



Renfrewshire Council Children's Services

**Thorn Primary**  
**Improvement Plan**

**2021-2022**

# 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.**

## **Renfrewshire's Education Priorities**

Our priorities will also align with the Renfrewshire Council Plan and Education Improvement Priorities listed on the next page.

## **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.

## Renfrewshire's Council Plan 2017-2027

Working together for a thriving and connected Renfrewshire, creating opportunities for all

Reshaping our place, our economy, our future

Building strong, safe and resilient communities

Tackling inequality, ensuring opportunities for all

Creating a sustainable Renfrewshire for all

Working together to improve outcomes

## Renfrewshire Council's Values

We are **fair**, we treat each other and everyone we deal with respectfully and work hard to build trust in Renfrewshire Council.

We are **helpful**, we care about getting things right and are always approachable.

We are great **collaborators**; we work as one team and with people who care about this place.

We value **learning** to help us innovate, improve and deliver better services.

## Children's Services Vision

Working together to get it right for children, families and communities – protecting, learning, achieving and nurturing

## Renfrewshire's Education Improvement Plan Priorities

Develop high quality learning and teaching that leads to improved levels of attainment and achievement in all of our establishments

Reduce inequalities and deliver improved health and wellbeing outcomes for children and young people

Develop high quality leadership to promote empowerment at all levels

Improve employability skills and support all of our young people to enter positive and sustained destinations

## Our Vision, Values and Aims



Our Vision: “Believe to Achieve”

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

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

- B**uild respectful, nurturing relationships and partnerships that help us feel happy, be safe and achieve success.
- E**ncourage one another to be aspirational in our learning and personal development and celebrate our achievements.
- S**upport 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
- T**o 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, parents/carers, education staff, facilities management staff, social work services, educational psychology services, nurture colleagues and speech and language services. 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:

- Pupil driven data via HGIOURS
- Self-Evaluation using HGIOS
- Parental, staff and pupil questionnaires
- Parent Council Meetings
- Staff Meetings and collegiate sessions
- Pupil evaluations
- Quality Improvement Framework feedback
- Engagement with HMIe regarding remote learning
- Electronic communication
- Online learning networks and meetings
- Engagement with education manager in line with Renfrewshire Self-evaluation procedures

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

- Education manager
- HT colleagues
- Development Officers
- Cluster colleagues
- Education Manager Group colleagues
- West Partnership HTLS
- West Partnership VLN

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:

- Monitoring and tracking meetings
- Analysing attainment, achievement and wellbeing data
- Establishing benchmarks and monitoring progress (PEF)
- Speaking with stakeholders
- Gathering and analysing data from all stakeholders via surveys linked to QIs and NIF drivers
- Moderation activities
- Professional dialogue
- Collegiate activities
- Use of comparator school data within our authority and nationally

