



Thornton Primary School and Early Learning Centre

Standards and Quality Report Achieving Excellence and Equity

Context

Setting/School Roll (including ELC/ASC)	Current School Roll: 169 Current ELC Roll: 37 Our ELC operates 49 weeks of the year, morning sessions 8.00 am until 12.40 pm and afternoon sessions 1.20 pm until 6.00 pm			
FME	36.7%			
SIMD Profile for establishment	2.0			
Attendance (%)	Authorised	4.53%	Unauthorised	6.07%
Exclusion (%)	0%			
Attainment Scotland Fund Allocation (PEF and SAC)	£81,000			

Our School Vision

At Thornton Primary School and Early Learning Centre we aspire for all learners to reach their full potential by experiencing high quality learning and teaching. Our school motto: "*Express to Success*" reflects our aspiration that all of our learners and community are inspired to continue their individual journey to success.

Our School Values

- Ambition
- Included
- Kind
- Respect
- Safe

Our School Aims

- To provide a nurturing ethos within a safe, welcoming environment where everyone is valued, having a sense of pride and ownership of our school.
- To provide an appropriate curriculum for our learners that will allow them to play an active part in society through the delivery of a broad and balanced curriculum with continuity and progression. This enabling our learners to become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.
- To provide an equity of experience and opportunity to ensure all learners are able to fulfil their potential which equip our learners with the skills, knowledge and attitudes for learning, life and work
- To actively promote partnership with parents and the wider community that works together, shows respect and responsibility and values diversity.

Improvement Priority Session 2022 – 2023

Priority 1

- To support the health and wellbeing of all pupils within the Auchmuty HS Cluster
- Create a consistent measure of wellbeing to identify pupils who require intervention support
- Work together across cluster schools to share good practice and appropriate wellbeing
- Use current attendance data to identify target groups of pupils who require interventions

NIF Priority

- Improvement in children and young people's health & wellbeing

NIF Driver

- Assessment of children and young person's progress

HGIOS 4 Quality Indicators

HGIOELC Quality Indicators

- 2.4 Personalised support
- 3.1 Ensuring wellbeing, equality and inclusion
- 2.5 Family Learning

Has this priority been:
(please highlight)

Fully
Achieved

Partially
achieved

x

Continued into next
session

Progress:

Through learning activities, assemblies, the HWB curriculum and planning for individual children, linking to child protection and GIRFEC, awareness of the Wellbeing Indicators has increased across the school and nursery.

Two members of staff have been identified as Kitbag Champions for our school. They have led training refresher sessions ensuring that all staff are trained. Almost all pupils have had experience of using Kitbag this session, either as a whole class, within a group or individually.

All staff have taken part in training around the Emotions Works programme as a tool to support emotional wellbeing across our school and ELC. Emotion Works lessons have been delivered in all our classrooms. In the ELC children are aware of the symbols used within the emotion works programme and these are used alongside the ELC's approach to Kitbag.

Staff in the nursery setting visited the Kitbag festival and then followed this up with a visit to Duloch ELC to find out how they are using Kitbags in their setting. The focus for kitbags in ELC has been around identifying the colours and labelling them with an emotion. Children have been using the 'Colour Monster story' to help their understanding of this. Also, within the room an area has been set up with a emotions house. As children are coming into the ELC setting, children will choose their doll and put their doll into the the colour of room which responds to their current emotion, within the emotions house.

A member of staff has targeted P7 children in a programme based on 'Ours Girls Can'. Our programme 'Together we can' included boy and girls, who were identified as needing support with physical and emotional wellbeing. This group met on a weekly basis and offered an alternative PE activity for these targeted learners.

All staff are aware of The Promise and have taken part in Trauma informed practice training this session.

The Senior Leadership Team have reviewed the attendance procedures and processes to inform new guidelines and have ensured that all staff are fully aware of their roles and responsibilities. SLT have monitored attendance and tract trends across the school year using data from Power BI.

Impact:

In most classes the wellbeing indicators are integrated into the language of learning in lessons. All children are exposed to the wellbeing indicators, linking them to the UNCRC in assemblies. As a result, a majority of children can discuss the wellbeing indicators and their meaning.

