



Thorn Primary School

School Improvement Plan

2023/24

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 pages 3 and 4.

Pupil Equity Funding

Our school receives 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 Council Plan Strategic Outcomes

← Cross cutting theme: Improving outcomes for children and families →

<p>We will encourage kind and connected communities—where our citizens take pride in their place, attracting others to move here and share in the opportunities Renfrewshire has to offer.</p>	<p>We will support a strong and flexible local economy—with Renfrewshire able to adapt after the pandemic, building up resilience to support good green jobs and skills for all local people to enjoy the benefits of both living and working here.</p>	<p>We want Renfrewshire to be a fair place—where all our people have the best chances to live happy, healthy and fulfilled lives, to feel safe, supported and empowered to unlock the strength of our collective potential.</p>	<p>We are working towards a greener future—taking responsibility for our impact on the planet and taking brave, bold steps to protect the natural environment that supports and benefits us all.</p>	<p>We want our employees to feel proud to work for Renfrewshire Council because we are a values driven organisation, where we all understand and value our contributions, and we are passionate about making a difference for Renfrewshire.</p>
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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

<p>Protecting the most vulnerable members of our communities including children and young people who are at risk. Work will progress to ensure Renfrewshire keeps the Promise and delivers improved outcomes for individuals who are care experienced. Where possible children will be kept within their families and priority given to securing provision for kinship care.</p>	<p>Family supports and focussing on early intervention, by equipping parents and carers with the information, skills and support they need to ensure positive outcomes for children and young people in their care, whilst providing opportunities for parents and carers to shape the services that impact them.</p>	<p>Enhancing supports around mental health and wellbeing, including the school-based mental health and wellbeing programme and the Ren10 network of staff and volunteers who provide early help services to those in need.</p>	<p>Enhance learning and teaching, delivering a meaningful, relevant and progressive curriculum that supports a wide range of learner pathways by placing the rights and needs of every child and young person at the centre of education. Efforts will focus on raising attainment while ensuring equity for all. There will be a sustained focus on delivering a curriculum that equips all children and young people to achieve success in life.</p>	<p>Through a shared vision and understanding of inclusion, children and young people will experience inclusive learning experiences and supportive relationships which lead to positive life outcomes</p>
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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**:

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 and young people, staff, parents, children's services staff, health colleagues, cluster partners and our current education manager. We used a variety of methods of collecting 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 HGIOS4
- Parent/Carer, staff and children and young people questionnaires
- Parent Council Meetings
- Staff Meetings and collegiate sessions
- Pupil, parents and staff evaluations
- Quality Improvement Framework feedback
- Electronic communication
- Engagement with Education Manager in line with Renfrewshire Self-Evaluation procedures

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

Attainment advisor, Headteachers of Cluster schools, Social Work, Health colleagues and Partners
All information gathered is collated and used to assist us to identify next steps and areas for improvement.

How will we 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 meetings with staff teams and monitoring and tracking of pupil work, experiences and additional support needs
- Analysing attainment, achievement and wellbeing data
- Establishing benchmarks and monitoring progress
- Speaking with stakeholders, gathering and analysing data via surveys linked to QI's and NIF drivers
- Staff and pupil Self Evaluation using HGIOS4
- SEEMIS Data
- Collegiate Sessions
- Measuring impact of new resources and methodologies
- Use of Benchmarking Tool with comparator schools within own local 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 improve attainment in Writing

