



Todholm Primary School

School Improvement Plan

2023/24

Planning framework

As part of Children's Services, **Todholm 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 →

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.

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.

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.

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.

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.

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 at Todholm Primary School and Nursery Class is to ensure that all children entrusted to our care are able to develop to their full potential in order to contribute fully to the society in which we live. We consider that it is important to work together with parents and community partners to ensure the highest quality of education and care for our pupils.

Following consultation with children, staff, parents and the wider community we are delighted with our school values of **friendship**, **respect**, **aspiration**, **community** and **kindness**.

At Todholm Primary School and Early Learning and Childcare Class we aim to:

- provide for each child a broad, balanced curriculum which takes account of national and local guidance and reflects current Curriculum for Excellence recommendations, and provides appropriate opportunities for pupil choices as well as promoting independence in learning.
- enable all pupils to achieve their potential by continuing to develop strategies which improve and maintain attainment.
- provide high quality teaching which employs an appropriate variety of approaches and takes account of the previous knowledge of the child, involves parents and motivates children.
- provide an atmosphere of warmth where children can learn to care for themselves and others and develop respect for the views and beliefs of others.
- create a sense of identity and pride in our school by fostering partnerships with all who work in and use the school community. These partnerships should be actively involved to create an inclusive community which sets high expectations of all community members and creates good role models for our future citizens.
- create a happy, stimulating and safe environment with good use of well trained staff and well organised resources.
- manage the school effectively through policies, strategies and systems for planning, implementation, monitoring and evaluating.

Who did we consult?

To identify our priorities for improvement, we sought the views of **children, parents and staff**, we used a variety of methods of getting the views of those who are involved in the life and work of **Todholm Primary School**. All staff are regularly consulted through regular planned staff meetings and through regular self-evaluation learning conversations. In addition, all staff participate in the annual Professional Review and Development process, reflecting on both the quality of service provided and their contribution to it. This is also an opportunity to look forward and share thoughts about personal and school plans for the future in relation to continuous professional learning and development work.

Children's views are sought through class discussion, evaluation of learning contexts & events and by means of questionnaires.

Parents' views are sought through discussion, questionnaires and through Parent Council meetings. Parents and children are given the opportunity to make comment on the annual report. The opinions of other services supporting the work of the school are also sought through discussion. We have also consulted with our partners across and out with 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.

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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:

- A Quality Calendar outlining a detailed account of monitoring strategies carried out is produced each year.
- Three planned learning conversations, each with a key focus, providing an excellent opportunity to involve children, parents and staff in evaluating the progress we are making. These learning conversations are a significant part of our Quality Assurance process and self-evaluation.
- GIRFEC reviews and attainment and achievement meetings ensure that every child is thoroughly monitored in areas of the pace of work, attainment and achievement, support for learning, general progress, behaviour, homework, attendance and pastoral issues.
- Our plans for cluster moderation will help to ensure that we are focussing on achieving a level, as well as facilitating opportunities for moderation. Mapping Assessment data onto existing tracking sheets has helped to highlight children who are on track or children who need additional support in their learning.

- The use of Standardised Assessments throughout the school ensures support, progress and challenge for all children.
- All staff engage in daily self-evaluation of the learning experiences of the children and this is recorded in their daily planner. Reflective Learning Conversations provide productive and meaningful evaluations.
- Cascading sessions and staff led professional learning will continue to be promoted as a means of sharing good practice.
- Staff will continue to be encouraged to participate in learning visits in order to observe each other teach, and to visit other establishments.
- Moderation will be undertaken within the cluster to ensure that there is learning is at the appropriate level for learners and develops a range of skills.
- 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 – Raise attainment in Literacy with a priority focus on Writing