Most of the children are aware of Kitbag and how it can be used to help their emotional wellbeing. However, due During pupil focus groups children talked positively about using these. However, due to staff absences and industrial action, although actions and tasks have been undertaken there is no quantitative data to show how these have helped improve wellbeing for learners.

In ELC most children are able share their emotions and how they are feeling with each other and staff members using 'The Colour monster Story'. A few children throughout the ELC session will revisit the Emotions house and move their figure to correlate with their current feelings, using communication tool with staff.

Emotion Works is evident in all classes, with learners engaging in learning around the first 4 cogs so far. During restorative conversations with children, most are observed using the language of Emotion Works cogs they are familiar with. Almost all staff engaging in restorative conversations with children use the Emotion Works language to support dialogue.

In a few classes 'Fix it folders' have been trialled using symbols to facilitate these conversations. Almost all children who have participated in restorative conversations using 'Fix it Folders' are demonstrating clearer understanding and ability to share their emotions and recognise actions and strategies to support them in the future.

The targeted P7 'Together we can' group, meet weekly and conducted pre and post surveys. 3 out of 7 children reported improved physical wellbeing and improved self-esteem after taking part in the group, including enjoying taking part in PE sessions. 5 out of 7 children reported that they felt their emotional health and their resilience had improved.

In raising awareness of 'The Promise' and revisiting 'Trauma Informed Practice' with all staff, all children who are care experienced or have been affected by Trauma have developed positive relationships with key members of staff. Most staff are using their learning from these inputs to adapt the nurturing approaches and learning environment to support children who display distressed behaviours as a result of trauma. Additionally these children have been involved in creating safe spaces throughout the school – calm corners in classrooms and a quiet sensory room space. All identified learners who require access to the sensory space or calm space have benefitted from using this and have been able to regulate their emotions more quickly than before, meaning they can return to learning quicker.

Attendance in our school has increased to 89.35% compared to 86.5% in 2021-22. Unauthorised absences have also decreased from 7.7% in session 2021-22 to 6.07% this academic year. The school has worked towards meeting the stretch target for attendance given by the local authority, in the months of August and September the school was above the target. However, in October the school re-enrolled children from the travelling community which had a negative effect on attendance. Therefore, the school has not managed to reach that stretch target due to this and a variety of different reasons which include: significant winter illnesses in November and December 2022, the change to the Easter Holidays.

Next Steps:

- Ensure that Wellbeing indicators are linked to the HWB curriculum, and that children continue to be familiar with the language used within the Wellbeing indicators and what they mean to them in school, at home and in the community.
- Continue to use Kitbag across the school and ELC and achieve Kitbag ambassador school status by the end of 2023.
- Continue to roll out the Emotion Works programme across the school, exploring the last remaining cogs and embedding the ones the children have already become familiar with.
- 'Fix it Folders' will be rolled out across the school.
- In the ELC, staff will create 'Colour Monster Bags' for children and their families to use at home to initiate and develop further conversations about emotions.

Priority 2 –

- All staff, pupil and parents are fully involved in the life and work of the school.
- Staff support parents/carers to actively engage in their children's learning, attainment and achievement
- Pupil participation is a strong feature of our approach to self-evaluation and continuous improvement

NIF Priority

- Closing the gap between the most and least disadvantaged children and young people
- Improvement in attainment, particularly in literacy and numeracy

NIF Driver

- Parent/Carer Involvement and engagement
- School and ELC leadership

HGIOS 4 Quality Indicators

HGIOELC Quality Indicators

- 1.1 Self-evaluation for Self-improvement
- 2.5 Family Learning
- 2.7 Partnerships

Has this priority been: (please highlight)	Fully Achieved	x	Partially achieved		Continued into next session	
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Progress:

Learning and achievements are now shared with home across all classes and ELC. Primary 1-3 share through SEE-SAW and P4-P7 through SWAY.

Opportunities for families to attend school events, share in learning opportunities and find out about their child's learning have been scheduled throughout the school year.

Nursery families have had the opportunity to participate in Bookbug sessions this year. Due to not currently having a member of staff trained the ELC have been unable to run PEEP sessions for families, currently there is a waiting list for this training.

