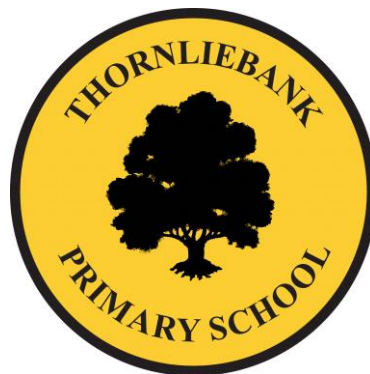


THORNLIEBANK PRIMARY SCHOOL
AND NURSERY CLASS
STANDARDS & QUALITY REPORT
2021 - 2022



NURTURE – KINDNESS – RESPECT - EFFORT



CONTEXT OF THE SCHOOL

OUR VISION: Nurturing a thriving community of lifelong learners

OUR VALUES: Nurture, Kindness, Respect and Effort

Thornliebank is a non-denominational primary school and associated nursery class situated in the Thornliebank area of East Renfrewshire, directly on the boundary of Glasgow City. We are part of the Woodfarm High School Cluster along with Glen Family Centre, Braidbar Primary School and Giffnock Primary School.

Thornliebank has a proactive and supportive Parent Council who represent the wider parent body, and the school and nursery benefit from many positive links within the local community including Thornliebank Library, Trust Housing and Thornliebank Together community group.

The school roll is presently 188. The Senior Leadership Team currently comprises the Head Teacher, one Depute Head Teacher, one Principal Teacher and one Acting Principal Teacher. Each post carries curricular, management and pastoral care responsibilities.

The school and nursery benefit from the involvement of a range of outside agencies including an Educational Psychologist, Behaviour Outreach Teachers and an Active School Coordinator.

More detailed information can be found in our School Handbook and Nursery Handbook on the school website.

IMPROVEMENT PLAN PRIORITIES 2021 - 2022

Our school priorities for this session as per the school improvement plan have focused on the three key themes of Everyone Attaining, Everyone Achieving and Excellent Experiences.

Everyone Attaining - Intelligent use of data

Develop robust approaches to the analysis and evaluation of a range of intelligence and data to inform target setting and sound teacher judgements

Everyone Achieving - Learning, teaching and assessment

Evaluate and improve the quality of learning, teaching and assessment in line with the ERC Framework

Excellent Experiences - Wellbeing, diversity and citizenship

Promote wellbeing and diversity across the whole school community to ensure engagement, inclusion and equality for all through high quality learning experiences

METHODS OF GATHERING EVIDENCE

We use quality indicators from How Good is Our School? 4 (HGIOS4) to evaluate our progress in terms of the priorities identified for each school session. Evidence is gathered on an ongoing basis throughout the year, through the following methods:

- ✓ teaching staff peer visits, observations and feedback discussions
- ✓ learners' evaluations of their learning experiences (learning conversations, pupil focus groups)
- ✓ monitoring of learning, teaching, attainment and achievement throughout the year
- ✓ moderation at school, cluster and authority level
- ✓ surveys carried out with staff, pupils and parents/carers
- ✓ observation of practice through learning visits
- ✓ self-evaluation activities including audits of specific improvement areas and quality indicators
- ✓ feedback from Parent Council representatives
- ✓ records from PRD meetings and staff CLPL records
- ✓ minutes from staff and SLT meetings and in-service day activities
- ✓ minutes from regular ASN review meetings and reviews of Children's Wellbeing Plans
- ✓ information from partners such as Educational Psychology, Behaviour Outreach Support and Active Schools

HOW GOOD IS OUR LEADERSHIP AND APPROACH TO IMPROVEMENT? (1.1, 1.2, 1.3)
Evaluation: Good

<p>NIF PRIORITY: Improvement in attainment, particularly in literacy and numeracy</p>	<p>SCHOOL PRIORITIES: Intelligent use of data High quality learning, teaching and assessment</p>
<p>NIF DRIVERS: Assessment of children’s progress School leadership Parental engagement School improvement</p>	<p>LOCAL IMPROVEMENT PLAN EXPECTED OUTCOME/IMPACT: A culture of self-evaluation and continuous improvement in all schools and services Higher levels of parental engagement in their children’s learning and the life of the school</p>

PROGRESS, IMPACT AND OUTCOMES:

The Senior Leadership Team were very effective in leading and providing opportunities for collaborative self-evaluation among all stakeholders. Views were gathered through a variety of activities including surveys, focus groups and professional dialogue. Responses were acted upon through both planned and responsive improvement activities. A robust calendar of collegiate activities linked explicitly with 2021/22 improvement priorities gave all teaching staff opportunities to actively influence ongoing improvements within learning, teaching and assessment as well as aspects of wellbeing and curriculum development. This resulted in a positive culture of collegiality where staff worked collaboratively and learned from each other.

