



## ***Thornton Primary School and Early Learning Centre***

### **Standards and Quality Report 2023-2024** ***Achieving Excellence and Equity***

#### **Context**

<b>Setting/School Roll (including ELC)</b>	Current School Roll: 158  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					
<b>FME</b>	29.8%					
<b>SIMD Profile for establishment</b>	3.7					
<b>Attendance (%)</b>	<b>Overall</b>	<b>11.55</b>	<b>Authorised</b>	4.30	<b>Unauthorised</b>	7.23
<b>Exclusion (%)</b>	0.01					
<b>Attainment Scotland Fund Allocation (PEF and SAC)</b>	£81,000					
<b>Cost of the school day statement</b>	<p>At Thornton PS &amp; ELC, we are consciously aware of the cost of the school day and how this can impact on our children and families. We try our very best to reduce costs for families and have successfully done this in the following ways:</p> <ul style="list-style-type: none"><li>• We subsidise school residential trips and aim to provide free or reduced cost class trips with access to grant funding from Middle Balbeggie Wind Farm Ltd.</li><li>• We access local authority minibuses allowing us to transport children to and from different events for free.</li><li>• We have launched a 'Uniform Swap Shop' that allows families to swap pre-loved uniform.</li><li>• We have our Fareshare community larder that offers cost price food to our families and local community on a "no profit basis". This is regularly accessed by families and locals.</li><li>• We have encouraged families to buy non-branded uniform as a lower cost to them.</li></ul>					

#### **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 –**

- Develop a shared understanding of standards and expectations of achievement of a level across all cluster schools, with a particular focus on attainment in P4 and Early Years, to raise the attainment of all our learners and in particular our most disadvantaged children and young people.
- Initial focus on the moderation cycle before a focus on literacy- based on the NSA P4 data and Early Years ELIPS.
- **Thornton PS: Develop a shared understanding of the learning, teaching and assessment of writing in order to raise attainment in writing for all learners, in particular children in P4, P5 and P7**

<u>Directorate Improvement Plan</u> Equality & Equity Achievement	<u>HGIOS 4 Quality Indicators</u> <u>HGIOELC Quality Indicators</u>
	1.2 Professional engagement and collegiate working 1.3 Strategic planning for continuous improvement 2.4 Personalised Support 3.2 Raising attainment and achievement

Has this priority been: (please highlight)	Fully Achieved	Partially achieved	Continued into next session
			<input checked="" type="checkbox"/>

#### **Progress:**

All teaching staff attended the Cluster INSET training on “What is in a level?” to support teacher judgements of pupils’ attainment.

All teaching staff attended the Cluster INSET training on the 5 pillars of reading

All Pupil Support Staff attended Cluster INSET training on supporting the development of children’s reading.

Using P7 NSA data, the cluster PT worked with targeted children to raise their attainment in reading.

All nursery staff attended Cluster INSET training on early reading skills. A group of targeted children were identified using eLIPS data. All staff have undertaken a practitioner enquiry to raise attainment in children’s early reading skills in the nursery. A group of targeted children were identified as needing further support to identify initial sounds, staff targeted these children using a universal approach and intentional promotions in their learning.

Throughout the year family learning sessions were delivered to promote the importance of reading to children by their parents.

All teaching staff have been involved in reviewing existing writing approaches and resources leading to the development of a shared writing framework in term 4, based on Fife’s Writing Assessment Pack. A member of staff has created self and peer assessment placemats to be used across all stages in order for children to assess their own writing. This has been shared with all

staff. In all classrooms an agreed format of a writing toolbox is displayed to support learners with the tools for writing

Using our additionality teacher, learning support teacher and the cluster PT, children in P4, P5 and P7 were targeted to raise their attainment in writing in term 3.

All teaching staff have engaged with the new Fife Writing Assessment Pack to assess and moderate writing across stages.

All teaching staff have agreed a shared expectation for all lessons using a 4-part model framework for teaching and learning. The agreed format has been made into a Whiteboard for use within almost all lessons moving forward.

Six members of the teaching team attended local authority training for Steven Graham to learn about his approach to writing.