Nursery have relaunched Stay and Play, special events and celebrations this session for parents, and families to involve them in the learning with ELC. We also specifically celebrated Grandparents day by inviting them in for a special Stay and Play.

Pupil Voice groups have restarted and been revamped to ensure pupil participation in improving our school and outcomes for learners. The groups that have reformed this year are: House Captains, Pupil Council, Eco Council, Rights Respecting Group, JRSO, DYW Group, Digital Leaders and Sports Committee.

The school has revised the school house system, there is still 4 houses. However, children can collect tokens for achievements and following the school values. An extra special 'Golden Token' has also been introduced for extra special achievements that go above and beyond expectations. Each class has a house token collector box within their classroom. Whilst in the main hall, there is a large house display and collector box where tokens are displayed visually allowing all to see each houses progress. Each term the winning house of the term has been awarded with a reward for all pupils within the winning house.

Within the ELC, staff confidence in extending children's learning through the use of Learning Walls has increased. Learning walls with children's ideas and input are evident in our nursery.

Impact:

Almost all families engage in Seesaw is currently and all feedback from parents has been positive. They report that they feel more involved in their child's learning and are more aware of what their child is learning in class. Almost all children in P4-P7 have enjoyed making their SWAYS to share their learning with their parents. Most parents have given positive feedback, however parents with younger siblings have reported that SEE SAW is better for sharing the learning.

During school and ELC events, most children have at least 1 member of their family attend. Positive feedback has been given from all families that attend these events and they have enjoyed the opportunity to learn more about their children are learning in school and in the ELC. Feedback from a few parents has been that a school calendar with the events for the full academic year would be helpful for those parents who work to ensure they can attend events in the future.

A few ELC families have participated in Bookbug sessions this year. Feedback collated from the group showed that 80% of the families involved felt that their child enjoyed the group and would attend again in the future.

Pupil Voice groups have started to led improvements across the school.

House Captains have run House events allowing pupils to collect tokens for their houses and have helped revise and run the house point system in school. The impact has been almost all children have participated in collaborative activities across stages, allowing them to develop their skills in becoming an effective contributor and confident individual.

Pupil Council members have been able to help led changes in the playground, ensuring activities are on offer at lunchtimes to make lunchtime more fun. This has led to a decrease in playground behaviour incidents and fewer incidents requiring SLT involvement.

Members of the Eco Council have developed their action plan. They have been focusing on improving litter in our playground and have also organised a successful book swap event to encourage recycling and reusing of books. Feedback from this event was really positive with most children bringing and swapping a book.

The Rights Respecting Group have been working on their action plan to achieve Silver status, and have been working on educating and reminding the classes about the rights. Each month there has been a termly focus on one right across the whole school and ELC. Most children have an understanding of their rights and can discuss these.

Members of the JRSO group have been working alongside Marta Ramage to update the School Travel Plan, they mapped out journeys of our pupils and attended the JRSO conference at the Rothes Halls. Our School Travel Plan is now complete and will be implemented from August 2023.

The DYW Group has promoting the skills for life and work across all classes. Each week a different skill has been the focus across all schools. This has led to most children being able to use this language when discussing their learning and linking this to the skills for life and work.

Learning walls and floor books have further developed children’s interests in the ELC. Children’s interests have also been further developed through visits and experiences, for example children showed an interest in dinosaur bones and staff developed this further by taking a group of children to the museum.

Our Digital Leaders and Sports Committee groups has had not as much impact as other groups due to staffing issues to run these groups.

Next Steps:

- Consider using SEE SAW across the whole school to share learning with parents. Or consider other ways of expanding the SWAY
- Calendar of events for the whole school year to be shared with parents at the start of the academic year
- Continue to build capacity of leadership in all pupils though opportunities such as Pupil Voice Groups including children with the ELC
- Achieve Rights Respecting Silver Award by May 2024
- Skills for Learning, Life and work to be embedded in learning and teaching through 4 part model approach
- ELC will look at further opportunities to develop parent workshops on topics such as healthy eating

Priority 3 –

- Develop our approaches to supporting all learners with learning, whether this be a specific learning difficulty, provide additional challenge to more able children and general supports and aids across all learning areas.

