



Thornliebank Primary School and Nursery Class



Standards and Quality Report Session 2019-2020



Thornliebank Primary School and Nursery Class Standards and Quality Report 2019-2020

Context of the School

Our motto “Nurturing a thriving community of lifelong learners” was revisited during 2019-2020, along with our vision, values and aims, and we are confident that it accurately reflects the aspiration of all at Thornliebank Primary School and Nursery Class.

The school is situated in the area of Thornliebank in East Renfrewshire. Thornliebank is a predominantly residential, suburban area directly located on the Glasgow city boundary with a range of transport links to the city centre. It is a non-denominational establishment attended by children from a range of cultural backgrounds. This enriches the experience of pupils growing up in a multicultural world. Approximately 20% of our learners have English as an additional language.

The school plays an important part within the local community and has strong community and cluster links. Approximately 55% of our learners currently live outwith the catchment area.

The associated secondary school is Woodfarm High School and the cluster establishments are Giffnock Primary, Braidbar Primary and Glen Family Centre. Our Nursery Class is part of the Giffnock Area Neighbourhood Group. Our strong partnerships with these establishments ensure a rigorous approach to transitions.

Our current school roll is 194. Primary pupils are organised into 7 classes and our Nursery Class can accommodate 40 children. The average Scottish Index of Multiple Deprivation (SIMD) is 4.3 with approximately 50% of children living within SIMD 1-3.

The school is well supported by parents and carers and there is an active Parent Council.

Further information can be found in our handbook at <https://blogs.glowscotland.org.uk/er/Thornliebank/>

Improvement Plan Priorities 2019-2020

Everyone Attaining

- Literacy and English – improvements in attainment and recognition of personal achievements, with a specific focus on approaches to the teaching, learning and assessment of reading and further developing a reading culture
- Numeracy and Mathematics – improvements in attainment and recognition of personal achievements, with a specific focus on growth mindset approaches

Everyone Achieving

- Empowerment and Collaboration – full involvement of all stakeholders in ongoing self-evaluation and improvements; opportunities for leadership at all levels for pupils, practitioners and families

Excellent Experiences

- Equity - improvements in attainment and recognition of personal achievements in Literacy, Numeracy & Mathematics and Health & Wellbeing for identified learners, with a specific focus on learners operating in the lowest 20%, within SIMD 1-3 and for whom English is an additional language; improvements in wellbeing for all children, with a specific focus on developing and implementing nurturing approaches and targeted wellbeing interventions

Methods of Gathering Evidence

There is a systematic approach to monitoring school effectiveness, using Quality Indicators from *How Good Is Our School? 4* and *How Good is Our Early Learning and Childcare?* to audit areas of our work. Additionally, we use a range of methods to gather information about our performance and to inform our improvement plan. These include:

- ERC Standards and Quality Report
- Collegiate self-evaluation and audit of School Improvement Plan by staff
- Audit of School Improvement Plan with Parent Council representatives
- Learners' evaluations of their learning experiences through surveys and learning conversations
- Feedback from Senior Leadership Team and peer learning visits, professional dialogue and tracking meetings
- Staff peer-evaluations and self-evaluations
- Analysis of ongoing assessments such as Baseline, Developmental Milestones and Standardised Assessments
- Surveys carried out with staff, pupils and parents
- Family Centred Approaches audit
- Observations of practice with learners and staff through learning visits
- Observations of evidence of learning through learning visits, learning conversations and learning walks
- Professional Review and Development dialogue centred on General Teaching Council for Scotland Professional Standards
- Quality Conversations with non-teaching staff
- Minutes of meetings and records/evaluations of INSET programmes
- Focus group discussions with learners, pupil support assistants, teaching staff, parents and other agencies
- Information from partners such as our link educational psychologist
- Evaluations completed by pupils, parents and staff following school events
- Consultation with Parent Council and pupil committees
- Cluster working group minutes and action plans
- School working group minutes and action plans
- Benchmarking quality of learning and professional judgements through school, cluster and local authority moderation activities
- Feedback from ERC Thematic Review of 1+2 Languages



