

Thornliebank Primary School and Nursery Class



Bun-sgoil Ghàidhlig Thornliebank

Standards and Quality Report
2023 – 2024



NURTURE – KINDNESS – RESPECT – EFFORT

ALTRAM – COIBHNEAS – URRAM – OIDHIRP

Nurturing a thriving community of lifelong learners

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. Bun-sgoil Ghàidhlig Thornliebank opened within the main school building in August 2023, hosting East Renfrewshire Council's first Gaelic Medium Education Provision.

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 193 along with 43 children on the roll of the nursery and two pupils in the Gaelic provision. The Senior Leadership Team currently comprises the Head Teacher, Depute Head Teacher, Principal Teacher for the Gaelic Provision, Principal Teacher (Equity) and one Acting Principal Teacher. Each post carries curricular, management and pastoral care responsibilities.

Thornliebank has a socially and culturally diverse demographic. 45% of our children reside in SIMD 1-3 and 19% are in receipt of a free school meal. Across the school, 24% of our pupils have English as an additional language and 50% are from minority ethnic backgrounds.

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.

Further information can be found in our school and nursery handbooks on the [website](#).

Click here to view our [HIGHLIGHTS OF THE SESSION 2023/2024](#).

IMPROVEMENT PLAN PRIORITIES 2023 – 2024

Our school priorities for this session as per the school improvement plan:

- Raising attainment for all learners, particularly in literacy and numeracy
- Engaging and involving all children and families more fully in the learning journey
- Pupil Equity Fund Plan
- Nursery Improvement Plan
- Gaelic Medium Improvement Priorities

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 engage in peer visits, observations and feedback discussions
- ✓ learners' evaluations of their learning experiences (learning conversations, pupil focus groups)
- ✓ monitoring and tracking of learning, teaching, attainment and achievement throughout the year
- ✓ moderation activities at school, cluster and authority level
- ✓ surveys carried out with staff, pupils and parents/carers
- ✓ observation of practice through learning visits
- ✓ collegiate 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

NIF PRIORITY:
Improvement in attainment, particularly in literacy and numeracy

SCHOOL PRIORITIES:
Intelligent use of data
High quality learning, teaching and assessment

NIF DRIVERS:
Assessment of children’s progress
School leadership
Parental engagement
School improvement

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

PROGRESS, IMPACT AND OUTCOMES:

Senior leaders effectively managed the strategic direction and continuous improvement across the school, nursery and Gaelic provision. They ensured protected time for professional dialogue, collegiate learning and self-evaluation, so that all members of the learning community could contribute to plans for continuous improvement. The strong and consistent Senior Leadership Team (SLT) created conditions where staff felt very well supported and were committed to collective responsibility in the process of continuous improvement. The quality assurance calendar incorporated learning visits by teaching staff and SLT, and all staff were involved in evaluating learning across the school. The Froebelian self-evaluation tool was used by the Acting PT in nursery to evaluate and embed Froebelian principles across the staff team.

Results of the local authority questionnaire showed that 100% of staff who responded felt they were a valued part of the school’s community. In addition, 100% of teaching staff strongly agreed or agreed that leadership across the school was effective and collaborative working across the school was effective in taking forward improvement.

Almost all staff undertook leadership responsibilities including Seesaw Ambassador, Nurture Lead, Digital Leader, House Lead, Froebelian Practice Lead and Maths Champion. Staff utilised their own skills, interests and areas of expertise to contribute to various aspects of continuous improvement.

Pupil voice was gathered regularly as part of ongoing tracking and monitoring processes, specifically linked with the learning observed during class visits from the SLT. The SLT asked focus groups of children questions based on quality indicators from HGIOS²⁴ to gather their views on aspects of learning provision and successes and achievements, and used the information to feed into ongoing improvements such as the development of more active learning approaches in numeracy and maths further up the school.

Tracking meetings took place between the head teacher and class teachers termly, with discussions focused on triangulation of assessment evidence to inform teacher judgements. This was further supported by a focused collegiate session delivered by the authority’s Principal Teacher of Learning, Teaching and Assessment. As a result of engaging in the collegiate session and professional dialogue, teachers were increasingly confident in making accurate judgements for the children in their class regarding progress towards and achievement of a level.

Pupils were empowered through representation across a range of responsibility groups. The Pupil Council was established during the first term and met regularly in smaller sub-groups involving pupils from P3 to P7. The pupils were very clear about improvements they would like to see, including more playground equipment, dealing with litter, leading anti-bullying work, promoting children’s rights and reminding everyone about the importance of the school values. Members of the Pupil Council spoke at assemblies to keep the rest of the school informed about the work they were doing and created art work and posters to reinforce the key messages.

Other opportunities for pupil participation included the Diversity Committee, Sports Committee, House Captains, Digital Leaders and the Languages and Culture Club. Each of these pupil groups met regularly to discuss their priorities for improvement and shared information through class visits and assemblies. As a result of the hard work of the Sports Committee and the wider school community, Thornliebank was awarded Sport Scotland’s Gold School Sports Award in May 2024, making Woodfarm cluster only the second cluster in Scotland to achieve this. The Diversity Committee planned and organised a range of cultural celebrations including Lunar New Year and Eid, which were positively evaluated by children, families and staff for the promotion of cultural diversity and family involvement.