NIF Priority

- Placing the human rights and needs of every child and young person at the centre of education
- Closing the attainment gap between the most and least disadvantaged children and young people.

NIF Driver

- Assessment of children and young person’s progress
- Teacher Professionalism

HGIOS 4 Quality Indicators
HGIOELC Quality Indicators

- 2.4 Personalised Support
- 3.1 Ensuring wellbeing, equality and inclusion

Has this priority been: (please highlight)	Fully Achieved		Partially achieved		Continued into next session	x
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Progress:

A few actions and tasks from this priority have been started this academic year, however due to staff absences and industrial action these have not progressed as far as expected.

A member of staff is leading a group of children in our Rights Respecting pupil voice group. The staff member has led staff development sessions with a refresher to staff about the UNCRC. In all classes, all pupils were involved in refreshing their class charter to reflect the rights of the child in line with the UNCRC. Every month, a different right has been selected as a whole school focus.

In order to support the inclusion of all learners within our classes, all teaching staff have engaged with the CIRCLE framework, nursery staff have engaged with the Up, Up and Away framework. Staff have used the CIRCLE audit tool to identify improvements to their classroom environment.

Learners requiring specific support to increase their attainment in literacy or numeracy have had targeted interventions across the session from a teacher funded through Pupil Equity Funding. Children have also been supported with their emotional wellbeing in small groups with Pupil Support Staff or the teacher.

The school has begun to develop a sensory room this year, to support learners who require support during the school day. Children who access this space were also involved in the decision-making process, of which equipment to select.

Impact:

Overall for this priority there has been little impact evident on the learners and classroom practice due to staff absences and industrial action.

UNCRC and Rights Respecting Schools has allowed all learners in all classes to be aware of the UNCRC and their rights. All children were involved in revisiting their class charters and realigning them with the UNCRC. The majority of children are able to talk about their rights. In all classes links to learning are made to UNCRC where appropriate and the rights of the child are displayed in every classroom and other appropriate areas of the school.

Through staff twilight sessions and INSET days, all staff have started to engage with CIRCLE framework. ELC staff 'Up, Up and Away', although this is still work in progress, staff have managed to carry out an audit of the learning environments, considering the following elements; the physical elements, the social environment and structures and routines. This has allowed all staff to consider all learners and help them set up more inclusive classrooms. In all classrooms, there is now a calm corner where children can access space to have a break from learning when required.

Targeted groups of children have received intervention to improve their attainment in literacy this year. In September 2023, 8 children from P4 were selected for targeted input as their reading ages were below their chronological age. By April 2023, 62% of this targeted group have now closed the attainment gap, reaching their chronological age in reading or beyond. All of these learners closed the attainment gap in their reading age by at least 1 year and 2 months to 4 years and 4 months. Other learners within this group although still behind their chronological age for reading still managed to close their own gaps from between 8 months to 1 year and 9 months.

Next Steps:

- This priority will be continued into Session 2023-2024 to allow further actions and tasks to be undertaken and to ensure evidence can be gathered and impact measured.
- Continue to use the CIRCLE framework and Up, up and away to develop universal approaches across the school and ELC.

Attainment of Children and Young People (Primary and Secondary)

The attainment for Thornton Primary is lower this year compared to last years cohort of P1, P4 and P7 learners.

A factor to consider is the children from the travelling community (GATE) re-enrolling within the school after leaving during the COVID-19 pandemic. This group of children account for 9% of the school roll. Last session, 2021-2022 this was group was only 4 % of the school roll. In the current group of GATE learners, only 31% of these children are on track.

Stage	Reading	Writing	Listening and Talking	Numeracy
P1	75%	71%	79%	79%
P4	83%	66%	76%	73%
P7	78%	72%	91%	67%

Overall Attainment for 2022 - 2023		
	Literacy	Numeracy
P1	71%	79%
P4	66%	73%
P7	72%	67%

Literacy		Numeracy	
Stretch Target	Actual	Stretch Target	Actual
69.3%	69%	74%	72%

Evaluative statement of attainment over time.