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

Improvement Priority 1: Practitioner Enquiry			
HGIOS/HGIOELC QIs	NIF Priorities	NIF Drivers	
2.3 1.2	<ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy</li> <li>Closing the attainment gap between the most and least disadvantaged children</li> <li>Improvement in children's and young people's health and wellbeing</li> <li>Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ul>	1. School Leadership 2. Teacher Professionalism 3. Parental Engagement	4. Assessment of Children's Progress 5. School Improvement 6. Performance Information
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>Self-evaluation data and staff PRD identified practitioner enquiry and opportunities to take responsibility for change as an area for development. (Through analysis of staff evaluation questionnaires for 1.3 this area was comparatively rated lower than to other questions in 1.3)</p>	<p>Increased capacity and sustainability for staff leadership through the small test of change approach which will result in evidence-based interventions to improve the overall quality of teaching and learning.</p> <p>All teaching staff will engage in professional enquiry of their choice dedicating a minimum number of hours from working time agreement which will lead to improved staff confidence, sharing of good practice and further build on our ethos of empowerment.</p> <p>Through sharing research and findings staff will be supported in collaborating to identify best practice for our context and incorporating this into our school improvement agenda.</p> <p>Outcome and expected impact from each practitioner / group of practitioners will be documented on their action plan.</p>	<p>All teaching staff will carry out a small test of change which has a clear rationale, opportunity for professional learning and a planned measure of impact for learners. (Documented on their action plan)</p> <p>HGIOS 4 Self- evaluation 1.3 will demonstrate improved teacher evaluation of our ability to create collaborative opportunities for staff to lead with and from others through professional enquiry. (100% will rate this question good or above)</p> <p>HGIOS 4 Self- evaluation 1.3 will demonstrate improved teacher evaluation of staff ability to take responsibility for planning and implementing change. (100% will rate this question good or above)</p>	<p>Head Teacher learning set shared good practice and planned CLPL opportunity for staff.</p> <p>Practitioner sharing practitioner enquiry experiences from other schools. (August 2021)</p> <p>Provide staff with template and guidance for staff to plan their practitioner enquiry individually or in groups. (August 2021)</p> <p>Staff share their rationale and model for improvement with SLT. (October 2021)</p> <p>Staff undertake small test of change during dedicated working time agreement hours and as part of their own professional learning. (August – May)</p> <p>Staff will share their journey and the impact from their practitioner enquiry. (May 2022)</p> <p>Staff will collaborate to identify the evidence-based school improvements for school year 2022-23. (May 2022)</p>

*(PEF) denotes interventions/activities funded through Pupil Equity Funding*

<b>Improvement Priority 2</b> To make the curriculum exciting, deliver a broad, progressive and meaningful curriculum which prioritises the physical, mental and emotional wellbeing of children.			
<b>HGIOS/HGIOELC QIs</b> 2.2 Curriculum 3.2 Raising attainment and achievement 3.1	<b>NIF Priorities</b> <ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy</li> <li>Closing the attainment gap between the most and least disadvantaged children</li> <li>Improvement in children's and young people's health and wellbeing</li> <li>Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ul>	<b>NIF Drivers</b> <ol style="list-style-type: none"> <li>School Leadership</li> <li>Teacher Professionalism</li> <li>Parental Engagement</li> <li>Assessment of Children's Progress</li> <li>School Improvement</li> <li>Performance Information</li> </ol>	
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p><i>In response to the opportunities of the global pandemic we want to build back better. Our self-evaluation has highlighted the need for a curriculum that is even more exciting and relevant. Development of our curriculum rationale and pathways will facilitate creativity while ensuring progression, depth and coherence.</i></p> <p>Through our experiences in the course of the pandemic, our stakeholder feedback and the transitions to and from remote learning we have identified the need for even stronger support for mental health and wellbeing for our pupils.</p>	<p>By October 2021 we will have a shared curriculum rationale which all stakeholders will understand and adhere to.</p> <p>All staff will use Thorn curriculum pathways as part of the planning process. This will increase progression and minimise repetition for learners and impact positively on attainment particularly in literacy and numeracy where we expect to see a 2% increase in children on target in each class in numeracy, reading and writing by June 2022.</p> <p>By June 2022 we will have successfully implemented Glasgow Motivation &amp; Wellbeing Profile (GMWP) in all classes and have data to support continued improvement in almost all pupils' wellbeing scores.</p> <p><b>By June 2022 we will have overcome the attainment in all aspects of Reading, Writing and Numeracy.</b></p>	<p>We will conduct pre and post questionnaires with staff, families and children to ascertain understanding of our curriculum and what is unique at Thorn.</p> <p>We will analyse our attainment data using June 2021 attainment figures as a baseline to be revisiting and evaluating progress in tracking meetings with staff 3 times through session 2021/22.</p> <p>A final comparison in June 2022 will allow us to measure progress and how successful we are.</p> <p>We establish a baseline for each child using the Glasgow Motivation and Wellbeing Profile by September 2021.</p> <p>We will collate wellbeing scores again in June 2022 and these will show improved results when compared to our baseline data.</p> <p>We will collect and analyse teacher professional judgement data on pupil attainment at termly tracking meetings to monitor progress. Teacher</p>	<p>We will work with staff via collegiate activities to develop our curriculum rationale to reflect the opportunities highlighted post pandemic as well as the national, local guidance, legislation and unique context of Thorn Primary School.</p> <p>We will identify a Parental Engagement Champion to work alongside SLT to ensure parent/carer views are accurately reflected in our curriculum rationale.</p> <p>Our Community Champion will engage with local businesses, committees and services to inform our curriculum rationale.</p> <p>INSET training in August on pathways planners and how to use as well as data literacy session to share performance data and targets set.</p> <p>All teaching staff will adopt our curriculum pathways throughout the 2021/22 session. We will review and adapt these as our curriculum rationale develops. This will be supported by effective employment and</p>