How good is our leadership and approach to improvement? (1.1, 1.2 & 1.3)		Evaluation: Good
NIF Priority: Improvement in attainment Improvement in employability skills Improvement in children and young people's health and wellbeing Closing the attainment gap	School Priorities: Literacy and English Numeracy and Mathematics Empowerment and Collaboration Equity	
NIF Driver(s): School Improvement, School Leadership, Teacher Professionalism, Performance Information, Parental Engagement	LIP – Expected Outcome/Impact: Children and young people raise their educational attainment and achievement Children and young people are cared for, protected and their wellbeing is safeguarded	
<u>Progress, impact and outcomes:</u>		
<p>The newly-formed senior leadership team worked together to lead and manage collaborative approaches to self-evaluation for improvement across the whole learning community. All staff, pupils, parents and partners were encouraged to participate in and contribute to improving the life and work of the school and nursery class. Across the year, there was focused attention on monitoring and evaluating learning and teaching and children's achievements, and to taking improvements forward. A range of stakeholders took lead roles in aspects of school improvement. This included children, through participation in school committees, and parents and carers, through the Parent Council. New committees were established at the start of the session, involving pupils from all stages including nursery. The committees were Pupil Parliament, Health and Wellbeing Committee, Outdoor Committee and Global Committee. In addition, House Captains, Vice Captains and Junior Captains shared responsibility for improving pupil participation through the school's house system. The committees met regularly to discuss ideas and priorities for improvement and felt confident that their suggestions were valued and acted on. As a result of the work of the committees, improvements were made to indoor and outdoor areas of the school, as well as provision of extra-curricular activities and approaches to family engagement. Parents and carers had regular opportunities to support improvement by participating in a range of formal and informal activities, including Kids Take Over Days, curriculum workshops, online surveys and parent interviews. Attendance at school events was variable although it was noted that combining events, such as a coffee morning and Kids Take Over Day, increased attendance of parents and carers considerably. The school was also involved in a School Improvement Partnership with St Cadoc's Primary and Calderwood Lodge Primary. The focus for improvement was increasing attainment in Numeracy and Mathematics for children and families for whom English was an additional language. The partnership resulted in an increase in confidence and attainment in numeracy for the children and families involved and the successful interventions will be further rolled out in the coming session.</p> <p>All staff were encouraged and supported to take on additional responsibilities and leadership roles focused on leading learning. Every member of teaching staff participated in a working group focused on either Literacy or Numeracy, taking responsibility for evaluating current practice and resources and identifying areas for improvement. This resulted in progress towards a full roll-out of book banding throughout the school as well as the identification of Number Talks as good practice in developing pupils' understanding and use of a range of numeracy strategies. Staff at all levels participated in a range of professional learning activities both as part of planned whole-school collegiate time and independently. Through the PRD process, SLT supported staff to link their professional learning to aspects of the school improvement plan. Particular progress was made in the areas of Number Talks, trauma and attachment, learning environments at early level and the use of appropriate strategies to support children with ASN. Pupil leadership was developed further at Early and First Levels through the use of learning journals. As a result, pupils were able to talk about their learning with confidence, and identify the strengths and areas for development in their own learning. Across the school, pupils were involved in Find Out More Days and Kids Take Over Days. The pupils planned and led the learning for these events, where parents and carers were invited into classrooms to gain a better understanding of their child's learning experiences and progress in Literacy and Numeracy. Pupils, parents, carers and staff evaluated these events positively in terms of both organisation and content. The school aims to further increase parent/carer participation in such events in the coming session, where practical.</p> <p>Staff, pupils, parents/carers and partners were involved in a robust consultation at the start of the session, resulting in our refreshed Vision, Values and Aims. As a result, there was a shared understanding of our values and expectations across the whole learning community. Through the regular assembly programme the new vision, values and aims were introduced, explored and revisited with children. Assemblies also provided a platform to celebrate children's achievements in Literacy, Numeracy, Growth Mindset</p>		

and link these to our core values of Nurture, Kindness, Respect and Effort. As a result, pupils and staff across the learning community now have a shared understanding of their role in promoting these values through their actions. . The Nurture and Wellbeing teacher and DHT undertook training with Nurture UK and utilised this professional learning experience to establish wellbeing groups for identified pupils from Primary 4 to 7. This contributed positively to whole-school nurturing approaches which remain a focus across the stages.