Most children are making good progress from their prior levels of attainment in literacy. By the end of P1, most of the children achieve early level in reading, writing, talking and listening and numeracy. By the end of P4, a majority of children achieve first level in reading, writing, talking and listening and numeracy. By the end of P7, majority children achieve second level in reading and talking and listening.

Attainment in P1 reading and writing has improved this year compared to last years cohort. However, numeracy attainment has slightly decreased.

Attainment in P4 has increased in reading and decreased in other areas, writing, listening and talking and numeracy this year. We have targeted support in reading and writing at this stage which has helped decrease gaps in attainment in writing and reading and increased attainment overall in writing from 76.9% in 2021-2022 to 83% this year.

Attainment in P7 has increased in reading and listening and talking. It has decreased slightly in writing and numeracy. Listening and Talking in particular has increased from 77.4% in 2021-2022 to 91% this session.

The stretch target for Literacy for 2022-23 was 69.3%, the actual attainment achieved across P1, P4 and P7 was slightly lower at 69%. This is a similar picture with numeracy, the given stretch target was 74%, however across P1, P4 and P7 our actual attainment in numeracy is lower at 72%.

Across the school there needs to be a focus on attainment in writing in session 2023-2024. Specifically, with the current P1, P3, P4 and P6 cohorts. Targeted support in numeracy also is required in the current P3, P4 and P6 cohort.

Evidence of significant wider achievements

In P6, 5 children have been successful learners by winning the Fife Euro Quiz. The successful team then went to represent Fife at the McEwan Hall in Edinburgh, where they competed with winning school teams from other local authorities. The skills the children have gained from this is: independent learning skills, confidence and team work.

P7 children have been confident individuals by organising and running the school Christmas Fair. The children used their creativity skills to create games for our pupils and families to take part in. The children also had to ensure they were organised for the event and used good communication skills. Children made links with businesses in the local community in order to have donations of prizes for their stalls. A group of children from the after-school craft club also made items to sell at the fayre, whilst all the classes also contributed by making items to sell. Overall the children managed to raise £880 for school funds.

Throughout the year, individual children have been responsible citizens by taking part in various fundraising for charity in their own time. They have taken part in events such as Race for Life and Fife Pretty Muddy 5K. These children were awarded with certificates and special golden house tokens for their efforts.

Our P4 and P6 children had an opportunity to develop their skills for work through a joint enterprise project they organised and made a business called 'Tutti Frutti'. They made links with local food businesses to ask for donations of fruit. The children all made fruit salads and smoothies and sold them during a morning to the rest of the school. They raised just over £100 for playground resources.

Various groups of children have participated in sports tournaments across the cluster representing our school, these sports have included; football, netball and golf. Children have developed their own skills in team work, taking ownership, connecting with others and contributing.

All children, across the school helped support our Local Foodbank this session by collecting bags for the food to be collected in.

Links with the local pensioner hut and bowling green have been further strengthened this session through children and staff in the ELC. Children have been visiting the pensioner hut and some of the pensioners have come to volunteer at the end of term celebration.

Feedback from External Scrutiny

Learning Partnership: Strengths and Areas for Improvement

In March 2023, a group of Headteachers and a Quality Improvement officer visited the school during their visit they saw the following:

Strengths

- Positive relationships were evident across the school and in all classes visited.
- Pupils were able to discuss the recent work around Emotion Works, the life and ethos of the school and the opportunities they have been involved in through pupil voice.
- In all the lessons observed, most learners were motivated and engaged well in their learning. In all classes a range of learning opportunities was evident to engage learners.
- In the best examples of the lessons observed, children were appropriately challenged in their learning. There was clear differentiation and appropriate use of resources.

- Most of the learning environments across the school were used well within the classrooms.
- A rich core provision is in place across the nursery. Literacy, numeracy and health and wellbeing were evident across all the core provision indoors and outdoors.
- All learners were engaged within the nursery setting and were supported appropriately by all staff within the setting.
- Learner's voice was strong in the nursery.
- Planning for learning is clearly responsive to the children's interests.
- Learning was evident through planning and children's individual PLJs. PLJ's were detailed with quality observations.