A few parents took on leadership responsibilities throughout the year, which impacted positively on children’s experiences and contributed to continuous improvement across the nursery, school and Gaelic provision. In the nursery, parents led the planning, implementation and evaluation of cultural events for both Diwali and Eid, utilising nursery approaches including updating the floorbooks to reflect the learning experiences offered and skills developed. The children, staff and other families involved enjoyed and learned from these rich cultural experiences and had an increased awareness of cultural diversity in the nursery as a result. A parent of one of the Gaelic learners was extremely proactive in promoting GME provision across the authority and utilised her own Gaelic language skills to offer Gaelic Bookbug sessions in the nursery. These were positively evaluated by children, staff and families and resulted in an increased understanding of the benefits of **bilingualism for young learners.**

All staff engaged in regular and relevant career-long professional learning (CLPL) opportunities throughout the session, aligning with both the professional review and development (PRD)/quality conversations process and the school improvement priorities. In the school, bespoke support was provided by East Renfrewshire's Strategic Equity Fund (SEF) Team with a focus on raising attainment, particularly for children affected by poverty. As a result, there was an increase in targeted support for identified groups of learners and a clear impact on aspects of attainment across literacy and numeracy. Whole staff training on triangulation of data helped to ensure a variety of evidence was gathered when considering data for tracking attainment and achievement.

The Depute Head Teacher (DHT) successfully completed 'Into Headship' and gained the Standard for Headship which was awarded by the GTCS in May 2024. Through this professional learning opportunity she further developed a range of essential skills for school leadership and management with a positive impact on continuous improvement activities.

Working groups were established for Literacy, Numeracy, Health & Wellbeing and Profiling & Reporting. Each group, led by a senior leader, carried out an audit of current practice and identified next steps within their area of focus. In Literacy and Numeracy, it was identified that more structured pedagogy was required down the school, with a need for increased active learning opportunities further up the school. This focus on pedagogy was supported by the authority's Principal Teachers of Literacy and Numeracy, through bespoke CLPL sessions, team teaching and signposting to specific resources and further support.

Nursery staff explored monthly 'Pondering Pedagogy' sessions, engaging in professional dialogue and reflection focused on providing the highest quality of experiences for all children. The nursery team also developed practice around the Froebelian principles, with each member of staff taking ownership of a specific aspect and developing pedagogy around this. These developments were shared with parents, carers, students and colleagues from other establishments through 'stay and play' sessions and newly created information leaflets.

Peer support was a strength of the school and nursery again this session, specifically where staff supported each other with the rollout of Seesaw as a profiling and reporting tool. The introduction of Seesaw was very positively evaluated by pupils, parents, carers and staff. The Profiling and Reporting Working Party created user guides for all stakeholders as well as detailed guidance on the continued rollout of Seesaw, to ensure consistency in both the quality and frequency of posts to share the children's learning.

The strong sense of teamwork was also evident as staff pulled together and demonstrated great resilience when faced with significant disruption caused by ongoing building works between September and April. The whole staff team remained focused on the core business of learning and teaching while classes were displaced for extended periods of time, contractors were working in several areas of the school, and electrical issues caused by the building works resulted in several false fire alarms which regularly interrupted the flow of the day.

East Renfrewshire Council's first Gaelic Medium Education (GME) provision opened at Thornliebank in August 2023. The Principal Teacher for GME ably led the establishment of the new provision, with two Clas 1 pupils starting in August 2023. Bun-sgoil Ghàidhlig Thornliebank was promoted across social media and national media including BBC Alba. A GME information evening was well attended by families from across East Renfrewshire and neighbouring local authorities and was supported by Bòrd na Gàidhlig and Commun na Gàidhlig. The new pupils, staff and parents collaborated around aspects of the identity of Bun-sgoil Ghàidhlig Thornliebank including the uniform and logo. This helped to establish the new provision as a unique setting while tying in with Thornliebank's existing identity.

All pupils and staff across the school and nursery had exposure to Gaelic language through assemblies, learning activities, extra-curricular clubs and National Gaelic Week. Experiences were provided by GME school staff and invited visitors, and included shinty, traditional music, Gaelic bingo, storytelling and singing. This promoted Gaelic language across the whole school community and contributed to a variety of celebrations across the year of the rich and diverse cultures represented at Thornliebank.

Partnerships were established with GME settings in other local authorities including Mount Cameron in South Lanarkshire and West Primary in Renfrewshire. This gave the Gaelic learners opportunities to utilise Gaelic out with their own setting.

The first draft of Bun-sgoil Ghàidhlig Thornliebank GME Position Statement was completed and will evolve and deepen as pupil numbers grow and the curriculum rationale develops. A new Position Statement for 1+2 Languages was created, outlining national policy and approaches at Thornliebank. These documents will shape the future of approaches to language learning at Thornliebank as the GME provision grows and fully embeds itself as part the learning community.