All stakeholders were invited to contribute to the review of our Promoting Positive Relationships and Behaviour policy. Staff and pupils reviewed the current arrangements and practice in this area and suggested changes and improvements. Parents were also consulted and made suggestions for improvement. The new policy has resulted in a more joined up approach between the school and parents/carers in terms of expectations around relationships and behaviour. Staff members have reported some improvement in pupils' attitudes and relationships and this has been linked clearly with the core values. Stakeholders across the learning community acknowledge that further work is needed and this will remain an area of priority for the school.

Next steps:

- To embed the revised vision, values and aims across the whole learning community, further developing a sense of belonging and ownership for all stakeholders
- To use the new vision, values and aims to underpin a refreshed curriculum rationale
- To further engage all stakeholders in a relevant and meaningful cycle of self-evaluation and continuous improvement
- To further develop teacher leadership

How good is the quality of care and education we offer? (2.2, 2.3 & 2.4)		Evaluation: Satisfactory
NIF Priority: Improvement in attainment Improvement in employability skills Improvement in children and young people's health and wellbeing Closing the attainment gap	School Priorities: Literacy and English Numeracy and Mathematics Empowerment and Collaboration Equity	
NIF Driver(s): Assessment of Children's Progress, Performance Information, Teacher Professionalism, Parental Engagement	LIP – Expected Outcome/Impact: Children and young people raise their educational attainment and achievement Children and young people are cared for, protected and their wellbeing is safeguarded	

Progress, impact and outcomes:

As a result of the work carried out to refresh the vision, values and aims, it became apparent that the Curriculum Rationale for the school and nursery class needed refreshing. Work on this was started towards the end of the session but was interrupted by the closure of schools and nurseries in March 2020. This work will continue next session, ensuring that there is a clear and shared approach to curricular planning, progression and pathways for learning across the nursery class and school.

Throughout the session, staff continued to support the rollout of Playful Pedagogy in several stages of the school. Primary 1 and 2 continued to embrace the approaches through the design of the learning environment and carefully planned learning experiences. In Primary 3, a well-planned combination of play-based learning and more traditional approaches was used to ensure progression and further develop independent approaches to learning. In Primary 4 to 7 elements of the play-based approach were used to deliver the curriculum where appropriate, including active spelling, inquiry based learning in Science and the use of flexible seating arrangements. As a result, the children had increased involvement in selecting and following curriculum pathways while developing skills required for successful independent learning.

Teachers used the local authority skills frameworks for Literacy and Numeracy to inform their planning in these areas. Where possible, relevant links were made to skills for learning, life and work, helping children to understand and value the skills they were developing and recognise when and how they might utilise these skills in the future. Self-evaluation evidence gathered on the quality of learning and teaching, including an external review by the Education Department focused on 1+2 Languages, indicated there is more to be done to ensure that learners' experiences are consistently well planned and lead to all learners progressing at an appropriate pace in their learning. Learning and teaching will be a key focus of the school's work over the coming session and will be supported by the development of the updated curriculum rationale together with all staff.

A range of digital technology was used across the learning community to support and enhance learning, teaching and assessment. Pupils developed skills in coding and programming as well as gaining confidence in using a range of applications to support their learning. The majority of pupils accessed Google Classrooms from home during school closure, and were able to upload work and take part in interactive tasks during this time.