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<p>ACEL data identifies areas our attainment data in P1,4 &amp; 7 in Literacy and numeracy has fallen by more than the Renfrewshire average..</p>		<p>judgement with be triangulated by our attainment support team.</p> <p>We will compare ACEL data from June 2021 to June 2022 to show improvement in attainment.</p>	<p>leadership of our ASNAs and Classroom Assistants (PEF)</p> <p>We will revisit attainment figures 3 times throughout the session through tracking meetings. We will evaluate progress, plan appropriate interventions/supports/challenges and monitor their impact in relation to attainment in numeracy, reading and writing. Effective use of support staff to support (PEF)</p> <p>August 2021 -Collegiate training for staff in GMWP</p> <p>September 2021- Class teachers conduct profiling and collate results.</p> <p>October 2021-January 2022- class teachers will use the diagnostic tools to identify appropriate actions and interventions</p> <p>October 2021, February 2022, May 2022- SLT and CTs will consider results, progress being made and relevant interventions for individual children as part of our tracking meetings.</p> <p>June 2022- CTs will profile motivation &amp; wellbeing in their classes and provide comparison data to show improvement.</p> <p>We will establish an attainment support team to work with teachers in a variety of ways to target learners who are not attaining expected levels of achievement.</p>
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**Improvement Priority 3 To deliver high quality, outdoor learning experiences and improve the use of community spaces and our school outdoor environment**

<p><b>HGIOS/HGIOELC QIs</b></p> <p><b>1.3</b> <b>2.3</b> <b>3.1</b></p>	<p><b>NIF Priorities</b></p> <ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy</li> <li>Closing the attainment gap between the most and least disadvantaged children</li> <li>Improvement in children's and young people's health and wellbeing</li> <li>Improvement in employability skills and sustained, positive school leaver destinations for all young people.</li> </ul>	<p><b>NIF Drivers</b></p> <ol style="list-style-type: none"> <li>School Leadership</li> <li>Teacher Professionalism</li> <li>Parental Engagement</li> <li>Assessment of Children's Progress</li> <li>School Improvement</li> <li>Performance Information</li> </ol>
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Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>Self evaluation of QI 2.3 asked "How well do we use our community spaces to deliver high quality outdoor learning?" 50% felt we were satisfactory in relation to this quality indicator. In comparison to other indicators this was a significant dip in terms of our self evaluation evaluative gradings.</p> <p>6% of parents/carers offered feedback via our annual survey that we could improve our outdoor space.</p>	<p>All staff undertake quality training in outdoor learning to improve their skills and confidence in delivering high quality learning experiences.</p> <p>All learners will have an improved experience in outdoor learning which has strong links to the experiences and outcomes that are appropriate to their stage.</p> <p>We will expand our use of community spaces to help us develop our outdoor learning with each class identifying and utilising an appropriate area such as a park, woodland, cycle track, hospice grounds, care home gardens, streams and rivers etc.</p>	<p>HGIOS 4 Self- evaluation of 2.3 will demonstrate improved teacher evaluation of how well do we use our community spaces to deliver high quality outdoor learning. (100% will rate this question good or above)</p> <p>Staff outdoor learning confidence survey issued August 2021 and repeated in May 2022 shows an increase in staff confidence in planning outdoor learning experiences and linking them to meaningful experiences and outcomes and using community spaces such as those identified in the previous column.</p> <p>Learning conversations with pupils and learning visits reflect an increased engagement in the outdoors and development of relevant skills.</p>	<p>Investigate suitable outdoor training for all staff. (June / August 2021)</p> <p>Outdoor Learning Leader, Mrs Steele will begin to develop the school grounds to support outdoor learning.</p> <p>All staff participate in high quality outdoor learning training. (Term 1)</p> <p>Our Community Link Lead, Mrs Adams, will investigate suitable spaces within the community to deliver outdoor learning experiences and offer support to staff if they are unfamiliar with the local area.</p> <p>Staff will undertake a community walk to explore some of the opportunities identified and to discover more during October INSET.</p> <p>Staff begin to plan and deliver high quality outdoor learning experiences. (Term 2 – 4) within the grounds and beyond into the community.</p> <p>Evaluate progress and next steps with outdoor learning. (Term 4)</p>