NEXT STEPS:

- Further strengthen systems for quality assurance to ensure effective tracking and monitoring for continuous improvement
- Upskill staff at all levels to make best use of digital approaches to interrogate relevant data

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:

The local authority's Strategic Equity Fund (SEF) team provided significant support across the school with a specific focus on closing the attainment gap between the most and least disadvantaged children. The Head Teacher met with members of the SEF team throughout the year to identify priority areas for improvement and to plan and review interventions as part of continuous improvement. The support took the form of targeted CLPL, auditing learning environments and learning and teaching approaches, team teaching, modelling and working with targeted groups across the stages to address gaps in learning within Literacy and Numeracy.

All teaching staff benefitted from a range of CLPL delivered by the SEF team in areas of Literacy, Numeracy and Learning, Teaching & Assessment. The reading recovery teacher supported the rollout of the Daily Literacy Learning (DLL) approach across P2 and P3 with improvements noted both in terms of children's engagement in learning as well as attainment in aspects of reading. Two P2 pupils engaged in the Reading Recovery intervention and significant gains were noted for both pupils, with an increase in reading ages of between 12 and 17 months. The maths recovery teacher carried out targeted interventions with groups of children across P3, P4 and P5 resulting in improvements in attainment in specific aspect of number work for all children involved.

Across the school, targeted support built on robust, embedded universal support. Learners' needs were identified early through reliable and valid assessment information and this ensured appropriate, proportionate and timely support including specialist input where required. Children, parents and partners were fully involved in decisions about learning and support.

The DHT established a Support for Learning (SfL) team to benefit children across the stages. Weekly team meetings were held in order to share findings, assessment data and good practice. Staff feedback was that these were beneficial as they enabled sharing of relevant information to take place during protected time. Children were identified to receive targeted support by looking at data such as SNSA results, ERC Standardised Assessment data, GMWP findings and in-class observations. Interventions such as TRAiL were used after two teachers were trained in this (one has since left the school) and provided significant gains in terms of reading ages of the children involved. Parents were very supportive of this and also noticed improvements in their children's reading at home.

Additional Support Needs (ASN) meetings were held three times across the academic year. At these, staff were provided with a ring-fenced time to discuss any general issues which had arisen within the class, the progress of specific learners and the targets set in Children's Wellbeing Plans (CWPs). Teachers were all able to speak knowledgeably about their learners and any barriers they were facing or challenge that was required. They were able to describe what progress had been made and could identify strategies which helped the children, as well as their next steps. Teachers also spoke to the DHT out with these designated times if they had any concerns about the children in their class.

Within CWPs, learning targets were in place specific to individual learners, built on prior learning and reviewed and evaluated systematically with next steps identified based on the progress made. There were 33 children across the school with a CWP or ASN profile and four children in the nursery with a CWP. All staff were able to show that they knew and responded very well to the individual needs of children and young people and promoted and supported their wellbeing.

Joint Support Team (JST) meetings were held regularly with the school's link Educational Psychologist and provided an opportunity to discuss the targeted supports that were already in place. These meetings also provided a platform for teaching staff to discuss supports and strategies aimed at addressing barriers to learning for the children in their care and planning next steps for their support.

Three members of teaching staff delivered targeted Support for Learning to groups and individuals across the school, alongside their whole class teaching commitments. The impact of this was that identified children benefitted from targeted support in a smaller group setting minimising distractions and allowing for more intensive interactions with the teacher. All pupils demonstrated increased engagement in support activities.

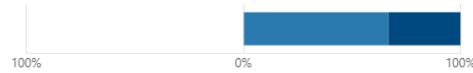
Teaching staff continued to implement Talk for Writing across the stages. Results of a survey showed that all teachers noted gains in terms of motivation and engagement as well as skills and abilities within writing.

7. Thinking about your class overall, please rate the following statement. (0 point)

[More Details](#)

■ Not at all ■ Has stayed the same ■ Some improvement ■ Significant improvement

The quality of writing being produced has increased.



'Writing has clearer direction and purpose in plot. Structure has improved.'

'Marked improvement in the structure of the writing produced, notable paragraphs, headings and sub-headings. Also a noted improvement in sentence structure (more varied) and children are being more considered with their choice of vocabulary. Their work is generally more interesting to read.'

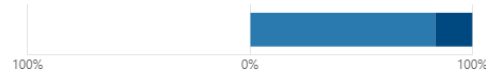
'Children who don't normally write much were able to produce work more independently. Some of my class...have really benefitted from the story maps.'

9. Thinking about your class overall, please rate the following statement. (0 point)

[More Details](#)

■ Not at all ■ Has stayed the same ■ Some improvement ■ Significant improvement

Children's enthusiasm for writing has improved.



'Motivation has improved. Children... engage more with drawing story maps and can speak the text aloud.'

'The children enjoy doing the story map and take pride when they have learned it.'

'Children are more engaged. There is a structure for them to follow.'

The nursery teacher and P1 teacher both took part in training for 'Drawing Club' – an approach to teaching literacy skills and vocabulary at Early Level. Following this, improvements were noted across Early Level, particularly in terms of boys' engagement in drawing and writing activities.