Across the year, there was a clear focus on developing and maintaining positive, nurturing relationships leading to improved learning outcomes for all. All classes began the session by creating and displaying class charters based on the UN Convention on the Rights of the Child. Children's rights were regularly revisited throughout the year through the curriculum, relationships and assembly programme. The class charters were used as an integral part of learning, teaching and assessment, ensuring pupils were clear about their rights as well as the associated responsibilities. Pupils were encouraged to reflect on their actions and attitude to learning within the context of children's rights, and as a result some were able to identify improvements they could make in relation to their engagement in learning. Children from across our diverse learning community shared their own experiences and knowledge relating to their religious beliefs, traditions and celebrations, providing their peers with a valuable insight into and increased understanding of our diverse, multi-cultural society.

During the school's thematic review of 1+2 Languages, Quality Improvement Officers and peer Head Teachers observed learning, teaching and assessment in French and Spanish. They observed that there were regular, planned opportunities for children to experience languages learning and that some links were made to real-life contexts. It was noted that the approaches seen within the nursery class were very good and there were aspects of good practice across the school, such as differentiation and the sharing of

learning intentions and success criteria. In a majority of classes, learning in Modern Languages was not well matched to learners' needs and abilities and staff skills in this area of the curriculum will require improvement. Staff will be supported to engage with professional learning opportunities in step with the implementation of the recommendations of the Education Department 1+2 Report.

Professional dialogue provided teaching staff with the opportunity to reflect on their approaches and ensured that the leadership team had a clear overview of planning for learning, teaching and assessment across the stages. Some teaching staff identified a need for further opportunities to engage in professional dialogue and sharing of good practice with colleagues, specifically around learning, teaching and assessment, and this will be built into the collegiate calendar for next session.

Class teachers and CDOs planned opportunities for challenge and support for pupils, drawing upon additional guidance and advice when required. In most classes teachers differentiated tasks in order to support groups and individuals to maintain an appropriate pace of learning and progress. The new DHT took up post in September 2019, taking on the remit for Additional Support Needs (ASN). She has effectively built positive relationships with teachers, children, parents and carers to ensure that appropriate support is provided for all children. As a result, pupils with ASN were well supported by their class teachers, a dedicated ASN teacher, Pupil Support Assistants (PSAs), a Bilingual Support Worker and other partner agencies. Our link Educational Psychologist worked within the school and nursery class, providing support to pupils and their families, as well as playing a key role in Joint Support Team (JST) meetings. The school and nursery class worked in partnership with a wide range of agencies, including behaviour outreach support, social work, speech and language therapists, occupational therapy and CAMHS to plan for and meet the needs of individual children.

A member of teaching staff took on the role of Nurture and Wellbeing teacher, providing targeted intervention and support for individuals and groups of children identified by teachers and parents/carers. This provided some children with additional support for both learning and wellbeing and as a result, the children, teachers and parents/carers reported increases in engagement and wellbeing and improvement in attitudes to learning. Where appropriate, bespoke timetables were created for children with significant ASN, through discussion with the child, parents/carers and other agencies. This provided these children with opportunities for these children to access the curriculum in a way best suited to their individual needs. During the period of school closure, the school continued to support all learners, including providing time in school for those identified as most vulnerable.

Next steps:

- To ensure a continued focus on identifying and meeting the needs of all learners as pupils return to in-school learning from August 2020
- To engage all stakeholders in developing a curriculum that is ambitious, reflects our vision, values and aims and ensures all children's needs are identified and met in accordance with Getting It Right For Every Child
- To further develop a shared understanding of high quality learning, teaching and assessment

How good are we at ensuring the best possible outcomes for all our children/learners? (3.1 & 3.2)

Evaluation: Good

NIF Priority: Improvement in attainment Improvement in employability skills Improvement in children and young people's health and wellbeing Closing the attainment gap	School Priorities: Literacy and English Numeracy and Mathematics Empowerment and Collaboration Equity
NIF Driver(s): Assessment of Children's Progress, Parental Engagement, Performance Information, Teacher Professionalism	LIP – Expected Outcome/Impact: Children and young people raise their educational attainment and achievement Children and young people are cared for, protected and their wellbeing is safeguarded

Progress, impact and outcomes:

The principles of Getting It Right For Every Child were revisited with staff, parents, carers and children at the start of the session. Teachers and ELCC staff applied the principles to their planning for teaching and learning while modelling interactions and relationships which promoted the wellbeing of all. As a result, most children were able to talk about and reflect on their learning and development with reference to the wellbeing indicators; safe, healthy, achieving, nurtured, active, respected, responsible and included. Furthermore, staff were able to identify children who would benefit from targeted interventions aimed at increasing wellbeing, which were implemented by the Nurture Teacher and evaluated positively by children, parents, carers and staff.