HGIOS/HGIOELC QIs 1.3, 2.3, 2.4, 3.2	NIF Priorities <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 	NIF Drivers <ol style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<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>Attainment data demonstrates that writing is the main area for improvement across the school and the biggest decrease in attainment appears in P4, P5, P6 and P7. 50% of the pupils not on track live in SIMD 1 -3 across the whole school.</p> <p>Reflective learning conversations have indicated that most teaching staff report a very small increase in confidence in delivering writing lessons following training on Talk for Writing following on from a joint project. Aspects requiring further input - model texts, short burst writing links and addressing misconceptions.</p> <p>Play pedagogy is well established in P1 and P2 however the number of children requiring support with pre-writing, emergent writing and fine motor skills has increased. 50% of those children not on track for writing in P1 & P2 live in SIMD 1 & 2.</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 2024, all children within the target group of those not on track will demonstrate increased knowledge and skill in the writing process.</p> <p>By June 2024, all teachers will evidence that they are more confident in teaching writing. Almost all support staff will be more confident in providing targeted support.</p> <p>By June 2024, most (79%) P1 children will be at the age-appropriate stage for emergent writing skills and fine motor skills. Baseline data to be collected in Term 1.</p> <p>By June 2024 we expect the following increase in percentage of pupils achieving the expected level in writing</p>	<p><i>How will we know the change is an improvement? What information/data will we gather to measure progress and impact?</i></p> <ul style="list-style-type: none"> Pre/ post teacher judgement data for June 23 – June 24 Pre/ post pupil surveys/learning conversations Standardised assessment data including NSA/ACEL at P1, P4 and P7 Class formative assessment Levels of staff engagement with CLPL Pre/post evaluations on staff confidence and understanding Tracking meetings with class teachers and support staff Baseline data collected in Term 1 on fine motor skills, prewriting skills in Primary 1 will be reassessed on an ongoing basis with data shared in September, January and May Peer class visit feedback, focus on writing Peer moderation of a level, focus on writing with cluster members Learner feedback – focus groups 	<p><i>What do we plan to do?</i></p> <p><i>If PEF intervention, denote with (PEF). Ensure that the PEF intervention correlates with the contents of your PEF Spreadsheet Plan</i></p> <p>Baseline data collection of writing progress from staff team identifying barriers for pupils not on track and supports already in place. Staff also identified pupils at risk of not being on track and current supports. This is the basis of pass on information to ensure continuity of support. (PEF) This data was created in May 2023 and shared amongst the new staff team in August as part of our transition processes.</p> <p>Time from Working Time Agreement to enable all teaching staff to visit a cluster school to view and discuss Talk for Writing approach including moderation of writing.</p> <p>Support staff timetabled into classes to support targeted groups/individuals with writing tasks. (PEF)</p> <p>Structured progressive programme of fine motor skills to be implemented into Primary 1 using Fizzy</p>

<p>Writing</p> <p>Attainment data for session 2022/23 shows the following percentage of pupils achieving the expected level in writing</p> <p>P2 – 86% - 3 not on track P3 – 79% - 3 not on track P4 – 67% - 6 not on track P5 – 64% - 8 not on track P6 – 64% - 8 not on track P7 – 79% - 6 not on track</p> <p>TOTALLING 34 pupils not on track</p> <p>Attendance :</p> <p>Of the 34 pupils above not on track, 10 pupils (29%) have attendance below 90%</p> <p>ASN</p> <p>Pupils who joined in session 22/23 - 3 of the 34 pupils not on track are EAL – Ukrainian and Hong Kong</p>	<p>Writing</p> <p>P2 – 86% maintain current level P3 – 79% minimum 5% increase P4 – 67% minimum 7% increase P5 – 64% minimum 7% increase P6 – 64% minimum 7% increase P7 – 79% minimum 5% increase</p>	<ul style="list-style-type: none"> • Quality assurance termly visits – to take place by SLT and literacy leads • Writing Jotter monitoring – termly of identified target group 	<p>Clever Hands programme for identified pupils. (PEF)</p> <p>Creation of high expectations of standard for all writing lessons – What a good lesson looks like, with non-negotiables for all writing lessons</p> <p>Literacy Leads will be appointed and will undertake CLPL on leading effective implementation of Talk for Writing. Cluster opportunity planned for Literacy Leads in moderation of assessment. September/October/November during school day with colleagues from Johnstone High School</p> <p>By November 2023, all staff will be provided with evidence-based research relating to writing via the CLPE ‘What We Know Works: Writing in Primary Schools’ research document identifying good practice and agreeing on implementation</p> <p>Audit resources for writing (whole school and targeted) by December 2023 and supplement resources as required.</p> <p>Trial the use of draft authority planner for writing. By June 2024, a clear, structured, progressive, consistent approach to writing will be evident at all stages using the Talk for Writing approach in combination with additional evidence-based writing pedagogies.</p> <p>Weekly tracking of attendance and daily phone calls to targeted pupils as per system created in session 2022 / 23</p> <p>Ensure access to EAL staff on a regular basis including discussions with teaching and support staff on how best to support these needs. (PEF)</p>
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Improvement Priority 2 – To improve children’s health and wellbeing