Approaches to profiling and reporting were adapted during the session, with a move away from a final end-of-year report towards more consistent ongoing feedback for parents and carers. Following a trial period in two classes during the 2022/2023 session, Seesaw was rolled out across the school, nursery and Gaelic provision. All parents and carers were encouraged to sign up to Seesaw and download the app, where they could see posts from their child and the class teacher detailing learning experiences and progress across all areas of learning. There were three Parents' Evenings instead of two, to ensure that parents and carers had regular opportunities to discuss their child's learning and progress face-to-face. Parents' evenings were well attended, with an average attendance of 78% across the three dates.

Guidance for Reporting and Profiling was developed throughout the year by the Profiling and Reporting working party. This clarified expectations of teachers, pupils and parents/carers in terms of the use of Seesaw and will ensure greater consistency moving forwards in terms of frequency and detail of posts. Across the school, nursery and Gaelic provision, staff confidence increased throughout the year in terms of the features and functionality of Seesaw, and staff were proactive in supporting each other with technical elements of this approach.

Within the nursery, approaches to profiling were adapted to incorporate Seesaw alongside the existing floorbooks and journals. All nursery staff engaged regularly with the ERC tracking database, ensuring that progress for all children was accurately recorded and next steps in learning identified. Nursery staff also completed the new reporting format within the tracking database at the end of the year, adding an additional layer of information for parents and carers.

Parents, carers and families had a variety of opportunities to be involved and engaged in children's learning and the wider life of the school through class trips, Gaelic events, class assemblies and cultural events including the Christmas Nativity performance and Eid celebration. Parents of Gaelic learners supported events to promote GME across the authority. A wide range of open events in the nursery saw excellent levels of family engagement, including regular Bookbug sessions, Froebel stay and play sessions, coffee and chat events and opportunities to take part in family cultural events.

Staff within the Gaelic provision were proactive in building partnerships with other GME schools and making very good use of these links to provide quality learning experiences for the children. Reciprocal visits and sharing of learning and skills took place regularly, and positive relationships were built among staff and pupils across provisions and authorities.

The curriculum rationale was reviewed by staff during an in-service day as part of ongoing self-evaluation activities, and it was agreed that it remained relevant and useful as an overarching approach to providing flexible learning pathways.

One of the school's probationer teachers organised World of Work Week where every class had opportunities to find out about a range of jobs including mounted police, fire and rescue, personal training and zoology. The activities across the week were a great success and were evaluated positively by both staff and pupils.

Through pupil dialogue following on from SLT learning visits, pupils shared that they understood the purpose of their learning when learning intentions and success criteria were shared and clarified. They stated that they had opportunities to make their own decisions about certain aspects of their learning and to lead the learning for their peers at times. Following a previous focus at cluster level, teachers were observed to be using skilled questioning and effective feedback to promote curiosity, independence and confidence and to regularly enable higher-order thinking skills in their learners.

A variety of formative and summative assessment approaches were utilised in all classes, allowing learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum. Across the school, there were shared expectations for standards to be achieved, and all staff had opportunities to participate in school, cluster and authority-wide moderation activities.

All teaching staff participated in cluster moderation with a focus on differentiation. Between the cluster collegiate sessions all teachers trialled approaches to differentiation with their own classes and fed back on these at the second session. Learning visits showed that in most classes, tasks, activities and resources were differentiated appropriately to meet the needs of groups and individuals.

Teaching staff used a wide range of learning environments and creative teaching approaches, including the use of digital technologies such as Micro:Bits. The school's work in this area was commended by BBC who reached out after seeing a post on X (formerly Twitter) and were interested in taking the school's work forward with the children using Micro:Bits on additional learning projects and opportunities.

As a result of the processes in place to monitor and evaluate learners' progress there was clear information on their attainment across literacy and numeracy. This included for those facing additional challenges, for example looked after children and those living with financial hardship. This data was used to evaluate the effectiveness of interventions designed to improve outcomes for all learners.

Pupils contributed very effectively to the life of the school and wider community through a range of well-planned activities including class assemblies, joint working between classes and community events such as the 'Grandfriends' Afternoon Tea'. The nursery continued to strengthen a range of community links, including those between the nursery children and their grandfriends at the local Trust Housing.

Learning visits in the nursery showed that floorbook planning was fully embedded and staff confidence was increasing in terms of planning, recording and responding to children's interests. The focus on Froebelian approaches such as woodwork engaged children and families in valuable learning experiences and contributed to ongoing improvements in the learning environment with staff ensuring best use of the space available.

The nursery introduced a slow pedagogy lunch experience during the year, in line with revised guidance from the Care Inspectorate. This resulted in the children experiencing a relaxed, nurturing dining experience within the familiar environment of their own playroom. Nursery staff noted increases in children's confidence at mealtimes as well as significant improvements in terms of independence serving and feeding themselves and trying new foods. The children were observed to be happy and settled at lunchtimes, enjoying the opportunity to strengthen relationships with their peers as well as the adults.

Outdoor learning and forest school remained a high priority within the nursery, with funding secured by the Parent Council contributing towards further development of the nursery playground and garden. The willow den provided a wonderful naturally occurring learning environment for the children and generated learning opportunities about lifecycles, nature and caring for plants and living things. A link was made with Sowing Seeds, a family run company who develop outdoor spaces with a specific focus on protecting and encouraging wildlife. This will be a valuable link in terms of the plans for further improvements for the outdoor areas around the nursery and school.

