



Renfrewshire Council Children's Services

Thorn Primary School

Improvement Plan

2022-2023

Planning framework

As part of Children's Services, **Thorn Primary School** 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. place the human rights and needs of every child and young person at the centre of education;**
- 2. improve attainment, particularly in literacy and numeracy;**
- 3. close the attainment gap between the most and least disadvantaged pupils;**
- 4. improve children's health and wellbeing; and**
- 5. 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**:
Respect **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 HGI**OURS**

Self-Evaluation using HGIOS

Parental, staff and pupil questionnaires

Parent Council Meetings

Staff Meetings and collegiate sessions

Pupil evaluations

Quality Improvement Framework feedback

Electronic communication

Online learning networks and meetings

Feedback box, positive post its

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

Social work colleagues

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

Use of SEEMIS and database for tracking attendance and latecoming

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- To raise attainment in writing**

<p>HGIOS/HGIOELC QIs</p> <p>1.1, 1.2, 1.5, 2.3 and 3.2</p>	<p>NIF Priorities</p> <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children's and young people's health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations 	<p>School Leadership</p> <p>Teacher Professionalism</p> <p>Parental Engagement</p>	<p>NIF Drivers</p> <p>Assessment of Children's progress</p> <p>School Improvement</p> <p>Performance Information</p>
<p>Rationale for change</p>	<p>Outcome and Expected Impact</p>	<p>Measures</p>	<p>Intervention</p>
<p><i>Where are the barriers identified through analysis of data and self-evaluation information? What is our self-evaluation information telling us? Where are the gaps?</i></p> <p>WRITING</p> <p>Attainment data for session 2021/22 shows the following percentage of pupils achieving the expected level in writing highlighting a need for a focus across the whole school</p> <p>Feeder nurseries data 55%</p> <p>P1 73%</p> <p>P2 83%</p> <p>P3 70%</p> <p>P4 61%</p> <p>P5 78%</p> <p>P6 68%</p> <p>P7 86%</p>	<p><i>What change do we want to see for learners? By how much? Who are the target group? By when? (timescales can extend beyond 1 academic year if appropriate)</i></p> <p>By June 2023 we expect the following increase to percentage of pupils achieving the expected level in writing :</p> <p>P1 70 – 80%</p> <p>P2 80 – 90%</p> <p>P3 85 – 95%</p> <p>P4 80 – 90%</p> <p>P5 70 – 80%</p> <p>P6 80 – 90%</p> <p>P7 75 – 85%</p>	<p><i>How will we know the change is an improvement?</i></p> <p><i>What information/data will we gather to measure progress and impact?</i></p> <p>Data from whole school tracking informed by teacher judgement, termly tracking and monitoring meetings, quality assurance procedures and assessment data in writing</p> <p>Comparing data regularly to ensure expected impact is achieved by June 2023</p>	<p><i>What do we plan to do?</i></p> <p>All teaching staff will plan and implement Talk for Writing approach within their class and collegiately to ensure progression</p> <p>Collegiate time built into Working Time Agreement to facilitate planning, implementing, peer observations and moderation</p> <p>Targeted pupil groups supported with basic literacy/writing skills to identify and remove gaps of knowledge in learning</p> <p>Support staff will receive authority CLPL on Talk for Writing in August 2022.This will allow support staff to provide additional support during writing sessions.</p>