A group of children from Primary 4 to Primary 7 were keen to support their peers in using restorative approaches, and the Anti-Bullying Ambassadors group was formed, led by the Head Teacher. The group supported peer relationships in the playground and planned to share information, advice and strategies with the whole learning community through class visits and assemblies. This will be further actioned during session 2020-2021

The school had systems in place to promote equity of success and achievement for all our children and young people. Effective tracking systems ensured that pupils were identified and targeted to take part in a range of physical activities. The Principal Teacher and Active Schools Coordinator continued to target particular families for involvement in the authority's holiday camps with letters, drop in meetings and transport provided where required, with the aim of reducing inequity. The Active Schools Coordinator supported the development of strong links with local community sports clubs. The wide range of clubs on offer enabled almost all pupils to participate in an active after school club.

Staff at all stages continued to utilise ERC Literacy and Numeracy & Mathematics Strategy and Frameworks to plan learning, teaching and assessment in these curricular areas. The Leadership Team and an increasing number of teaching staff made good use of the local authority's Tracking Database and worked collegiately to analyse attainment data and identify areas in Literacy & English and Numeracy & Mathematics which required further development and focus. This data informed the School Improvement Plan, Pupil Equity Fund Plan and evaluation, approaches to targeted interventions and transition procedures. Attainment levels in literacy and numeracy were a central feature of the school's priorities for improvement. Almost all learners attained appropriate levels and some learners made good progress from their prior levels of attainment in literacy and numeracy. Progress was demonstrated through tracking of attainment over time, with a specific focus on literacy and numeracy. The 2019-2020 local authority Developmental Milestones Assessments in Primary 1 showed that the proportion of pupils reaching their developmental milestones was 75%.

Average baseline results for 2019-2020 were 90 for literacy (an increase of 2 points from session 2018-2019) and 93 for numeracy (an increase of 2 points from session 2018-2019).

Results from local authority Standardised Testing in March 2020 in Primary 3, Primary 5 and Primary 7 gave an average standardised score of 89 in Mathematics (a drop from 92 in 2019). 90 in Reading (a drop from 91 in 2019). The local authority average is 100.

	Mathematics Average Score	Reading Average Score
Primary 3	90	92
Primary 5	86	90
Primary 7	90	88
School Average	89	90

The school tracked attainment in Curriculum for Excellence levels through regular and rigorous tracking and target setting. Pace of learning and targets set for all pupils were reviewed to ensure learners were confident and ready to progress in their learning. The school was set a target of 88% of pupils achieving expected Curriculum for Excellence Levels in Mathematics, 88% in Reading and 85% in Writing at Primary 1, Primary 4 and Primary 7. As a result of school closure in March 2020, schools were not required to submit Achievement of a Level data to the Scottish Government.

The school was given a 3 year attendance target of 95% by East Renfrewshire Council. The whole school average attendance for 2019-2020 was 93.5% - a drop of 0.2% overall from session 2018-2019. It should be noted that these figures are based on attendance from August 2019 until school closed on 20th March 2020.

P1 ≥ 95%	P2 ≥ 95%	P3 ≥ 95%	P4 ≥ 95%	P5 ≥ 95%	P6 ≥ 95%	P7 ≥ 95%	P1-7 ≥ 95%
90.8%	92%	96.4%	93.7%	95.1%	93.6%	92.7%	93.5%

Next steps:

- To further develop approaches to pupils' wellbeing in line with Getting It Right For Every Child to ensure that every pupil is fully supported to re-engage in learning as they return to school from August 2020, including the introduction of the EmotionWorks resource at all stages
- To ensure a continued focus on attainment in Literacy and Numeracy, attainment over time and pupils' achievements as pupils return to in-school learning from August 2020
- To ensure equity for all learners through robust approaches to planning for learning and teaching and particularly planning for assessment

Pupil Equity Fund – How are we ensuring Excellence and Equity?

