



Todholm Primary School and Early Learning & Childcare Class

School Improvement Plan 2024/25

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 School Vision, Values and Aims

“Believe to Achieve”

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 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.

Our ELCC Vision, Values and Aims

“Nurture and Play, the Todholm way”.

Our vision at Todholm Early Learning and Childcare Class is to have a place to promote a love of learning through play within a safe, stimulating, enabling and nurturing environment where the indoors and outdoors become one. We believe in fostering positive, caring relationships with children, families, staff and members of the community.

Our Values

- Fun
- Friendship
- Kindness
- Nurture

At Todholm ELCC we aim to:

- create a welcoming, safe ethos where children are nurtured.
- listen to our children and ensure we get it right for every child.
- promote learning and ensure our children are leaders of their own learning.

Who did we consult?

To identify our priorities for improvement, we sought the views of children, parents, staff and partners we used a variety of methods of getting the views of those who are involved in the life and work of Todholm Primary School.

School/ELCC Consultation	
<p>Staff</p> <ul style="list-style-type: none"> • School Improvement Plan progress review throughout year with all staff • Staff questionnaires • HGIOS self-evaluation activities • Collegiate sessions – staff meetings, curriculum development & in-service days • Support staff meetings • Professional Review and Development meetings • Participation in working parties • Professional dialogues • TAC meetings/Transition meetings • Review and update of policies and practices • Individual feedback from learning conversations, attainment meetings and monitoring • Participation in termly reflective learning conversations 	<p>Parents</p> <ul style="list-style-type: none"> • Questionnaires on school improvement, parental engagement and other aspects of school • Parent Council • TAC meetings • Class Dojo • Parental meetings • Focus Groups • Meet the Teacher & Child Progress Update Meetings • Information sessions on various areas and evaluations
<p>Pupils</p> <ul style="list-style-type: none"> • Pupil voice groups • Learning conversations – termly • Self-evaluation using How Good is OUR school • Class discussions • Assemblies led by pupils • Voting for issues (house captains) • Health & Wellbeing survey • Annual school improvement questionnaire • Tracking of extra-curricular activities • Pupil led activities – Todholm Tearooms, STEM Family Night and STEM bags 	<p>Partners</p> <ul style="list-style-type: none"> • Cluster meetings/Admissions Panel meetings • ELCC shared projects • Annual cluster moderation event • Transition events as part of cluster • Meeting with other agencies • Engagement with organisations & businesses in local community • Good practice visits • Regular meetings with Service Delivery Officer

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:

- Annually updated Quality Assurance Calendar
 - Learning walks and classroom visits carried out by pupils, SLT and peers
 - Termly Learning conversations where SLT visit classes with a focus on a particular area of self-evaluation
 - GIRFEC reviews and attainment and achievement meetings
 - Annual Cluster moderation
 - The use of teacher judgement and standardised assessments
 - Termly Reflective Learning Conversations evaluate learning and teaching
 - Monitoring of pupil learning activities and evidence
 - Self-evaluation sessions using HGIOS 4
 - Cascading sessions and staff led professional learning
 - Analysis of attendance and timekeeping
 - Bullying and racist incidents are recorded and monitored
 - Annual parent/pupil/partner audits to gather the views of stakeholders
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- Each year we also complete a standards and quality report and self-evaluation document which are monitored by Renfrewshire Council Children's Services.