Staff in the Gaelic provision developed resources focused on Gaelic literacy, in particular phonics, spelling and grammar. The Gaelic teacher completed the 'Gaelic for Teachers' course through Sabhal Mòr Ostaig. This consisted of webinars and live online sessions aimed at developing understanding of Gaelic grammar in order to best support learning in the classroom. The Gaelic teacher and PT also adapted ERC Literacy resources for GME, including progression planners. Gaelic learners benefitted from the online e-sgoil GME provision, specifically through art experiences and Leugh is Seinn le Linda (literacy and song sessions).

NEXT STEPS:

- Further develop and embed consistent pedagogical approaches to learning, teaching and assessment across literacy and numeracy with a specific focus on raising attainment
- Extend, adapt and enact approaches that will promote and support inclusive practice

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:

As a result of the relentless focus on nurture, relational approaches and wellbeing for all, the school's consistent approach to promoting positive relationships continued to impact positively on improvements in behaviour and attitudes to learning. In responses to the ERC pupil survey, most pupils stated that they felt safe in school and could identify a trusted adult in school that they could speak to. The positive climate and ethos of the school was evident in learning visits and across wider learning experiences. Relationships across the school community continued to be positive and supportive, founded on a climate of mutual respect within a strong sense of community, shared values and high expectations. The four core values of Nurture, Kindness, Respect and Effort were embedded in every aspect of school life and were promoted and celebrated regularly at assemblies and through ongoing class work and wider learning opportunities. All staff were proactive in promoting positive relationships in the classroom, playground and wider learning community. Results of the local authority questionnaire showed that 100% of parents and carers who responded either strongly agreed or agreed that the school helped pupils to understand their rights, staff treated their child fairly and with respect and that the school encouraged children to treat others with respect.

"Nurture runs through the core of Thornliebank Nursery. We work well as a staff team to identify where children and their families require support"

In the nursery, all children were nurtured and cared for as individuals, with staff continually striving to provide the best possible experiences for every child in their care. Nursery children received targeted support depending on individual needs identified by staff, parents, carers and the children themselves. Specific interventions delivered by trained staff members included Bucket time and Social Use of Language Programme (SULP). In addition, the Senior Child Development Officer was able to deliver the Psychology of Positive Parenting programme to individual parents to support families at home and further strengthen relationships between nursery and home.

Positive relationships and strong links with families in the nursery played a large part in encouraging families to become intrinsically involved in cultural celebrations. Parents and carers led on Diwali and Eid celebrations and experiences with the children, promoting cultural diversity while sharing their own knowledge and experiences with the children and wider nursery team.

The Depute Head Teacher ably led the Support for Learning (SfL) team in promoting inclusion and providing targeted learning support for all pupils. The team met regularly to discuss individuals and groups, sharing practice, progress and next steps for these learners. This ensured a joined-up approach to meeting the needs of all learners and provided valuable opportunities for professional dialogue and sharing of good practice. The Nurture teacher adapted his remit and approaches throughout the year in response to the needs identified across the school. This included the introduction of sensory circuits as an approach to teaching self-regulation, as well as creating bespoke programmes for targeted 'Wellbeing Boost Groups' which focused on self-esteem, peer relationships and readiness to learn.

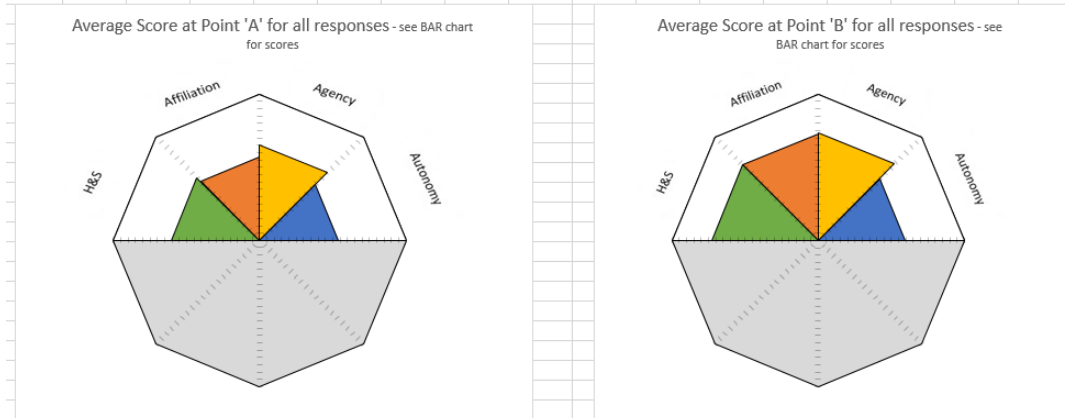
The school's link Educational Psychologist worked closely with the DHT to ensure a coherent approach to providing additional support for the pupils who needed it. JST meetings across the school and nursery took place regularly and were an opportunity for professional dialogue to take place between colleagues actively involved in supporting our learners. Parents attended regular review meetings with the DHT in order to engage in discussions about ensuring the best outcomes for their children and contribute to CWP's.