HGIOS/HGIOELC QIs 1.3, 2.6, 3.1	NIF Priorities <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 	NIF Drivers <table border="0"> <tr> <td>1. School Leadership</td> <td>4. Assessment of Children’s Progress</td> </tr> <tr> <td>2. Teacher Professionalism</td> <td>5. School Improvement</td> </tr> <tr> <td>3. Parental Engagement</td> <td>6. Performance Information</td> </tr> </table>	1. School Leadership	4. Assessment of Children’s Progress	2. Teacher Professionalism	5. School Improvement	3. Parental Engagement	6. Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>Through our tracking and monitoring process and discussions with parents and pupils we have identified an increasing number of children with mental, social, emotional, and physical needs including higher levels of anxiety, family difficulties, behavioural issues feelings of self-worth and physical inactivity. Homelink service has been unavailable due to long term absence. We have also noticed a significant increase in the number of pupils accessing counselling services from Exchange Counselling provider:</p> <p>20/21 – 2 referrals</p> <p>21/22 – 8 referrals</p> <p>22/23 – 22 referrals</p> <p>7 of 22 referrals are from pupils living in SIMD 1 – 3. Attendance of pupils referred shows 15/22 are below target set of 95% with 5/22 below 90%</p> <p>5 pupils who have experienced bereavement of a parent / grandparent (main carer) April 22 – December 22</p>	<p>By March 2024 a range of supports will be utilised ensuring the targeted group of children who require support with emotional resilience are able to self-regulate and attain at appropriate levels.</p> <p>Attendance of target group (between 75 – 90%) has increased by June 2024.</p> <p>Almost all teachers and support staff feel confident in establishing positive relationships by June 2024.</p> <p>Through the use of GMWP, there will be an increase in scores across all aspects: Agency, Affiliation, Autonomy and Health and Safety for pupils in Primaries 4 to 7 by June 2024 including in individual scaling exercises (Particularly in the areas noted).</p> <p>By June 2024, all pupils will have participated in a vertical learning opportunity, developing their pupil voice and community action.</p>	<ul style="list-style-type: none"> • Record of referrals made to Exchange will show a decrease • Wellbeing plans detailing support given • Minutes of wellbeing/attainment meetings • Engagement with parental newsletter measured • Daily/Fortnightly/Monthly attendance report will show an increase in attendance of the targeted group • Personalised scaling termly with targeted group demonstrating an improvement in scoring on identified areas from GMWP • Minutes of working party meetings • Parental questionnaires will demonstrate noted improvements in own child’s wellbeing • Team Around the Child Minutes • Tracking and Monitoring of HWB termly with staff team recorded on school tracker • Active Schools and My Time Club Tracker will measure attendance and engagement 	<p>Implement new Additional Support Needs paperwork with teaching and support staff.</p> <p>Driver diagram created by Core Group for the nurture principle ‘Nurture is important for well-being’ will be supported by Educational Psychologist. This is also to include aspects of bereavement training for the whole staff team.</p> <p>All teaching staff will undertake Who Cares Scotland – The Promise Part 2 training (September 2023) and implement curriculum pack as part of assembly programme together with in class follow up.</p> <p>Review Nurturing Positive Relationships policy as a school community to reflect changes to legislation and our practice</p> <p>Use of targeted interventions including use of outdoors, physical activity, Seasons for Growth programme for groups, Workshops offered from Exchange Counselling, use of Exchange Counselling app for P7 pupils, Circle of Friends (PEF)</p> <p>Through use of CIRCLE Framework termly auditing, creation of calm spaces that will support children to regulate their behaviour and feelings.</p>

<p>Data from GMWP</p> <p>The data collected from our GMWP results in May 2023, shows the following</p> <p>Overall, from P4 – 7 results</p> <ul style="list-style-type: none"> - Drop of 2 points in Affiliation, - Drop of 1 point in sense of Agency - Drop of 1 point in Autonomy - Drop of 2 points in Health and Safety <p>The questions showing the greatest percentage change are: -</p> <ul style="list-style-type: none"> *I feel important in this school *People listen to me in school *Other pupils look out for me/ make sure I am feeling ok <p>This data shows our pupils feel a need to return to: having control over school life; sharing their opinions; and feeling more nurtured.</p>	<p>By June 2024 almost all pupils will achieve or make progress towards the achievement of HWB targets set in August 2023.</p> <p>Almost all children participating in regular sports and physical activity throughout the school day. Data gathered from targeted pupils through GMWP toolkit and Renfrewshire Active School's data will show that there is an increase of 2 points in their scores which are noted at 5 and below.</p>	<ul style="list-style-type: none"> • Glasgow Wellbeing and Motivation Results September and March • Number of referrals for support with emotional/behavioural recorded on Pastoral Notes • Assessment of support recorded in Staged Intervention paperwork 	<p>Consistency on use of Expectations: Ready, Respectful and Safe reinforced in classes, at assemblies and throughout the school together with School Values</p> <p>CLPL will be provided on de-escalation to support consistency amongst staff</p> <p>Visual display for school community to clearly show needs and interventions to address</p>
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Improvement Priority 3 – To improve attainment in Numeracy