The collegiate calendar incorporated management and peer learning visits and all staff were involved in evaluating learning across the school. Monitoring of forward plans ensured that consistent and appropriate pace and challenge was identified and planned at all stages.

Teaching staff engaged well in peer support activities involving class visits, reflection and feedback focused around aspects of the School Improvement Plan including Nurture and aspects of learning and teaching.

Valuable professional dialogue took place through the aforementioned peer support activities as well as collegiate sessions and planned self-evaluation during in-service days. All staff engaged well in meaningful professional dialogue focused on specific aspects of the 2021/22 School Improvement Plan, resulting in a culture of collegiality and commitment to continuous improvement across the staff team.

Teaching staff were encouraged and supported by the Senior Leadership Team to utilise the ERC Tracking Database as part of ongoing assessment of children’s progress. This included recording teacher judgements and making use of previous standardised assessment results to inform planning and support. The refreshed Gradient of Learning informed decision making around teacher judgements as well as planning for appropriate pace and challenge within teaching and learning, specifically within Literacy and Numeracy. As a result, teachers were more confident in using both the ERC Tracking Database and Thornliebank Gradient of Learning to inform planning for learning, teaching and assessment. All teaching staff and Child Development Officers contributed to moderation activities at school, cluster and local authority level. These activities gave staff valuable opportunities to reflect on various aspects of learning, teaching and assessment and to share standards in terms of achievement of a level. As a result, there is a more cohesive approach to decision making around teacher judgements as well as an increased understanding of expectation at early, first and second levels.

Self-evaluation activities showed that the staff team have a very clear understanding of the unique demographic of Thornliebank, and the resulting need for continuous improvement in particular areas including wellbeing. Staff used this knowledge and understanding to influence and improve approaches to planning for learning, teaching and assessment at whole class, group and individual levels. The school’s shared vision, values and aims continued to become embedded across learning and teaching and the wider life of the school, benefitting all stakeholders and ensuring a shared understanding of the school’s ambition and high expectations for all.

Opportunities for parent/carer involvement in on-going improvement activities continued to be impacted by Covid restrictions during the session, particularly prior to the relaxation of restrictions in April 2022. As a result, parents and carers did not feel that they were fully able to participate in and influence their child’s learning and the continued improvement of the school. Re-engaging parents and carers will form a major part of improvement planning for 2022/23.

- NEXT STEPS:**
- Re-engage parents and carers in their child’s learning journey and the wider life of the school
 - Provide opportunities for leadership at all levels, including re-establishing pupil groups
 - Ensure opportunities for leadership at all levels among staff, pupils and parents/carers
 - Continue to promote equality and social justice among all staff to effect positive change

HOW GOOD IS THE QUALITY OF CARE AND EDUCATION WE OFFER?

(2.2, 2.3, 2.4)

Evaluation: Good

NIF PRIORITIES:

Improvement in attainment, particularly in literacy and numeracy
 Improvement in employability skills and sustained, positive destinations for all young people
 Closing the attainment gap between most and least advantaged

SCHOOL PRIORITIES:

High quality learning, teaching and assessment
 Curriculum rationale
 Wellbeing, diversity and citizenship

NIF DRIVERS:

Assessment of children's progress
 Teacher professionalism
 Parental engagement
 School improvement

LOCAL IMPROVEMENT PLAN EXPECTED

OUTCOME/IMPACT:

An ethos of high expectations and achievement in every school and service
 Higher levels of parental engagement in their children's learning and the life of the school

PROGRESS, IMPACT AND OUTCOMES:

Teaching staff worked collaboratively to create a refreshed curriculum rationale that reflects Thornliebank's core values of Nurture, Kindness, Respect and Effort, and clearly shows what the school is trying to achieve through its curriculum. Every child in the nursery and school benefitted from additional dedicated time for outdoor learning in nursery and school grounds and the local community. Significant input of time and effort from nursery staff, children and parents and carers resulted in a much improved physical environment in the nursery outdoor area from which every child in the nursery and primary 1 has benefitted.

Learning environments in playrooms and classrooms were built on positive, nurturing relationships in line with the Promoting Positive Relationships policy, resulting in a positive ethos that minimised barriers to learning.

Cluster working focused on effective questioning provided staff with opportunities to reflect on and share good practice in this area and resulted in improved learning experiences for children.