Areas for Improvement

- Continue to develop staff confidence around the moderation cycle, specifically focusing on; co-construction of learning intentions and success criteria, effective questioning, challenge and differentiation and feedback.
- Further develop opportunities for play within the classrooms and develop the playground area.
- In the nursery, staff will provide opportunities for family learning

PEF Evaluation/Impact

Targeted Interventions

- To raise attainment in P2 & P6 writing by 20%. P2 from 60% to 80% and P6 50% to 70% by Dec 2022. Focus on grammar, punctuation and structure.
- By June 2023, all identified pupils for nurture intervention will have improved wellbeing, their barriers to learning will have been reduced
- By June 2023, all children within our school will be able to use Emotion Works language to help regulate their emotions and recognise the emotions of other
- By June 2023, 21 identified children will be within their expected age-range for Reading – P2 (8), P3 (5) and P7 (8).

Progress:

Baseline assessments in writing were undertaken for identified learners in P2 and P6 at the start of the year. These were followed up throughout the year with further assessments to check progress.

Learners in P2 and P6 were given extra support in writing from staff funded through Pupil Equity Funding. Although due to staff absence and industrial action not as much progress as expected as been achieved especially with the P6 year group.

Identified pupils in P7 have taken part in 'together we can' on a weekly basis with the classroom support assistant. This group has worked on building resilience and confidence. Other planned groups have not progressed as expected once again due to staff absence and industrial action.

The Emotion Works programme was purchased with Pupil Equity Funding. All classes are using Emotion Works to support wellbeing. So far, all children have now learned about the first 4 cogs.

Baseline assessments for reading were undertaken for identified learners in P2, P3 and P7 at the start of the year. These were followed up later in the year to check progress.

Impact:

In P2 writing attainment has been raised from 60% in the previous year to 90% this session. Children have benefited from extra phonics and writing intervention. In the group of targeted learners, the majority of children are now on track. In P6 there has been no impact on writing attainment due to difficulties with staff absence.

The targeted P7 'Together we can' group, meet weekly and conducted pre and post surveys. 3 out of 7 children reported improved physical wellbeing and improved self-esteem after taking part in the group, including enjoying taking part in PE sessions. 5 out of 7 children reported that they felt their emotional health and their resilience had improved.

Emotion Works is evident in all classes, with learners engaging in learning around the first 4 cogs so far. In discussions with children about incidents or when something has gone wrong, most learners are able to consider the Emotion Works cogs around behaviours, triggers, body sensations and emotion words and can use these to explain their own feelings.

In P2 reading attainment has been raised from 60% in the previous year to 95% this session. Children have benefited from the opportunity to be in a small group and receive extra input in phonics and blending. In the group

of targeted learners, most of children are now on track with their reading attainment. In P3 reading attainment has not improved, this is due to difficulties with staff absence. In P7 reading attainment has been raised from 74% in the previous year to 78% this session.

School/Setting Name: Thornton Primary School and Early Learning Centre

NIF Quality Indicators (HGIOS 4) School Self- Evaluation				
Quality Indicator	2020 -2021	2021- 2022	2022-2023	Inspection Evaluation <i>(since August 2022)</i>
1.3 Leadership of change	GOOD	GOOD	GOOD	
2.3 Learning, teaching and assessment	GOOD	GOOD	GOOD	
3.1 Ensuring wellbeing, equity and inclusion	GOOD	GOOD	GOOD	
3.2 Raising attainment and achievement	GOOD	GOOD	GOOD	

NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)				
Quality Indicator	2020 -2021	2021- 2022	2022-2023	Inspection Evaluation <i>(since August 2022)</i>
1.3 Leadership of change	Good	Good	Good	
2.3 Learning, teaching and assessment	Satisfactory	Good	Very Good	
3.1 Ensuring wellbeing, equity and inclusion	Good	Good	Very Good	
3.2 Securing children's progress	Satisfactory	Good	Very Good	

Care Inspectorate (within last 3 years)	Grade (if applicable)		
	2020 -2021	2021- 2022	2022-2023
Quality of care and support			
Quality of environment			
Quality of staffing			
Quality of leadership and management			

Headteacher: Emily Tall