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

<p>ATTENDANCE</p> <p>WRITING</p> <p>35% of children who are not on track for writing have an attendance rate of below 90%. This is our targeted group.</p> <p>48% of children not on track for writing live in SIMD 1 – 3</p>	<p>By December 2022 the number of children in the target group with attendance of less than 90% will have reduced by 10%</p> <p>By June 2023 the percentage of children living in SIMD 1 – 3 who are not on track in writing will reduce by 10%</p>	<p>Fortnightly SEEMIS reports for attendance analysed to highlight any non-attendance patterns and interventions actioned by SLT.</p> <p>Attendance data discussed & recorded in relation to academic attainment in literacy at termly tracking meetings, raising teacher awareness and improving early intervention</p> <p>Data from whole school tracking highlighting SIMD 1-3 informed by teacher judgement, termly tracking and monitoring meetings, quality assurance procedures and assessment data to monitor impact of interventions on attainment</p>	<p>Discussion with targeted children’s families to identify and remove barriers where possible.</p> <p>Support will be offered from the school, external agencies such as HomeLink, Families First and REN10.</p> <p>Clerical staff will contact the families of our target group via phone call (dependent on circumstances) and ask for an expected return date.</p> <p>This will allow support staff to provide additional classroom support during writing sessions.</p> <p>PEF classroom assistant supporting identified classes during writing P5 - P7 and PEF Additional Support Needs Assistants supporting P1 – 2 during project. PEF spend (£27,238.89)</p>
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• Improvement Priority 2- To raise attainment in numeracy			
HGIOS/HGIOELC QIs	NIF Priorities		NIF Drivers
1.1, 1.2, 1.5, 2.3 and 3.2	<ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children's and young people's health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations 		School Leadership Teacher Professionalism Parental Engagement
			Assessment of Children's progress School Improvement Performance Information
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p><i>Where are the barriers identified through analysis of data and self-evaluation information? What is our self-evaluation information telling us? Where are the gaps?</i></p> <p>NUMERACY Attainment data for session 2021/22 shows the following percentage of pupils achieving the expected level in numeracy highlighting a need to focus on Nursery, Primaries 4 and 6 (becoming P1, P5 and P7)</p> <p>Nursery – 20%</p> <p>P1 – 93%</p> <p>P2 – 100%</p> <p>P3 – 85%</p> <p>P4 – 65%</p> <p>P5 – 97%</p> <p>P6 – 52%</p> <p>P7 – 86%</p>	<p><i>What change do we want to see for learners? By how much? Who are the target group? By when? (timescales can extend beyond 1 academic year if appropriate)</i></p> <p>By June 2023 we expect the following increase to percentage of pupils achieving the expected level in numeracy</p> <p>P1 – 80 – 90% in line with quartile</p> <p>P2 – 90 - 100%</p> <p>P3 – 90 - 100%</p> <p>P4 – 80 - 90%</p> <p>P5 – 70 - 80%</p> <p>P6 – 90 - 100%</p> <p>P7 – 60 - 70%</p>	<p><i>How will we know the change is an improvement?</i></p> <p><i>What information/data will we gather to measure progress and impact?</i></p> <p>Data from whole school tracking informed by teacher judgement, termly tracking and monitoring meetings, quality assurance procedures and assessment data in writing</p> <p>Comparing data regularly to ensure expected impact is achieved by June 2023</p>	<p><i>What do we plan to do?</i></p> <p>Implement new planners to ensure progression and coherence</p> <p>Targeted pupil groups supported with basic numeracy skills to address identified gaps</p> <p>Careful management of ncc timetables to maximise all available support from teachers and SLT</p> <p>Support staff will receive training from numeracy coaching and modelling officer and in house training on resources for interventions. This will allow support staff to provide daily additional support and during numeracy sessions.</p>