Teaching staff utilised the ERC Framework for Learning, Teaching and Assessment to inform approaches to learning, teaching and assessment including the use of learning intentions, success criteria, differentiation and effective questioning. Through professional dialogue, some areas for development were identified around effective feedback.

Talk for Writing was piloted at all stages from nursery to primary 7, with teaching staff reflecting positively on the approach and the resulting engagement in writing activities. Talk for Writing will be further embedded next session.

Nursery and primary 1 staff worked together to develop approaches to responsive planning including the use of floorbooks and individual learning journals. This resulted in a cohesive approach to planning and profiling across early level and increased opportunities for meaningful child-led learning in the nursery and primary 1.

The nursery forged strong links with community partners including Trust Housing, providing the children with opportunities to participate in intergenerational working and build a range of positive relationships.

Professional dialogue at planning and tracking meetings showed that staff knew learners as individuals and could identify individual and diverse needs within their class. The DHT supported all staff to identify and embed universal and targeted support where required, ensuring high expectations and continued progression in learning for all children.

The DHT forged strong links with the link Educational Psychologist, building capacity among staff to meet the needs of learners and ensuring the progress of all children, including those with additional support needs, was effectively reviewed.

Staff and children were encouraged to take on leadership roles, and the primary 6 teacher led an extremely successful engineering project for primary 6 and 7. Children engaged with engineers then worked collaboratively to design and create locomotives. A number of primary 6 children were recognised for their designs by the organisers and attended a display of the winning entries at the University of Strathclyde. The project provided the classes involved with opportunities to engage with the world of work and to develop knowledge and skills for life, learning and work.

NEXT STEPS:

- Use the refreshed curriculum rationale to begin to develop progressive learning pathways for all.
- Develop approaches to profiling to allow children to develop awareness of themselves as learners and to re-engage parents and carers in their child's learning journey.
- Embed Talk for Writing across the stages.
- Continue to use the ERC Framework as a tool for reflection on aspects of learning, teaching and assessment.
- Engage in cluster working focused on effective feedback.
- Encourage further opportunities for leadership roles, including leading learning.

HOW GOOD ARE WE AT ENSURING THE BEST POSSIBLE OUTCOMES FOR ALL OUR CHILDREN? (3.1, 3.2)

Evaluation: Good

NIF PRIORITIES:
 Improvement in attainment, particularly in literacy and numeracy
 Improvement in children’s and young people’s health and wellbeing

SCHOOL PRIORITIES:
 Intelligent use of data
 Wellbeing, diversity and citizenship

NIF DRIVERS:
 Assessment of children’s progress
 Parental engagement

LOCAL IMPROVEMENT PLAN EXPECTED OUTCOME/IMPACT:
 An improvement in the attainment of disadvantaged children and young people
 An increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities

PROGRESS, IMPACT AND OUTCOMES:

Pupil Equity Funding was used to support targeted interventions at Primary 1, 4 and 6. More details can be found further on in this report in the ‘How are we ensuring excellence and equity?’ section.

Nurturing principles remained a strong focus across the school, along with promoting positive relationships, anti-bullying and trauma-informed approaches. All teaching staff and some support staff engaged in collegiate activities and self-evaluation focused on these areas. This included revisiting relevant professional reading from previous sessions. Strengths were identified as well as areas for further development, specifically around engaging parents/carers in the approaches and continuing to ensure consistency across the staff team. The continued focus on these areas linked with the school’s vision and values has contributed to some improvements in behaviour both in class and in the playground.

Most children showed consideration for others and demonstrated positive behaviour and relationships. Where this was not the case, supportive and robust procedures were in place to help children reflect on their actions and consider ways in which they could change and improve.

All children were encouraged to identify key adults in school that they could talk to whenever they needed, ensuring they felt listened to and cared about in school.

Inclusion remained a key priority across the nursery and school, with a range of approaches in place to ensure all children were involved in the learning journey and the wider life of the school. Where children found it difficult to access mainstream learning experiences, opportunities for achievement and success were provided in a variety of ways.

All classes engaged in activities focused on inclusion and resilience, increasing children’s awareness of the needs of others and the different ways in which these needs can be met. Further work is required around tolerance and understanding of the diverse range of needs of children across the school.

The nurture room in the primary 4 to 7 building provided targeted, small group activities for a number of children who required a focus on social skills and resilience. The nurture teacher and PSAs provided good support for the children involved through planned interventions as well as responsive approaches where appropriate. As a result, some of the children involved have developed skills that will enable them to begin to re-engage in mainstream classes.

As the session went on and emerging needs were identified among some younger children, changes were made to staffing arrangements in the primary 1 to 3 building to provide small group interventions for a small number of children. This was planned through consultation with the link Educational Psychologist and provided children who needed it with a less stimulating environment than was the case in the mainstream classroom.