Across the school and nursery, strong links with partner agencies continued this year, including links with Family First and ERC Money Advice and Response Team (MART). The school's link workers from these two agencies utilised the Family Room when it was available to provide support and advice targeted at Thornliebank families. Families were supported to access financial support and were signposted to other services for further assistance with issues such as housing and supporting children with additional support needs.

The establishment of the new GME provision saw Gaelic becoming one of the many languages and cultures celebrated as part of Thornliebank's culturally diverse demographic. The Gaelic PT took on the role of Languages Leader, increasing the awareness and understanding of the Gaelic language and culture whilst planning events and activities to promote and celebrate the range of languages used across the school.

Most of our learners made progress from their prior levels of attainment in literacy and numeracy during the session. Staff made effective use of assessments and their shared understanding of standards to make increasingly accurate professional judgements about how well children and young people were learning and progressing. All children were supported in their learning across the curriculum and a wide range of data informed a variety of interventions aimed at addressing specific needs across wellbeing, literacy and numeracy.

HEALTH AND WELLBEING DATA



The Glasgow Motivation and Wellbeing Profile (GMWP) was used to gather information about every pupil from P3 to P7. With guidance from the Nurture teacher, all pupils completed a short digital survey with a range of questions about their wellbeing and the responses were used to generate charts (example above) for whole classes and individual pupils. The Nurture teacher identified trends from the responses and identified specific groups of children for targeted interventions aimed at improving aspects of their wellbeing. The data showed that all children who were part of the Wellbeing Boost groups were experiencing improvements in some or all aspects of their wellbeing following the intervention.

Children in P4-7 were able to benefit from a range of lunchtime clubs which were on offer throughout the year. Across P4-7, 83% of children signed up for a lunchtime club. Children who attended clubs were very positive and responded well to the learning activities offered.

Club	P4-7 (116)		P4	P5	P6	P7
	Total chn signing up	% of P4-7				
Chess	23	20%	28 children	1 did not sign up for any lunchtime club = 3.5%	96.5% signed up for a club	
Choir	13	11%				
Drawing	18	16%				
Film Club	41	35%	30 children	7 did not sign up for any lunchtime club = 23.3%	76.7% signed up for a club	
Just Dance	36	31%	28 children	1 did not sign up for any lunchtime club = 3.5%	96.5% signed up for a club	
Mindfulness	36	31%				
Origami	56	48%				
Reading	8	7%	30 children	6 did not sign up for any lunchtime club = 20%	80% signed up for a club	
Scratch/Coding	18	16%				
STEM	33	28%				

We have further broken this data down by class, including SIMD and FME, enabling us to target specific groups of children or individuals who did not choose to sign up for a Lunchtime Club. We will be able to look at the variety of clubs on offer to ascertain if we need to focus on different areas or offer different choices next year to promote increased uptake with the aim of having at least 90% of children attending a club next session.

ATTENDANCE DATA

A locally identified aim for health and wellbeing, to be measured using local datasets: Attendance - Primary						Stretch Aims and Annual Trajectory			
Year	2019	2020	2021	2022	2023	23/24	24/25	25/26	
Overall Level	93.4%	93.8%	95.1%	92.2%	90.1%	92%	Actual: 92.49%	93%	94%

Over time, attendance data shows that attendance levels decreased since 2021. This session however, year-to-date figures in May showed an increase to above 92% which is in line with the targets set for the school by the local authority. Equity data showed a poverty related gap between the average attendance of children living in SIMD 1/2 and those in SIMD 9/10. Children in receipt of Free School Meals had an attendance average of 82% - 10% below the school average. The school will continue to address this gap through the use of Pupil Equity Fund (PEF) as well as SEF support from the local authority.

NUMERACY ATTAINMENT

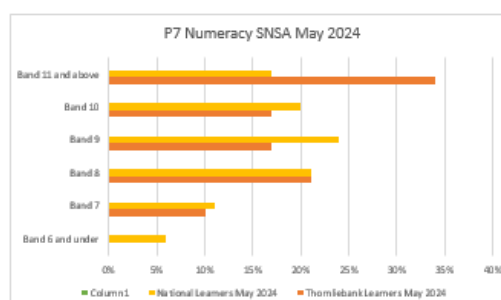
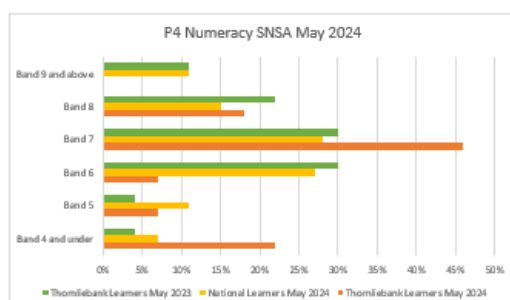
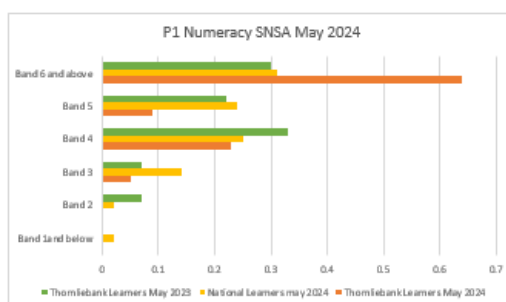
Achievement of Curriculum for Excellence Levels: P1,P4 & P7 Combined: Numeracy						Stretch Aims and Annual Trajectory		
Year	2019	2020	2021	2022	2023	23/24	24/25	25/26
Overall Level	92.1%	*	75.6%	65.9%	74.7%	75% Actual: 76.8%	77%	80%