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			Invest in storage and outdoor equipment to support the development of learning outdoors throughout the curriculum.
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Cluster Improvement Priority: To utilise digital technologies to support inter establishment moderation			
HGIOS/HGIOELC QIs	NIF Priorities	NIF Drivers	
Q.I 1.2 Q.I 2.3 Q.I 2.7 Q.I 3.2	<ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy</li> <li>Closing the attainment gap between the most and least disadvantaged children</li> <li>Improvement in children's and young people's health and wellbeing</li> <li>Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ul>	1. School Leadership 2. Teacher Professionalism 3. Parental Engagement	4. Assessment of Children's Progress 5. School Improvement 6. Performance Information
Rationale for change	Outcome and Expected Impact	Measures	Intervention

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<p>HGIOS 4 Self-evaluation activities with staff and professional dialogue in tracking meetings highlights teachers desire to increase confidence and accuracy when assessing pupil progress in accordance with national benchmarks.</p> <p>Our school parental survey has identified that a minority of parents would like to further understand how their children's progress is assessed.</p> <p>Cluster collaboration to moderate numeracy and literacy will support our internal moderation procedure to inform and develop our practice.</p>	<p>Staff confidence regarding progression through a level and subsequent achievement will increase by June 2022</p> <p>As pupil work will be moderated across the Cluster Primaries, pupils will demonstrate an increased confidence and clarity regarding their strengths and areas for development by June 2022.</p> <p>By June 2022 pupils will achieve or make progress towards the achievement of targets set in August 2021.</p> <p>Increased confidence of Associated Secondaries in the consistency of achievement data across Cluster Primaries.</p> <p>Increased confidence at Local Authority and National Level of data capture across Cluster Primaries.</p> <p>Increased confidence amongst families that high-quality learning and teaching approaches are shared amongst Cluster Primaries and that there is a consistency of in the measurement of attainment.</p>	<p>Practitioner confidence survey: Baseline Data Capture in August 2021 compared to Endpoint Data Capture in June 2022.</p> <p>Excellence and Equity Tracking Results in June 2021 (Baseline) compared to June 2022 (Endpoint).</p> <p>Pupil Target setting approaches, as outlined in Cluster Primaries Quality Assurance Calendars</p> <p>Partner and Family Confidence Questionnaires: Baseline Data Capture in August 2021 compared to endpoint data capture in June 2022.</p>	<p>To utilise the shared Cluster Space on Microsoft Teams to support the sharing of resources between practitioners.</p> <p>To assign 4 hours from the Working Time Agreement in each Cluster Primary:</p> <ul style="list-style-type: none"> <li>• 1 hour to co-plan a Literacy Lesson and complete overview with Cluster colleagues</li> <li>• 1 hour to share pupil work and discuss impact of high-quality Literacy learning and teaching approaches</li> <li>• 1 hour to co-plan a Maths Lesson and complete overview with Cluster colleagues</li> <li>• 1 hour to share pupil work and discuss impact of high-quality Maths learning and teaching approaches.</li> </ul> <p>Review of process during Cluster Head Meetings.</p>
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