**Impact:**

As a school we have an increased confidence in our CfE declarations made for all children with most teachers using assessment data to support this. During planning and tracking meetings, most staff can identify gaps in learning which has led to early intervention groups targeting literacy, numeracy and health and wellbeing.

In all classes a targeted learner or group of learners has made good progress in their reading following all teaching and ELC staff engaging in a practitioner enquiry to raise attainment in reading using the methodology shared during the 5 pillars training. All teaching and ELC staff shared their findings of their practitioner enquiry at the February INSET, allowing staff to learn from each other about different strategies that they could try within their own classrooms to help aid children's reading attainment. One strategy, Choral reading has been a success across the school and has raised the confidence in reading aloud in almost all learners that have been taught in this way.

Using evidence from class observations and from feedback from PSA staff, there has been an increase in confidence when supporting children to develop their reading skills. Most children that have been supported by PSAs in small groups to support reading have increased their fluency and decoding skills. Almost all children within these reading groups have increased their confidence in reading aloud due to PSA and teacher staff using the choral reading approach.

By March 2024, all P7 pupils who worked with the cluster PT in a targeted group (4 pupils) to raise attainment in reading met the target set regarding text elements across 3 text types. All pupils have increased their accuracy score (by at least 5%) and fluency shows progress (through choral and echo reading within the group and in class). Also, the pupils' comprehension of non-fiction texts has improved. Overall 95% of children in the P7 year group have achieved 2<sup>nd</sup> level reading by May 2024.

A group of four children from the nursery were targeted to increase their recognition and pronunciation of initial sounds. Baseline data highlighted that this group of children could not recognise any sounds and found it challenging to pronounce these properly. Through intentional promotions in the nursery which included sound of the week, I spy games, staff modelling and linking with home learning via SEESAW, most of this group have an increased recognition of initial sounds with one child independently pronouncing these sounds correctly. Another two children can now do this, with support.

The majority of nursery staff have become more aware of how to use and interpret eLIPS data. Children identified from analysing the eLIPS data have been targeted in a Speech and Language Therapy (SALT) group to receive direct input from a Speech and Language Therapist and a staff member. Eight children were targeted to increase their recognition and pronunciation of initial sounds. Jolly phonics actions were used to engage the children through games and nursery rhymes. Most children have a better pronunciation of sounds and children are eager to learn more by frequently asking staff to play the jolly phonics rhymes on the smartboard.

The attendance at Family Learning sessions offered by the staff in the ELC has continued to increase throughout this academic year. At the start of the offering 2 families attended, to now

regular attendance of up to 8 families per session. Staff have used feedback from children and families to cater the family learning to the needs and wants of the community. They have also included days where different family members have been targeted; ie Grandparents, fathers/uncles/grandads etc.

Although the strategic action of the creation of a shared writing framework, classroom toolboxes and self and peer assessment mats based on the Fife Writing Assessment pack has taken place, there is limited evidence of impact on learners due to the completion of this work only being implemented in all classes from May 2024. However, most teachers are feeling more confident in their approach to teaching writing and this will continue as a priority in the next academic session.

In P4, P5 and P7 the majority of children are now achieving the expected level or beyond within writing. This is an increase of 12% in the overall attainment after targeted intervention in term 3. Most learners in P7 have achieved second level in writing an increase from 47% to 80% after targeted intervention from the Cluster PT and class teacher. The majority of learners in P5 are now working within second level and are on track, with a few learners working beyond. Writing attainment in P5 has increased from 66% to 71%. Although in P4 writing attainment has remained the same at 64% after intervention, this has allowed us to identify next steps for specific learners.

Most teaching staff have an increased confidence in declaring achievement of a level/phase for their learners within their class, through engagement with the Fife Writing Assessment Pack and engagement in peer moderation sessions with colleagues.

Although the strategic action of creating a shared 4-part model framework has taken place, there is limited evidence of impact on learners due to the completion of this work only being implemented in all classes from May 2024. Emerging evidence from recent class visits in May 2024 has shown improvement in the consistency of the quality of lessons since the Learning Partnership Visit with almost all lessons observed included a sharing learning intention and success criteria. In almost all lessons feedback was given during the lesson and in most lessons a plenary was planned or observed.