HGIOS/HGIOELC QIs Q.I 2.3 Q.I 2.4 Q.I. 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 <p style="text-align: right; color: red;">Highlight as appropriate</p>	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>Following implementation of the Talk for Writing programme across the school we have seen increased engagement and attainment in almost all stages.</p> <p>Attainment data shows that there is a need for increased focus closing the poverty related attainment gap for attainment in writing. Within each stage a targeted group has been identified.</p> <p>P2 – 11% (5 children) P3 – 11% (6 children) P4 – 10% (6 children) P5 – 5% (3 children) P6 – 11% (7 children) P7 – 8% (5 children)</p> <p>Within this target group 43% of these children have an attendance under 90%.</p> <p>Teacher surveys show some (64%) of teachers report feeling confident to deliver Talk for Writing following the initial period of implementation.</p>	<p>By June 2024, attainment in writing for the targeted groups will have increased – see below.</p> <p>P2 – 6% (3 children) P3 – 5% (3 children) P4 – 5% (3 children) P5 – 3% (2 children) P6 – 6% (4 children) P7 – 8% (5 children)</p> <p>By June 2024, the attendance of those within the target group will have increased to over 90%. (43% of target group have under 90% so we are hoping to reduce this by 10%)</p> <p>By June 2024, most teachers will evidence that they are more confident in teaching writing both fiction and non-fiction.</p>	<p>Attainment data will demonstrate improved attainment for the target groups. Attainment data will be gathered three times in the session at wellbeing and attainment meetings. This will include SIMD/FSM/CG information. Pupil surveys will provide positive feedback on the writing process. Monthly attendance reports will show an increase in attendance for the targeted group. Levels of parental engagement will show an increase for the targeted group. Teacher survey will demonstrate increased confidence in delivering Talk for Writing. Minutes of moderation activities will ensure clear opportunities for professional dialogue ensuring teachers are assessing appropriately against the benchmarks. Records of learning visits will be analysed to identify areas for improvement. Minutes of Talk for Writing working party and curricular leads will demonstrate a clear action plan.</p>	<p>Clear expectations for teaching staff on the delivery of Talk for Writing.</p> <p>CLPL will be delivered to staff through planned collegiate sessions.</p> <p>1 FTE teacher (PEF) will deliver targeted intervention for stages P3 – P7 to engage with targeted families to build relationships, improve pupil attendance, encourage parental engagement for targeted group.</p> <p>Project Leads/working party will undertake CLPL on leading effective implementation of Talk for Writing.</p> <p>Appointment of an Early Learning & Childcare Officer (PEF) to support with pre-writing and fine motor skills development through play in P1 & P2.</p> <p>Learning Visits will focus on the delivery of Talk for Writing.</p> <p>Through the Working Time Agreement, time will be set aside for moderation of writing along with cluster moderation.</p>

Improvement Priority 2 – To improve our children’s health & wellbeing and attainment through an inclusive approach.

<p>HGIOS/HGIOELC QIs</p> <p>QI 3.1 QI 3.2 QI 2.4</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 for all young people 	<p>NIF Drivers</p> <table> <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>Stakeholders’ surveys show that 92% of learners feel safe and welcome in Todholm along with 94% of parents. At Todholm we want all children to feel safe and welcomed.</p> <p>Data shows that there are increased number of children with a range of additional support needs from 15% to 20%. There is a need to strength and review the universal support in place within the school.</p> <p>A small pilot of The Circle resource has shown an increase of 39% in teacher confidence in inclusive strategies.</p> <p>Todholm is committed to upholding the values of The Promise and to ensure all care experienced children grow up loved, safe and respected.</p> <p>In March 2021 the Scottish Government passed the United Nations Convention on the Rights of the Child (UNCRC) Bill. The aim is to incorporate the bill into Scots law. In June 2023 Todholm was awarded it’s Bronze Award.</p> <p>Todholm’s overall attendance for session 2022/23 is 92. 5 which is a 0.4 percentage rise</p>	<p>A range of supports, including the Thrive Hive (nurture suite) will be utilised to ensure children who require support with emotional resilience are able to self- regulate and attain at appropriate levels.</p> <p>Through implementation of a range of supports the number of learners reporting they feel safe and welcome will increase to 95% by June 2024. The number of parents reporting their child feels safe and welcome will increase to 96%.</p> <p>Most staff will be confident in implementing the refreshed GIRFEC policy by June 2024. This includes the revised staged intervention framework.</p> <p>Most staff will demonstrate increased confidence in creating an inclusive environment through implementation of The Circle Framework by June 2024.</p> <p>Most staff will have an improved understanding of the principles and practice outlined in The Promise and</p>	<p>Wellbeing surveys of parents and learners will show an increase in the number reporting they feel safe and welcomed.</p> <p>Evaluations of The Circle will show a positive impact.</p> <p>Evaluations of interventions such as the Thrive Hive will show a positive impact on those who use them.</p> <p>Attendance and use of Thrive Hive is recorded and will show evidence of positive impact.</p> <p>Staff feedback from Who Cares Scotland session will demonstrate a positive impact.</p> <p>Learning conversations with children, including those who are Care Experienced and who have an identified ASN will show that children feel safe and included.</p> <p>Wellbeing/Attainment tracking meetings and data will demonstrate increased attainment.</p> <p>Single and Multi-agency planning will be used effectively to support children.</p>	<p>The Thrive Hive will become a hub for children to utilise for a range of targeted therapeutic interventions such as art therapy, Lego Therapy and sport. It will be a calm and nurturing space to support children to co-regulate and independently regulate their emotions.</p> <p>1 FTE teacher (PEF) will provided targeted intervention for stages P3 – P7 and to engage with targeted families to build relationships, improve pupil attendance, encourage parental engagement for targeted group.</p> <p>1 FTE keyworker (PEF) to engage with children and target families to build relationships, improve pupil attendance and supporting with alternative curriculum when required through use of the Thrive Hive.</p> <p>Employ Rookie Minds counsellor for 1 day a week. (PEF)</p> <p>Parents will be offered information sessions on Trauma Informed Practice, NVR and a range of ‘Tod Talks’ to support families.</p> <p>Employ Health and Wellbeing Officer (PEF) to support with delivery of sport and alternative curriculum for children who require this level of support.</p>