Combined achievement of Curriculum for Excellence Levels at P1, 4 and 7 in Numeracy showed a slight increase of 2.1%, meaning that the ERC target for 23/24 was achieved. Approaches to raising attainment in Numeracy will continue into next session, including the development of consistent pedagogical approaches, intelligent use of data and school, cluster and local authority moderation activities.

Standardised Assessment Results 2023 Numeracy				
Class	P3	P5	P7	Combined
Overall Score	90	88	87	88

Standardised Assessment Results 2024 Numeracy				
Class	P3	P5	P7	Combined
Overall Score	82	91	95	89

ERC Standardised Assessment results for P3, 5 and 7 in Numeracy show fluctuation at each stage but a small increase of one point in combined scores. Results across the stages highlighted an average poverty related attainment gap of 8 points between children living in SIMD 1/2 and SIMD 9/10. The school will continue to address this gap through the use of Pupil Equity Fund (PEF) and SEF support from the local authority.



Scottish National Standardised Assessment (SNSA) results for P1 Numeracy showed that in May 2024 95% of learners were in Bands 4 to 6 and above, a notable increase of 12% from the previous year. This was also considerably higher than the national data which showed that 80% of learners were in Bands 4 to 6 and above. Staff administering the P1 Numeracy SNSAs noted that the majority of children were adept at using a range of strategies to approach and solve calculations and word problems. This can be at least partially attributed to the positive engagement with the SEF support that has been offered throughout the year including signposting to resources, team teaching and CLPL sessions.

P4 SNSA Numeracy results showed that in May 2024 64% of learners were in Bands 7 to 9 and above – a 1% increase from 2022/23. Nationally, 54% of learners were in Bands 7 to 9 and above.

P7 SNSA results were very good, with 34% of learners in Band 11 and above compared with 17% nationally, and 68% of learners in Bands 9 to 11 and above compared with a national figure of 61%.

LITERACY ATTAINMENT

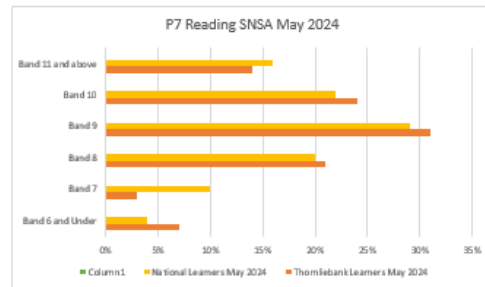
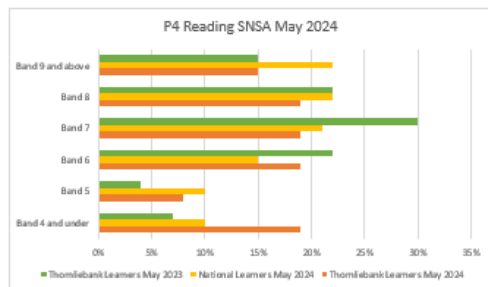
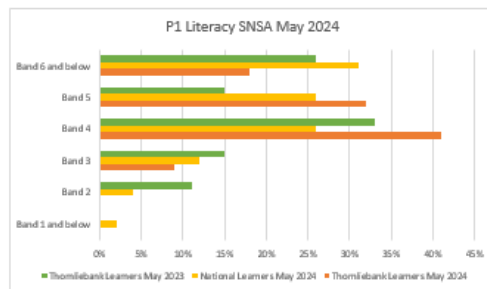
Achievement of Curriculum for Excellence Levels: P1,P4 & P7 Combined: Literacy						Stretch Aims and Annual Trajectory		
Year	2019	2020	2021	2022	2023	23/24	24/25	25/26
Overall Level	76.3%	*	80.8%	58.5%	61.4%	74% Actual: 73.2%	76%	78%

Combined Achievement of Curriculum for Excellence Levels at P1, 4 and 7 in Literacy showed an increase of 11.8% since last session. Although a significant increase, this means that the ERC target for 23/24 was not achieved, however the school will continue to strive to achieve the stretch aim of 78% by 2026. Approaches to raising attainment in Literacy will continue into next session, including the development of consistent pedagogical approaches, intelligent use of data and school, cluster and local authority moderation activities.

Standardised Assessment Results 2023				
Class	P3	P5	P7	Combined
Overall Score	92	88	89	90

Standardised Assessment Results 2024				
Class	P3	P5	P7	Combined
Overall Score	82	85	88	85

ERC Standardised Assessment results for P3, 5 and 7 in Reading showed fluctuation at each stage and an overall decrease of 5 points in combined scores. Results across the stages highlighted an average poverty related attainment gap of 1 point between children living in SIMD 1/2 and SIMD 9/10. The school will continue to address this gap through the use of Pupil Equity Fund (PEF) and SEF support from the local authority.