Lunchtime clubs were established for children in primary 4 to primary 7, providing opportunities for involvement in a range of activities including mindfulness, chess, choir singing and reading. Teaching staff committed to running these clubs weekly and children reflected very positively on the activities on offer as well as the opportunity to take part in meaningful activities during their lunch break, rather than being in the playground with little to do.

Responsive approaches to planning interdisciplinary learning across the stages encouraged children to engage fully in their learning and participate in decision-making about the learning experiences they took part in. As a result, children developed key skills in identifying and planning next steps for their own learning.

Thornliebank Nursery Class was awarded Gold Family Centred Accreditation following an assessment visit from external validators. The Acting Principal Teacher successfully led the bid for accreditation, collating and submitting evidence of the nursery’s approaches to parental and family engagement and community links. The accreditation was an acknowledgement of the excellent work undertaken by the nursery team to fully engage and support parents and partners.

Attainment Information:

Attainment was carefully measured and tracked throughout the school year. Professional dialogue sessions involving teachers and SLT allowed for data analysis, teacher judgements and a wide range of evidence to be discussed to ensure informed target setting and the highest possible achievement for all pupils.

East Renfrewshire's Principal Teachers of Literacy worked with Primary 2 staff and children to introduce and support the DLL (Daily Literacy Learning) approach aimed at increasing attainment in reading within this class. Initial assessments showed that 90% of children in the class were reading at a level below their chronological age. Following the intervention, 30% of children were reading at a level that was at or above their chronological age.

In Primary 1, 61% of children achieved their developmental milestones when assessed on entry to primary school. Primary 1 children also undertook Baseline Assessments in Literacy and Numeracy at the start of primary 1. Analysis of the data generated by these assessments highlighted areas for further input which was provided by the class teachers and primary 1 child development officer, overseen and re-assessed by the Acting Principal Teacher. As a result of the additional input required, most children made significant improvements in key aspects of literacy and were able to fully engage in and benefit from the learning experiences in the class.

Pupils in East Renfrewshire primary schools took part in standardised assessments in the core skills of literacy and numeracy at P3, P5 and P7. The authority average score was 100. Thornliebank's attainment is detailed below.

	Average scores											
	2019 - 2020				2020 - 2021				2021 - 2022			
	P3	P5	P7	Whole school	P3	P5	P7	Whole school	P3	P5	P7	Whole school
Reading	92	90	88	90	90	90	-	90	89	92	88	90
Mathematics	90	86	90	89	103	91	88	94	93	92	90	92

Detailed analysis of the standardised assessment papers will be used by teachers to inform planning for learning and teaching in Reading and Mathematics for these pupils at the start of Primary 4 and Primary 6.

Achievement of Curriculum for Excellence levels data at the key stages of Primary 1, 4 and 7 is as follows:

	2020 - 2021			2021 - 2022		
	Early Achieved Primary 1	First Achieved Primary 4	Second Achieved Primary 7	Early Achieved Primary 1	First Achieved Primary 4	Second Achieved Primary 7
Reading	100%	75%	83%	83%	43%	65%
Writing	100%	70%	80%	83%		55%
Listening and Talking	100%	92%	83%	83%	68%	94%
Numeracy	100%	70%	66%	87%	29%	65%

This year's Scottish National Standardised Assessment (SNSA) results for Primary 1, 4 and 7 pupils were generally positive, showing that pupils in Primary 1 and 7 were performing ahead of the national norm across Reading, Writing and Numeracy. Primary 4 pupils were slightly behind the national norm in the three areas assessed and this will inform approaches to support for learning in the new school session. Further, more detailed analysis of the SNSA results will be carried out by the Senior Leadership Team and teachers, and will be used to influence further improvement in learning, teaching and assessment in Literacy and Numeracy.

NEXT STEPS:

- Fully embed the Promoting Positive Relationships policy, ensuring that every staff member and partner models behaviour that promotes and support the wellbeing of all and ensures children feel listened to, safe and secure in school.
- Further engage parents/carers in nurture, trauma informed approaches and promoting positive relationships.
- Promote the use of wellbeing indicators as an integral feature of school life.
- Revisit approaches to the promotion of wellbeing and children's rights.
- Continue lunchtime clubs to provide children with an alternative to being in the playground.
- Utilise recent grant awards and successful funding bids to develop outdoor spaces within the school grounds that will promote positive relationships and wellbeing.
- Re-establish links with the local community to provide children with opportunities to be effective contributors.

PUPIL EQUITY FUND – HOW ARE WE ENSURING EXCELLENCE AND EQUITY?