Improvement Priority 1 – Raise attainment in Literacy with a sustained 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;">Highlight as appropriate</p>	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>SCHOOL</p> <p>Following implementation of the Talk for Writing programme across the school we have seen increased engagement and children reporting that they feel more confident in writing, however data shows that attainment levels remain below 70% in Primary 6 and 7.</p> <p>Primary 6 – 64% on track There is a poverty related attainment gap of 40% (measure - clothing grant entitlement) Primary 7 – 62% on track There is a poverty related attainment gap of 25% (measure - clothing grant entitlement)</p> <p>Teacher's confidence in using the benchmarks to inform their assessment of writing is inconsistent across the school. Through moderation activities it has shown that some teacher's expectations are too high. There is a need to ensure all teachers are confident at using the benchmarks.</p>	<p>By June 2025, attainment in writing for the targeted groups will have increased – see below.</p> <p>Primary 6 increased by 6% (4 children) by June 2025 The poverty related attainment gap will reduce by 5%.</p> <p>Primary 7 increased by 9% (6 children) by June 2025 The poverty related attainment gap will reduce by 5%.</p> <p>By June 2025, all teachers will report feeling confident to teach Talk for Writing.</p> <p>By June 2025, all teachers will evidence that they are more confident at assessing writing using newly created rubrics alongside the benchmarks.</p>	<p>Attainment data will demonstrate improved attainment for the target groups.</p> <p>Pupil surveys will provide positive feedback on the writing process.</p> <p>Teacher survey will demonstrate increased confidence in assessing Talk for Writing.</p> <p>Minutes of moderation activities will ensure clear opportunities for professional dialogue ensuring teachers are assessing appropriately against the benchmarks.</p> <p>Records of learning visits will be analysed to identify areas for improvement.</p> <p>Minutes of Talk for Writing working party and curricular leads will demonstrate a clear action plan.</p> <p>Evaluation of baseline assessments at P1 and P2.</p>	<p>Professional learning will be delivered to staff through planned collegiate sessions on dyslexia, Clicker and exploring the benchmarks.</p> <p>The Talk for Writing working party will continue to lead professional learning and address concerns raised through planned collegiate sessions. The Talk for Writing leads will attend authority lead sessions and share guidance with teaching staff.</p> <p>1 FTE teacher (PEF) will deliver targeted intervention for P6 & P7. This will involve utilising digital technologies to support children to overcome barriers. (Reading Eggs (PEF), IDL, Clicker, Speak to text). Outdoor learning and a range of experiences will be used to provide stimulus for writing.</p> <p>New staff will receive training in Talk for Writing and will be mentored by an existing teacher to ensure fidelity.</p> <p>Through the Working Time Agreement, time will be set aside for moderation of writing along with cluster moderation alongside in-house opportunities.</p> <p>Primary 7 teachers will take part in a shared writing project with Paisley Grammar and the cluster schools which they will assess and moderate on together.</p>