SNSA results for P1 Literacy showed that in May 2024 91% of learners were in Bands 4 to 6 and above – a significant increase from 74% the previous year. This was also above the national level where 83% of learners were in Bands 4 to 6 and above.

P4 SNSA results for Reading showed that in May 2024 53% of learners were in Bands 7 to 9 and above – a decrease of 3% from the previous year. Nationally, 65% of learners were in Bands 7 to 9 and above.

In P7 Reading, 38% of learners were in Bands 10 and 11 or above, in line with national figures. 69% of learners in Thornliebank were in Bands 9 to 11 and above compared with 67% nationally.

NEXT STEPS:

- Further develop and embed consistent pedagogical approaches to learning, teaching and assessment across literacy and numeracy with a specific focus on raising attainment for all
- Make best use of Pupil Equity Fund to support targeted literacy, numeracy and health & wellbeing interventions to narrow the poverty-related attainment gap
- Provide opportunities for all stakeholders to explore diversity and be empowered to challenge racism and religious intolerance

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

Thornliebank Primary School was allocated £29,400 of PEF money for session 2023/2024. This money was used to continue funding for the Equity Principal Teacher (PT) as well as an Acting PT and a part-time Child Development Officer (CDO). Each of these three staff members took on very specific remits pertaining to the reduction of the poverty-related attainment gap. Specific groups for targeted intervention were identified using trends in a variety of data with a specific focus on children living in SIMD 1-3, children registered for free school meals and children and families identified as being impacted by other poverty risk factors suggested by the Scottish Government.

Primary 1 Early Intervention

The Acting PT and CDO worked together to plan and implement targeted interventions for individual and groups of children in Primary 1. Following regular participation in the interventions, several improvements were noted across literacy learning and all the children involved in the groups had developed specific literacy skills that were identified as requiring improvement prior to the intervention.

Within the storytelling group, all children were able to listen well to a variety of texts and were able to talk about their likes and dislikes. They enjoyed retelling stories with puppets and props. Their listening and turn taking skills developed well and they were observed to be responding appropriately to questions from others. The children in the group were all able to predict what may happen next in a story and through story maps they were able to retell a story in their own words.

Children who participated in the SULP group were increasingly confident in sharing ideas within the small group. Some of the children were able to recount personal experiences and share these with others. It was identified over time that the children who found this aspect of literacy difficult would benefit from real-life experiences to develop and extend their understanding. This support will continue into next session with a view to providing experiences that the children may not have had opportunities to experience previously in order to build their vocabulary and positively impact all areas of their literacy learning.

Input focused on rhythm and rhyme resulted in an increased awareness of rhyme with all children in the group able to identify rhyming words and most being able to generate a rhyme from a given word.

Overall, P1 children who were targeted for these early intervention supports showed improvements in attainment across all three aspects of literacy, with most of the children involved achieving Early Level in Reading, Writing and Talking & Listening. Their progress will continue to be monitored as they move onto First Level experiences and outcomes in P2.

Primary 2/3 Reading Interventions

Attainment data identified a group of children in P2 and P3 who were significantly off track in Reading. These children had not yet achieved Early Level, which is started in nursery and should be achievable for most learners by the end of P1. A closer look at the data identified a number of support needs that were common across the group members. As a result, a range of interventions were planned, implemented and evaluated on an ongoing basis for these children. This included attendance support from the Equity PT, breakfast fun club four days per week, outdoor literacy learning activities, support from the school's Bilingual Support Worker and family support.

In addition to support from the school's PEF-funded staff, ERC SEF team provided additional support for some of the learners identified in P2 and P3. This included reading recovery and other specific reading interventions.

All children involved in these interventions have now achieved Early Level reading and have started to work on First Level experiences and outcomes. A few of the children have made significant progress and are very close to being back on track in terms of Curriculum for Excellence levels. Monitoring of these children's progress will continue and they will continue to be prioritised for relevant interventions if this is identified as a need.

Primary 4-7 Attendance

Attendance and attainment data highlighted a group of children across P4-7 for whom one of the main barriers to making progress in their learning was poor school attendance (below 85%). The majority of these children had been identified previously for targeted support with wellbeing, literacy and numeracy, but their low attendance rates meant they were not able to benefit fully from the planned interventions. The Equity PT had a specific focus on these children and their families throughout the year and offered a range of supports aimed at increasing attendance and subsequently improving attainment. Supports included signposting to Family First and MART, providing breakfast in school, making referrals to the school uniform bank and building relationships between families and school staff.

As a result of the support provided, almost all of the children in the targeted group had improved attendance from the start of the year and their teachers stated that they were more engaged in the life of the class as a result. All children have made progress in their learning with some making considerably more progress than in previous years.

WHAT IS OUR CAPACITY FOR CONTINUOUS IMPROVEMENT?

The capacity for continuous improvement across Thornliebank Primary School, Nursery Class and Bun-sgoil Ghàidhlig Thornliebank is very good. We are well placed to achieve further improvement due to the shared vision and direction, the strong ethos and the 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.

NATIONAL IMPROVEMENT FRAMEWORK QUALITY INDICATORS

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