#### **Next Steps:**

- Extend family learning opportunities to promote literacy at home. Using seesaw as a platform, we will promote rhyme at home through initiatives such as – rhyme of the week, stories and sign-a-long.
- Embed the agreed writing format and toolbox within writing lessons in 2024-2025, staff to have further training on PM Writing resource and Steven Graham's approach to writing.
- 4-part model will be evident in all classrooms, staff will need time to develop the children's understanding of metaskills and the language around these in Session 24/25.
- All staff will use Fife's Literacy Progression Pathways for literacy from August 2024.

#### **Priority 2 –**

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.

<u>Directorate Improvement Plan</u>		<u>HGIOS 4 Quality Indicators</u>		
Equality & Equity		<u>HGIOELC Quality Indicators</u>		
Achievement		2.4 Personalised Support		
Attendance & Engagement		3.1 Ensuring wellbeing, equality and inclusion		
Has this priority been: (please highlight)	Fully Achieved		Partially achieved	Continued into next session

#### **Progress:**

All teaching staff and pupil support staff in the school have continued to engage with the CIRCLE document this session through collegiate sessions and INSET. All teaching staff have taken an enquiry approach focussing on making improvements for one learner within their class. All classrooms have seen a continued improvement in the inclusivity of the environment through using the CIRCLE audit tools.

All staff in the Early Learning Centre (ELC) have begun to engage with Up, Up and Away during an INSET session to support learners within the ELC.

All nursery staff have been involved in the creation and review of summary of supports for identified children with the ELC setting.

In most classes' learners are benefitting from high quality universal support to ensure barriers to learning are minimised. All learners that require additional support now have individual timetables that incorporate sensory circuits and movement breaks to suit each individual learner. All staff, and a member of staff from the ELC have had training from the ASIST team to develop their understanding of children with Autism and Sensory responses.

Targeted learners have received intervention to raise their attainment from the Support from Learning Teacher, Pupil Support Assistants and the additionality teacher.

In almost all classes children are engaged in their learning and have positive relationships with their teacher and peers.

All children have had further learning about Respect Me which was delivered through assemblies and class work.

Emotionworks has continued to be developed across the school to support pupils' emotional regulation, this training has now been completed, and all teaching staff have engaged in this.

The Learning Support Teacher and Pupil Support Staff have worked with a colleague for Pupil Support Service to create a multi-purpose nurture/sensory room (The Yellow Room). Children were consulted on the space and the types of resources they wanted included. This also involved the creation of sensory boxes that are used across the school and ELC.

### **Impact:**

All teaching staff have engaged in a practitioner enquiry using the CIRCLE participation scale for an individual child to inform their own enquiry on which specific skills, supports and strategies could be targeted for the learner. This has upskilled staff in using the CIRCLE tool to support individual learners within their own classes. All staff were able to share the impact of their own enquiries to other staff during a staff development evening.

Evidence from classroom observations and feedback from the Learning Partnership show has been a continued improvement in the inclusivity of the classroom environments through using the CIRCLE audit tools. Feedback from pupil focus groups around learning environments during the Learning Partnership shared that in most classes the agreed standard resources are used within the classroom to support learning this was triangulated with evidence from class visits where it was observed that most of the learning environments across the school were used well within the classrooms.

Although the strategic action of engagement with Up, Up and Away has begun, there is very little evidence of impact as this action is ongoing and will continue into the next academic year.

All children who require additional support within the ELC setting have access to high quality provision as they all have a comprehensive summary of support in place. All staff are aware of how to support each child as these are routinely shared and reviewed by the whole staff team. This has been evidenced through playroom observations, core provision audits and audits of the planning for ELC.

