in Learner's Journeys and spreadsheet will be analysed to triangulate evidence of impact of wider opportunities and pupil progress.

NIF Key Drivers: 1 = School Leadership, 2 = Teacher Professionalism, 3 = Parental Engagement, 4 = Assessment of Children's Progress, 5 = School Improvement, 6 = Performance Information
(PEF) denotes interventions/activities funded through Pupil Equity Funding

School Improvement	3.1	3.2	2.3	3.1	Outdoor Learning CLPL for all staff (Oct 2019) (PEF)	Class teachers Pupil steering group PT SLT	Improved provision for outdoor learning will further enhance our teaching and learning pedagogy providing further rich experiences for the children.	Increased focus on outdoor learning via monitoring and tracking activities via planned learning walks and peer observations. Stakeholder questionnaires including frequency, quality and type of learning outdoors pre and post development
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Action Plan

School priority 2: Teaching and Learning								
NIF key driver	HGIOS4 / LC HGIOE QIS	What are we going to do?	Who will be responsible for implementation?	What is the expected impact? (on children & young people; staff; families etc)	How will we measure this?	Teacher professionalism	3.2	3.2
		Embed Dive into Reading, Dive into Writing, Renfrewshire Numeracy and Mathematics Pathways, SEAL, and Number Talks (Aug 2019- June 2020)	SLT Class teachers Pupils	Consistently very good practice in Numeracy and Mathematics. The teaching and learning of Literacy, Numeracy and Mathematics. The coordinated and coherent approach, based on sound pedagogical evidence, will help improve attainment over time. Staff will have the opportunity to learn from each other, develop an understanding of teaching and learning across the school and implement what the learn in their own practice.	Learning walks and use of HGIOS 4 and How Good is OUR School to evaluate quality and impact	Teacher professionalism	3.2	3.2
		Use technology to support learning in Literacy and Numeracy: IDL, Reading Eggs, Seesaw and Sumdog (PEF)						
		Introduce CT and support staff to undertake learning walks and feeding back to staff (September 2019)						
		Establish and facilitate peer observation amongst all staff (October 2019)						

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		Introduce child evaluation of the learning experience with volunteer staff. (Feb 2020)			
Assessment of children's progress	2.3	<p>Develop and introduce cluster moderation model:</p> <ul style="list-style-type: none"> • Revisit LI and SC • Shared understanding of mathematics across curriculum including identifying rich interdisciplinary learning opportunities • Introduce new IDL plan to support cluster moderation event • Participate in Cluster Moderation event 	<p>Daniel Barrett</p> <p>Moderation development officer</p> <p>Modelling and coaching officers</p> <p>Cluster HTs</p>	<p>Increased confidence in teacher judgement of teaching mathematics across the curriculum.</p> <p>More robust assessment of pupil achievement in mathematics across the curriculum.</p>	<p>Tracking meetings professional dialogue and triangulation with evidence</p> <p>Feedback from moderation event</p>

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