<p>on the previous session. Prior to the pandemic Todholm's attendance average was around 95%.</p>	<p>the experiences and support needs of our Care Experienced children by June 2024.</p> <p>By June 2024, almost all children and staff will have a greater understanding of the UNCRC and the importance of upholding these rights.</p> <p>Almost all teachers and support staff feel confident in establishing positive relationships by June 2024.</p> <p>By June 2024, the average attendance for the school and ELCC has risen to 94%. By June 2025, this will rise to 95%.</p>	<p>TAC & Child's Plan Minutes will ensure all supports are in place and regularly evaluated.</p> <p>Rookie Minds report and SDQ scores will indicate progress.</p> <p>Attendance data will show a decrease in the number of children sitting under 92% attendance.</p> <p>Learning conversations with children and staff will show a firm understanding of the importance of the UNCRC.</p>	<p>Engage all staff in CLPL on The Promise in partnership with Who Cares Scotland.</p> <p>Engage all staff in CLPL on Non-Violent Resistance (an evidence based approach to supporting distressed children and young people) and trauma informed practice.</p> <p>Implement full roll out of The Circle through planned CLPL and collegiate sessions throughout the session.</p> <p>SLT to engage fully with new single and multi-agency planning approaches (GIRFEC Refresh)</p> <p>Teaching staff to engage with GIRFEC policy particularly in of the Staged Intervention Framework. CLPL will be provided.</p> <p>The Rights Respecting School Committee will undertake work towards achieving the UNICEF Rights Respecting School Silver Award.</p> <p>Opportunities to educate children on their rights will be fully utilised through class based learning and assemblies.</p>
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Improvement Priority 3 – To improve attainment through high quality assessment

HGIOS/HGIOELC QIs QI 2.2 QI 2.3 QI 2.4 QI 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 <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><i>"Assessment is integral to the planning of learning and teaching. A variety of assessment approaches can be used to allow children and young people to demonstrate knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum."</i></p> <p>Assessment in the BGE update 2020/21 , Education Scotland</p> <p>Through quality assurance we have identified a need for a review of assessment to ensure well-designed, high quality assessment is embedded into planning.</p> <p>Professional dialogue with staff has shown that there is a need for a clear framework on how progress and achievement is assessed, tracked and monitored.</p> <p>Research, evidence and academic literature indicate robustly that improved attainment correlates with effective feedback.</p>	<p>By June 2024 a new assessment policy will detail clear expectations and a calendar of assessment to ensure consistency across the school.</p> <p>By June 2024 almost all teachers will use assessment effectively to inform planning for high quality learning and teaching and to inform next steps.</p> <p>By June 2024 almost all teachers will be consistently using Assessment for Learning strategies within their teaching.</p> <p>By June 2024 most children will feel confident in their next steps through the use of effective feedback.</p> <p>By June 2024 almost all teachers will make effective use of the benchmarks to ensure effective assessment is taking place.</p> <p>By June 2024 almost all teachers will have undertaken moderation activities both at school and cluster level.</p>	<p>Completion of the WP Assessment and Moderation self-evaluation toolkit with record where we are in our journey, identifying strengths and next steps.</p> <p>Teacher confidence surveys will demonstrate increased confidence in using assessment effectively.</p> <p>Minutes of wellbeing/attainment meetings will record increased teacher confidence when discussing whether a child is on track.</p> <p>Evidence of AfL will be seen through learning visits, professional dialogue and pupil voice.</p> <p>Attainment data will be robust and teachers will be able to justify their judgement using assessment data.</p> <p>Learning conversations with learners will demonstrate that learners know what their next steps are.</p> <p>Minutes of collegiate sessions will record the professional learning that has taken place.</p>	<p>To fully utilise the West Partnership Assessment and Moderation Toolkit to audit our current practice and support next steps.</p> <p>Assessment policy will detail a calendar of assessment to ensure consistency across the school.</p> <p>Focus groups will capture stakeholder voice.</p> <p>Planned collegiate sessions on assessment and assessment for learning for staff as well as utilise CLPL offered out with the school.</p> <p>Planned collegiate sessions will provide opportunities for moderation along with cluster moderation during February in-service day.</p> <p>Review of current tracking systems in place and implementation of revised systems.</p> <p>Review of whole school tracking to ensure teachers can utilise data to inform teaching and learning.</p>

Improvement Priority 4 –

HGIOS/HGIOELC QIs

NIF Priorities

- 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

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|----------------------------|--------------------------------------|
| 1. School Leadership | 4. Assessment of Children's Progress |
| 2. Teacher Professionalism | 5. School Improvement |
| 4. Parental Engagement | 6. Performance Information |

Rationale for change	Outcome and Expected Impact	Measures	Intervention

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