In most classes, learners that require additional support are more settled and are engaging more with learning within their classroom since the introduction of individual timetables incorporating sensory circuits and movement breaks. Two learners have increased their time in the classroom from 0% at the start of August 2024 to at least 15% of the time by June 2024. For these children there has also been a noted reduction in dysregulated behaviour where they were showing heightened behaviour on a daily basis at least 3 times a day, to this now not being a daily issue and only occasionally happening during any week. For a small group of learners, the staff team around these children have worked directly with the ASIST team to ensure appropriate supports are in

place. This has allowed these learners to engage more in tasks given by their teacher and has supported these children to be able to access the classroom environment on a more regular basis. This has also impacted on reducing episodes of distressed behaviours in this group of children.

Learners in different classes have received various targeted interventions from the Support for Learning Teacher, Pupil Support Assistants and Additionality Teacher to improve their attainment in literacy. A group of 5 learners in P1 were targeted by the Learning Support Teacher and Speech and Language therapy to support their phonics, working on initial sounds, by June 2024 80% of these learners were on first level reading and writing. In Primary 4 a group of 4 learners have worked with the additionality teacher to raise their attainment in reading. By May 2024, 75% of the targeted group have achieved first level reading. Pupil Support Assistants have worked with targeted nurture groups in P1/2, P2 and P7. These children were identified as requiring additional support with their emotional wellbeing, using pupil surveys, most children involved have identified that they feel more resilient and feel that they a positive relationship with an adult who can support them with their emotional wellbeing when needed.

Feedback from the Learning Partnership in Feb 2024 highlighted that positive relationships were evident across the school. In almost all lessons observed the learning environment is built on positive and nurturing relationships. In pupil focus groups children spoke positively about their school and were proud to belong to Thornton Primary School. In a recent PupilWise survey 2024, 85% of children identified that they had a friend that they could go to if they were worried about something. The majority of children also felt that staff in school knew them really well and knew what their strengths were. In ParentWise Survey 2024, most parents reported that they felt welcome in school.

All children have engaged in the Respect Me resource this session. Data from PupilWise and pupil focus groups show that the majority of children in school feel that their concerns around bullying are listened to and action is taken. ParentWise responses show that a minority of parents agree with this statement. Therefore, there is scope to continue to develop understanding and awareness of bullying further.

Emotion Works is evident in all classes, with learners engaging in learning around the seven cogs. 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.

The creation of the 'Yellow Room' has supported children who require time for regulation or sensory/movement breaks access to a calm and inviting space where their sensory needs can be met. 10 learners access this space on a daily basis, this is either timetabled or offered as and when needed. For almost all learners within this group there has been a decrease in escalation and dysregulated behaviours, additionally when looking at the Leuven's Scale of Involvement most children have increased from extremely low levels of involvement to moderate levels of involvement on a more regular basis.

#### **Next Steps:**

- All staff in the ELC will continue to engage with Up, Up and Away in session 2024-25.
- All children will engage in further work to develop their understanding and awareness of Bullying. Families and the wider community should be included within this work in session 2024-25.
- The school will continue to ensure all learners needs are met across the school using the support framework from CIRCLE. There is a shared understanding of universal supports and individual plans are in place for those learners requiring additional supports. (QI 2.4 – August 2024)
- There will be a refreshed support for learning referral process