<p>ELCC</p> <p>Talk for Writing was introduced to Todholm ELCC in August 2023. All practitioners had a professional learning input. Targeted staff attended council led training courses. Further training is required to increase practitioner knowledge and confidence.</p> <p>Practitioner confidence is inconsistent across the setting when it comes to delivering writing opportunities. Moderation will allow practitioners an opportunity to ensure consistency and to better familiarise themselves with the benchmarks.</p>	<p>Progression Tool data shows an increase in attainment in writing over the course of this year. By June 2025 a further increase will be reported albeit there is a different cohort of children.</p> <p>By June 2025, attainment in writing for the targeted groups will have increased – see below.</p> <p>SIMD 1 & 2 increased by 7% by June 2025 Attainment for writing in boys increased by 8% by June 2025</p> <p>By June 2025, practitioners will report increased confidence in creating a language rich environment that will support children to fully engage with all aspects of literacy.</p>	<p>Attainment data will be gathered twice in the session via the Progression Tool and allow the practitioners an opportunity to participate in professional dialogue.</p> <p>Pupil voice gathered through group discussions and big book activities will provide positive feedback on the writing process.</p> <p>Practitioner survey will demonstrate increased confidence in assessing Writing benchmarks.</p> <p>Baseline assessments will be carried out with all children in order to obtain measurable data specific to Talk for Writing interventions.</p>	<p>Clear expectations for practitioners on the delivery of Talk for Writing in all Zones within the ELCC.</p> <p>One further staff member trained on full Talk for Writing course.</p> <p>Collegiate sessions will be utilised to provide opportunities for CLPL and moderation.</p> <p>Ensure that all children can develop literacy skills through participation in Talk for Writing experiences across a range of different contexts both indoors and outdoors.</p> <p>To use a range of Talk for Writing interventions to support each individual child to develop literacy skills, pre-writing and fine motor skills.</p>
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Improvement Priority 2 – To improve our children’s health & wellbeing and attainment through an inclusive approach.			
HGIOS/HGIOELC QIs QI 3.1 QI 3.2 QI 2.4	NIF Priorities	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 	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	Interventions
<p>SCHOOL</p> <p>The increased focus on nurture and inclusion in recent years has had a positive impact in supporting individual children. The implementation of the Circle framework has ensured that children receive appropriate support in the classroom. Self-evaluation highlights that further work is needed to ensure that the school is a nurturing and inclusive environment for all.</p> <p>Self-evaluation shows that teacher confidence in the Renfrewshire GIRFEC policy has increased however staff have indicated that there is a need for further input to ensure consistency across the school both in the completion of paperwork, the strategies that are deployed and the targets that are set.</p> <p>Children’s rights are now protected under Scottish Law. In June 2023 Todholm was awarded the Rights Respecting School Bronze Award. Work is being undertaken to work towards achieving Silver and ensuring that Children’s rights are embedded in the ethos and culture of the school.</p>	<p>By June 2025, all staff will be confident in using a range of strategies to support children. (NVR, CBT, The Circle)</p> <p>By October 2024, all staff will have completed NVR Part 1 and Part 2 whole staff training.</p> <p>By June 2025, a review of shared areas (the dining hall and playground) in the school will be conducted to ensure these support nurture and inclusion.</p> <p>By June 2025, Todholm will successfully achieve Amethyst Level 3 RNRA Accreditation further evidencing improvements in supporting nurture across the school.</p> <p>By June 2025, all teachers are confident in following the GIRFEC policy and completing paperwork to a high standard to reflect the practice in place.</p> <p>By June 2025, we will achieve RRS Silver Award by ensuring that Children’s Rights are central to the life of the school.</p>	<p>Wellbeing surveys of parents and learners will show an increase in the number of children reporting they feel safe and welcomed.</p> <p>Evaluations of The Circle will show that staff are confident in supporting children through an inclusive environment.</p> <p>Staff evaluation from Who Cares Scotland lessons will demonstrate increased knowledge of Care experienced children and how to support them.</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>Professional learning will be provided to staff on NVR Part 2, dyslexia, Cognitive Behaviour Therapy, Mentors in Violence Prevention, Seasons for Growth and The Circle Framework.</p> <p>The Circle observations will be utilised to ensure that the learning environment in classrooms and the wider school is inclusive and nurturing.</p> <p>Parents will be offered information sessions on Trauma Informed Practice, NVR and a range of ‘Tod Talks’ to support families.</p> <p>The Who Cares Scotland lessons will be incorporated into the school curriculum. Further opportunities will be provided for staff to learn about The Promise from the school’s Promise Keeper.</p> <p>Leadership Team to engage fully with new single and multi-agency planning approaches (GIRFEC Refresh). 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. Opportunities to educate children on their rights will be fully utilised through class-based learning and assemblies.</p>