The school had two key targets for the PEF allocation for session 2021/2022:

1. Pupils within the identified target group will develop their early literacy skills, which will allow them to achieve most Early Level benchmarks in reading and writing, and subsequently support future reading and writing development.
2. Pupils within the identified target group will experience and demonstrate increased levels of wellbeing and engagement in their learning, resulting in improvements in achievement and attainment.

The PEF allocation of £39,311 was utilised to employ an Acting Principal Teacher for Early Level, a Child Development Officer for Primary 1 and a Pupil Support Assistant to support wellbeing interventions in Primary 4 and Primary 6.

The Acting PT and Primary 1 CDO planned and delivered Literacy interventions for a target group of children who were identified as 'not on track' to achieve Early Level reading and writing by the end of Primary 1. The Acting PT used data from Developmental Milestones Assessments and Baseline Assessments to identify specific areas of reading and writing where additional input was required, and regularly monitored progress within these areas.

The key focus for intervention was around rhyming and recognition of initial sounds, and the interventions were delivered as part of the ongoing learning experiences within the class as well as through targeted activities that took place out with the class environment including outdoors. The range of planned interventions ensured that the children enjoyed and engaged in the activities, and the impact was therefore maximised.

The progress of the children in the target group was measured informally each term with reference to the early level benchmarks and progress towards achieving these.

As a result of the targeted interventions, most of the children in the target group achieved Early Level in Reading and Writing by the end of Primary 1 – meeting the specific target '*75% if the identified target group will achieve Early Level Reading and Writing by June 2022, with the remaining 25% on track to achieve Early Level Reading and Writing by October 2022*'. For the children in the target group who did not meet the target, other influencing factors had been identified which have impacted their progress throughout Primary 1. These factors include pupils' attendance at school, parent/carer engagement in supporting homework activities and pupils and parents/carers having English as an additional language.

Moving forward, there are separate plans in place to encourage and support improved attendance among this small group and to engage parents and carers, through partnership with the school's link Family First worker and Bilingual Pupil Support Assistant.

The second target from the 2021/2022 PEF Plan was impacted by staffing issues that occurred throughout the session. This included a requirement for one-to-one support for a small number of children whose needs became more apparent as the session progressed. As a result, the PSA identified within the PEF plan was unable to deliver intervention activities as frequently as planned for the target group of children from Primary 4 and Primary 6. Ongoing and end of year assessments showed some improvement in average wellbeing and engagement scores for the target group but the SMART targets set in the PEF Plan were not achieved for this group.

For session 2022/2023 we will continue to aim to ensure effective use of our PEF allocation to improve outcomes, with decisions based on *National Operational Guidance 2022* and *ERC Guidance on using Pupil Equity Funding to tackle the poverty-related attainment gap*.

Part of the PEF Plan for next session will continue to focus on Primary 1 pupils who start school at the early stages of early level of Curriculum for Excellence – further embedding the approaches that have proved successful this session and working towards sustainable approaches that will be able to continue independent of PEF funding.

WHAT IS OUR CAPACITY FOR CONTINUOUS IMPROVEMENT?

The capacity for continuous improvement across Thornliebank Primary School and Nursery class is very good. We are well placed to achieve further improvement due to the shared vision and direction, the strong ethos and commitment of our staff to provide the best experiences and opportunities for all of our children. We have made good progress this session and we are clear about how we will continue to improve in the coming session.

QUALITY INDICATOR	SCHOOL SELF-EVALUATION	NURSERY SELF-EVALUATION
1.3 Leadership of change	Good	Very good
2.3 Learning, teaching and assessment	Good	Excellent
3.1 Ensuring wellbeing, equity and inclusion	Good	Very good
3.2 Securing children's progress/ Raising attainment and achievement	Good	Very good

IMPROVEMENT PLAN PRIORITIES 2022 - 2023

Raising attainment for all learners, particularly in literacy and numeracy

Improved literacy and numeracy attainment throughout the years of the broad general education

A culture based on Getting It Right For Every Child

A curriculum which enables all children, young people and adults to be successful, confident, responsible and effective in school, their work, their community and internationally

Re-engaging parents and carers in their child's learning journey and the wider life of the school and nursery

Higher levels of parental engagement with improved communication, collaboration and consultation in their children's learning and in the life of the school

Pupil Equity Fund Plan

An improvement in the attainment of disadvantaged children and young people

An increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities

Nursery Improvement Plan

An increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities

An improvement in the percentage of young children reaching all of the expected developmental outcomes on entry to primary school

A positive culture in health and wellbeing in every school and service