During session 2019-2020 our Pupil Equity Fund was directed towards three key areas:

- Phonological awareness (Primary 1-3)
- Reading comprehension skills (Primary 1-3)
- Problem solving and interpersonal skills (Primary 4-7)

Analysis of data had indicated the need to target Literacy development in children operating in the lowest 20% at baseline, either living within SIMD 1-3 or having English as an additional language, particularly at an early intervention stage of Primary 1-3. In addition, staff identified pupils from Primary 4-7 who would benefit from targeted interventions aimed at improving problem solving and interpersonal skills, with a specific focus on mental and emotional wellbeing. As such, our PEF allocation was spent on employing a full-time Pupil Support Assistant to support Primary 2, a part-time Child Development Officer to support Primary 1 and investing in resources and training for our Nurture and Wellbeing Teacher and Nurture Room.

As a result of targeted support from our PSA, CDO, ASN teacher and Principal Teacher, there was an increase in attainment for targeted children across Primary 1-3, evidenced through a range of assessment information and progress through CfE levels. In addition to the original PEF Plan around Literacy, additional support was provided for Numeracy and Mathematics in Primary 2, as a result of further analysis of data highlighting gaps in children's knowledge and below average attainment and progress. This additional support was targeted towards specific children and had a positive impact in terms of their pace of learning and confidence in Numeracy and Mathematics. Most of the children involved made good progress in terms of skills development and were deemed to be on track in terms of achievement of the level at which they were working.

Identified children in Primary 4-7 were targeted for Nurture and Wellbeing groups, planned and led by our dedicated Nurture and Wellbeing Teacher. Overall, these were positively evaluated by children, families and staff, and there was evidence of improvements in mental and emotional wellbeing, evidenced through observations, discussions with the children and focused assessments carried out throughout the session. Specifically, Boxall Profiles and the Leuven Scale of wellbeing and involvement were used pre- and post-intervention, and the majority of scores showed improvements over time in terms of self-esteem, social skills and peer interactions.

Our aim for session 2020-2021 is to further interrogate all available data to ensure best practice and impact from our PEF allocation. In consultation with our QIO and Education Scotland advisor, we have identified specific issues within certain year groups which will be addressed through targeted interventions. In addition, we will utilise our PEF allocation to provide all pupils with the support required to re-engage in learning and education following school closures between March and June 2020.

What is our capacity for continuous improvement?

Thornliebank Primary School is well placed to secure improvements as outlined throughout this report. We have a committed parent body who are keen to be involved in self-evaluation and improvement activities. All stakeholders are committed to ensuring the best possible outcomes for our learners and the whole learning community. This report shows that we have a clear direction in regard to the improvements needed.

We will continue to work in close partnership with the Quality Improvement Service to take forward local authority objectives.

Quality Indicator	School self-evaluation	Nursery self-evaluation
1.3 Leadership of change	Good	Good
2.3 Learning, teaching and assessment	Satisfactory	Very good
3.1 Ensuring wellbeing, equity and inclusion	Good	Very good
3.2 Securing children's progress/Raising attainment and achievement	Good	Good

School Improvement Priorities 2020-2021

EVERYONE ATTAINING:

PLANNING FOR ASSESSMENT

To raise attainment in Literacy and Numeracy with a particular focus on the poverty-related attainment gap, ensuring every child has the same opportunity to succeed

EVERYONE ACHIEVING:

RECOVERY AND RE-ENGAGEMENT

To support every member of our learning community to reconnect, build relationships and address wellbeing needs throughout the transition back to school following a period of closure

EXCELLENT EXPERIENCES:

CURRICULUM RATIONALE

To develop a refreshed curriculum that clearly shares what we, as a learning community, want for our children and how we will work together to achieve this



Thornliebank Primary School and Nursery Class

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