HGIOS/HGIOELC Qis 1.3, 2.3, 2.4, 3.2	NIF Priorities <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 	NIF Drivers <ol style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>All data collected from teacher judgement/SNSA data/End of pathways demonstrate that there is a need to continue to raise attainment and achievement for all but particularly in Primary 2, 3 and 6 in maths and numeracy. Tracking meetings with staff teams and pupil focus groups show that almost all staff have received training in Maths Recovery and Numeracy approaches however this has not yet been consistently embedded across their practice.</p> <p>40% of pupils not on track are living in SIMD 1 – 3</p> <p>65% of pupils not on track have attendance below 95%, within the 65% - 30% of pupils (6 pupils) not on track have attendance below 90% - with the 30% - 20% (4 pupils) have attendance below 85%</p> <p>The New Renfrewshire Maths Planners have been devised to incorporate key methodologies (including SEAL), streamline skills across a level, and support effective teaching by using high-quality learning</p>	<p>With targeted interventions we will see a minimum of 5% increase in maths and numeracy attainment across P2, 3 and 6</p> <p>Full transition to the new Renfrewshire Maths Progression Planners will be evident at all stages by December 2023 to ensure a structured, progressive, and consistent approach to maths and numeracy.</p> <p>By March 2024, almost all teachers are more confident and skilled in the learning and teaching of numeracy.</p> <p>By March 2024 all support staff will have received high quality training on approaches from teaching staff member recently returned from secondment as Numeracy and Coaching Officer skilled in providing in-class support in numeracy. There will be a consistency of approach by our support staff team, with</p>	<ul style="list-style-type: none"> Pre/ post teacher judgement data for June 23 – June 24 Termly tracking meetings with class staff team and SMT Numeracy diagnostic assessments using Maths Recovery NSA data at P4 and P7 in April, P1 in May Class formative assessment an increase in skills and application Use of Maths pupil engagement survey Learner feedback Focus group Pupil learning conversations on numeracy to take place termly will discuss their learning styles and their awareness of their own next steps in learning Utilise across whole school updated authority assessments Levels of staff engagement with CLPL Staff self-evaluation, regarding use of the new Renfrewshire planners and resources will 	<p>Whole school transition to the Renfrewshire Maths planners in session 23/24. This transition will incorporate elements of the revised end-of-pathway and end-of-topic assessments, aligning with current methodologies.</p> <p>Authority training/video guidance on rationale and how to use new planners will support whole school transition together with in house training from various staff members including returning Numeracy Coaching officer</p> <p>Encourage continuous professional development opportunities throughout the year for teaching and support staff on maths and numeracy (including authority CLPL and in house)</p> <p>Time given on In-service/curriculum development sessions (planned on calendar) to enable a shared understanding of planners, assessments.</p> <p>Parental workshop for whole school to display our current approaches, resources and how to support their child with numeracy.</p>

<p>experiences that provide breadth, depth, and challenge. In session 22/23, some teachers began utilising the new planners to support learning and teaching with positive impact. There is a need for a progressive and consistent approach across the school to numeracy and mathematics.</p>	<p>increasing confidence levels on use of resources leading to better achievement/attainment of learners.</p>	<p>show an increase in confidence and consistency of use across the school</p> <ul style="list-style-type: none"> Teacher engagement with new Renfrewshire Maths Assessments where pedagogy is in line with the planners. Evidenced through number of teachers using new end of pathway assessments and/or end of topic assessments which are linked to the new planners 	<p>Bespoke training for support staff to provide targeted support to learners not on track or at risk of not being on track. (PEF)</p> <p>Timetabling of any additionality of teaching staff to provide small, targeted group intervention. (PEF)</p> <p>Audit resources for numeracy (whole school and targeted) and identify and purchase/create resources required – Numeracy Champion to lead</p> <p>Time allocated for the Numeracy Champion to deliver presentation/share information from Numeracy Champion meeting</p>
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