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<p>ATTENDANCE NUMERACY</p> <p>46% of children who are not on track for Numeracy have an attendance rate of below 90%. This is our targeted group.</p> <p>54% of children not on track for numeracy live in SIMD 1 – 3</p>	<p>By December 2022 the number of children in the target group with attendance of less than 90% will have reduced by 10%</p> <p>By June 2023 the percentage of children living in SIMD 1 – 3 who are not on track in numeracy will reduce by 10%</p>	<p>Fortnightly SEEMIS reports for attendance analysed to highlight any non-attendance patterns and interventions actioned by SLT</p> <p>Attendance data discussed & recorded in relation to academic attainment in literacy at termly tracking meetings, raising teacher awareness and improving early intervention</p> <p>Data from whole school tracking highlighting SIMD 1-3 informed by teacher judgement, termly tracking and monitoring meetings, quality assurance procedures and assessment data to monitor impact of interventions on attainment</p>	<p>Discussion with targeted children’s families to identify and remove barriers where possible</p> <p>Support will be offered from the school, external agencies such as HomeLink, Families First and REN10</p> <p>Clerical staff will contact the families of our target group via phone call (dependent on circumstances) and ask for an expected return date</p> <p>PEF classroom assistant supporting identified classes P5 and P7 and PEF Additional Support Needs Assistants supporting P1 during project. PEF spend (£27,238.89)</p>
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Improvement Priority 3 - Promote health and wellbeing for all and ensure there is an inclusive and supportive environment.			
HGIOS/HGIOELC QIs 2.1, 2.2, 2.3, 2.4 and 3.1	NIF Priorities	School Leadership	NIF Drivers
	<ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children's and young people's health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for all young people 	<p>School Leadership</p> <p>Teacher Professionalism</p> <p>Parental Engagement</p>	<p>Assessment of Children's progress</p> <p>School Improvement</p> <p>Performance Information</p>
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>United Nations Convention on the Rights of the Child (UNCRC) is incorporated into Scots law and educating children about their rights is a council and school priority.</p> <p>As a Silver level Rights Respecting School (RRS) we are committed to the developing the knowledge of children's rights across our whole school community and stakeholders wish to continue our journey to Gold RRS status.</p> <p>Through our self evaluation processes on our improvement priorities it has highlighted the need for a continued focus on wellbeing. 24% of pupils surveyed scored lower in the GMWP survey questions relating to Autonomy (Respected and Responsible)</p>	<p>Education Scotland's 'Children's Rights Whole School Evaluation' demonstrates an increase in ongoing developments and consistent practice from August '22 to May '23 in at least 5 self-evaluation statements.</p> <p>Almost all children are familiar with the UNCRC (June '23) and a few children are part of a whole school steering group (from October '22).</p> <p>Curricular plans linked to UNCRC by June 2023 supporting the learning community to make key connections between relevant learning and UNCRC articles.</p> <p>By May 2023 all teachers will be able to confidently use the Glasgow Wellbeing and Motivation Profile Tool to identify aspects to focus support and plan interventions for individuals, groups and whole class.</p> <p>Through discussion using our shared language approach will enable pupils to identify triggers, emotions and strategies giving the pupils the tools to be able to express their views.</p>	<p>Education Scotland's 'Children's Rights Whole School Evaluation' audit.</p> <p>Rights Respecting Schools Gold Award received.</p> <p>Data collection points x 2 from the Glasgow Wellbeing and Motivation Profile Tool August/September and April/May</p> <p>Pupils dialogue with teachers offers opportunities to further explore aspects highlighted in the data offering appropriate planned support at individual, group and class levels. Whole class, group and individual targets identified</p>	<p>Education Scotland's publication 'Recognising and Realising Children's Rights' (Feb. 2022) and UNICEF resources used to share the current context and plan whole school improvements.</p> <p>Embed Rights Champion and multi-stakeholder Ambassadors. Mrs McLeod, Mrs Morrison, Mrs Blackwood and Mrs McKay will be staff representatives.</p> <p>Further develop curricular pathways to link to UNCRC articles, led by Mrs McLeod.</p> <p>Work towards and apply for Gold status within the 'Rights Respecting Schools Award.' June 2023.</p> <p>Glasgow Wellbeing and Motivation Profile – dates to be added to the school calendar</p> <p>Teachers supported by DHT and HT to facilitate pupil follow up discussions, interventions planned for whole class, group and individuals shared at tracking meetings.</p>

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<p>Through our tracking and monitoring process 18% of pupils have been identified as struggling socially and emotionally requiring a higher level of support to regulate their social interactions, emotional responses and safe behaviours. It is noted that there has been an increase in the number of referrals to Exchange Counselling Service</p> <p>2020/21 – 2 referrals 2021/22 – 8 referrals</p>	<p>Embedding of Nurture Principle 4 – Language is a vital means of communication, through all of our communication within the school community. Planned focus on agreed Nurture Principle to enhance inclusiveness for all pupils</p> <p>Staff demonstrating consistency of language for all pupils providing support for inclusive behaviours both in and outwith the class. Pupils will be able to use this language to communicate with staff and be supported with their needs.</p> <p>Strengthening of relationships in class through clear routines, class charter and restorative discussions used by all staff.</p>	<p>Focus group discussions, Learning Walks as part of Tracking and Monitoring</p> <p>Number of referrals made for additional support recorded and monitored</p> <p>Creation of Driver Diagram for nurture principle identified from survey information shared with whole school community and partners</p> <p>Impact measured through tracking and monitoring with staff, focus groups, committees, TAC meetings, feedback from pupils, staff, parents and partners</p> <p>Achieving Ruby Accreditation of RNRA</p> <p>Scaling exercises with targeted pupils on a monthly basis indicate an improvement on aspect identified through TAC meetings/ Feedback / Discussion of results from GMWP</p>	<p>Whole school aspects identified from raw data delivered through programme of targets assemblies</p> <p>Core group formed led by DHT and Educational Psychologist to take forward change idea related to nurture principle</p> <p>Staff CLPL from Psychological service Nurture Principles – time allocated from Curriculum Development and Inservice</p> <p>Use of our partners including Homelink to support identified pupils using LIAM project</p>
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