<p>ELCC</p> <p>Through self-evaluation practitioners have identified a need to create a nurturing and inclusive environment that supports the needs of all children.</p> <p>To increase and develop practitioners' ability to follow the council GIRFEC policy to ensure a constituent approach to meeting children's needs.</p>	<p>To provide an environment that is accessible and supports the children with emotional regulation and creates a sense of belonging.</p> <p>To develop practitioner confidence in inclusion and have a shared vision of what inclusion looks like at Todholm ELCC. This will ensure a consistent approach.</p> <p>All staff are confident in applying their professional learning to meet the needs of children.</p> <p>By June 2025, almost all practitioners are confident in following the GIRFEC policy and completing paperwork to a high standard to reflect the practice in place.</p>	<p>Practitioners' evaluations of The CIRCLE resource, Up, Up and Away, will show a positive impact.</p> <p>Practitioner survey will demonstrate increased confidence in what inclusion looks like at Todholm.</p> <p>Renfrewshire GIRFEC Policy Single and Multi-agency planning will be used effectively to support children.</p> <p>Quality assurance and feedback to practitioners will ensure that paperwork is completed to a high standard.</p> <p>Record pupil voice via floor books.</p>	<p>At least one practitioner will attend NVR Level 1 training and cascade to other practitioners.</p> <p>All practitioners to attend NVR part 2 training at October in-service. (Part 1 completed in session 2023/24)</p> <p>Who Cares Scotland CLPL for all staff to further ensure equity and understanding for care experienced children.</p> <p>One member of staff to attend TheraPlay training.</p> <p>Further CLPL opportunities will be provided on Makaton, Up, Up and Away resource, shared language and widget.</p> <p>Practitioners to continue to have an active role in the RNRA Working Party.</p> <p>A range of supports, including sensory resources will be utilised to ensure children who require support with emotional resilience are able to self-regulate and attain at appropriate levels.</p> <p>Staff fully utilising the Up, Up and Away to strengthen the universal support in place.</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 <ol style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information 	
Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>Self-evaluation using the West Partnership Assessment and Moderation toolkit has highlighted that work is required to ensure the learning and teaching cycle is fully utilised by all teaching staff to plan high quality learning, teaching and assessment experiences.</p> <p>Pupil voice is an area of growth within the school, and we are seeking to involve learners further in evaluation processes using HGIOURS. The Young Leaders of Learning (YLL) programme presents an opportunity to take the above work a step further by involving learners in reciprocal visits to other schools to identify what is working well, areas for improvement and effective practice and promoting ways that children and young people can be involved in school improvement activities in their own school.</p>	<p>By June 2025, all teachers will use the learning and teaching cycle effectively to inform planning for high quality learning, teaching and assessment.</p> <p>By June 2025, all teachers will make effective use of a range of high-quality assessment approaches to inform next steps in learning.</p> <p>By June 2025, we will have an improved structure for the inclusion of learner voice into our self-evaluation processes.</p> <p>Young Leaders are confident to share practice in their school and are more familiar with the language and processes of school improvement to ensure high quality learning, teaching and assessment.</p>	<p>Completion of the WP Assessment and Moderation self-evaluation toolkit will record where we are in our journey, identifying strengths and next steps. Teacher confidence surveys will demonstrate increased confidence in using assessment effectively. Minutes of wellbeing/attainment meetings will record increased teacher confidence when discussing whether a child is on track. Evidence of formative assessment will be seen through learning visits, professional dialogue, and pupil voice. Attainment data will be robust, and teachers will be able to justify their judgement using assessment data. Learning conversations with learners will demonstrate that learners know what their next steps are. Teacher evaluation of cluster moderation event will demonstrate increased confidence. Local authority staff and learner pre & post YLL programme evaluation shows improvement in pupil leadership skills and use of evaluative language.</p>	<p>To fully utilise the West Partnership Assessment and Moderation Toolkit (stages 2 – 5) to audit our current practice and support next steps.</p> <p>Implementation of the revised assessment policy will ensure consistency across the school. This will be reviewed regularly.</p> <p>The assessment working party will continue to lead on the work being undertaken. The learning pupil voice group will also support this.</p> <p>Planned collegiate sessions on assessment and assessment for learning for staff as well as utilise professional learning 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>Our YLL Team (comprising 8 P5 learners) will attend YLL training in August 2024 along with our partner school, St. Peter's. Over a series of 3/4 planning meetings (online and face to face) our YLs will develop a focus for the reciprocal visits from the Relationships theme in HGIOURS. YLs will take part in reciprocal visits in January 2025 and identify strengths and developments of the focus area in each school. YLs will produce an action plan to take forward the areas for development within their own school. This will be led by them. (Term 4 2025 onwards)</p>

Improvement Priority 4 – To improve digital opportunities in the ELCC			
HGIOS/HGIOELC QIs QI 1.1 QI 1.2 QI 2.3	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 	
Rational for Change	Outcome and Expected Impact	Measures	Intervention
<p>The upgrade to the council Wifi system has meant that the ELCC now has improved connectivity. Through self-evaluation it has been identified that there is a need to improve digital literacy of practitioner and children.</p>	<p>By June 2025, almost all practitioners will report increased confidence in digital literacy.</p> <p>By June 2025, almost all staff will have undertaken CLPL to embed QR codes in their practice across the ELCC.</p> <p>By June 2025, almost all staff will have a better understanding of how the Interactive boards can complement the learning within the ELCC.</p> <p>By December 2024 all children will be electronically ordering their own lunches. By June 2025 the children will have increased opportunities to develop their digital literacy.</p>	<p>Pre and post practitioner surveys will be completed to identify areas for development and record practitioner's confidence levels.</p> <p>Register of staff attending training and CLPL.</p> <p>Pre and post pupil voice will be captured to measure pupil confidence.</p>	<p>Good Practice visits to other establishments who are recognised for their digital work.</p> <p>Practitioner training delivered by school staff on interactive boards, the use of QR codes and use of Ipads.</p> <p>School Young STEM leaders to lead digital learning for the children.</p> <p>Practitioners to utilise any digital training offered by the council or out with. Practitioners will be given the opportunity to cascade their learning to others.</p>