#### **Priority 3–**

<ul style="list-style-type: none"> <li>• All children in our ELC will have a good foundation in early numeracy and mathematics skills through accessing high quality play provision</li> </ul>				
<u>Directorate Improvement Plan</u> Equality & Equity Achievement			<u>HGIOELC Quality Indicators</u> 2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement	
Has this priority been: (please highlight)			Fully Achieved	Partially achieved <input checked="" type="checkbox"/> Continued into next session <input type="checkbox"/>
<p><b>Progress:</b> All nursery staff have had training to develop their understanding of conceptual numeracy during INSET session and meetings.</p> <p>All children in the nursery have access to high quality numeracy and mathematics opportunities throughout the ELC, indoors and outdoors. Staff have used tuff-trays to have specific numeracy focus area within the nursery.</p> <p>An identified group of children were identified through learning conversations as having gaps in their learning for number. These children worked with the nursery teacher to increase their awareness of number in the environment.</p>				
<p><b>Impact:</b> Evidence from playroom observations and Learning Partnerships visits show increasing evidence of the use of mathematical language in the ELC playroom within the nursery environment and through quality interactions with children.</p> <p>Increased staff confidence in Conceptual numeracy is evidenced through planning for intentional promotions. Audits of core provision, playrooms observations and feedback from the Learning Partnership show the promotion of numeracy is evident throughout all areas of core provision and throughout the nursery environment indoors and outdoors. To further develop children's curiosity around number and mathematics staff are in the process of creating number and mathematics boxes to aid allow staff to take the led from children around their interest in different number and mathematics concepts. These will also support intentional promotion to our learners.</p> <p>A group 15 children received targeted intervention from the nursery teacher to increase their recognition of numbers. In the initial assessment, which took place during a local environment walk only one third of the group were able to identify any numbers. The nursery team have promoted number recognition numeracy through games each week to promote children interest and extend their learning.</p>				
<p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>• Numeracy and Mathematics boxes to be completed and ready for August 2024</li> <li>• Embed knowledge of conceptual numeracy in practice further</li> </ul>				
<p><b>Attainment of Children and Young People (Primary and Secondary)</b></p>				
<p>The attainment for Thornton Primary is higher in the P7 cohort this year compared to last years P7. In P4 learners are achieving beyond last year cohort in numeracy, reading and listening and talking. In P1 learners are not attaining as well as last years cohort, except in the area of listening and talking.</p>				
<b>Stage</b>	<b>Listening and Talking</b>	<b>Reading</b>	<b>Writing</b>	<b>Numeracy</b>
	<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>Actual</b>
<b>P1</b>	<b>86%</b>	<b>71%</b>	<b>67%</b>	<b>71%</b>
<b>P4</b>	<b>93%</b>	<b>86%</b>	<b>64%</b>	<b>86%</b>
<b>P7</b>	<b>100%</b>	<b>95%</b>	<b>80%</b>	<b>75%</b>
<p><b>Overall Attainment for 2023 - 2024</b></p>				
		<b>Literacy</b>	<b>Numeracy</b>	

	Stretch	Actual	Stretch	Actual
<b>P1</b>	<b>74%</b>	<b>67%</b>	<b>84%</b>	<b>71%</b>
<b>P4</b>	<b>65%</b>	<b>64%</b>	<b>71%</b>	<b>86%</b>
<b>P7</b>	<b>63%</b>	<b>80%</b>	<b>74%</b>	<b>75%</b>

### **Evaluative statement of attainment over time.**

The majority of children are making good progress from their prior levels of attainment in literacy. By the end of P1, the majority of the children achieve early level in reading, writing and numeracy. Most children in P1 have achieved early level in listening and talking an improvement of 7% from last years cohort. By the end of P4, almost all children have achieved first level in listening and talking. Most P4 learners have achieved first level in reading and numeracy. The majority of learners in P4 have achieved first level writing by June 2024. By the end of P7, all learners have achieved second level in listening and talking, almost all learners have achieved second level writing and most children have achieve second level in writing and numeracy.

Attainment in P1 listening and talking has improved this year compared to last years cohort. However, writing attainment has stayed the same, reading and numeracy attainment has decreased (12 % decrease for writing and 8% decrease for numeracy).

Attainment in P4 has continued to increase this year by a further 3% in reading, 13% in numeracy and by 10% in Listening and Talking. Attainment in P4 writing has slightly decreased this year with only 64% of learners achieving first level writing compared to 66% last year. We have targeted support in reading, writing and numeracy at this stage which has helped decrease gaps in attainment in reading and a significant increased attainment overall in reading from 64% in 2023-2023 to 86% this year. Numeracy attainment has increased from 79% in 2022-23 to 86% in 2023-24.

Attainment in P7 has increased in all areas this session compared to last year's cohort of P7 children. Attainment in reading, listening and talking and writing has increased through targeted intervention from the class teacher and Cluster PT. Writing attainment has significantly raised from 57% in 2022-23 to 80 % in 2023-24. Numeracy attainment has also improved over the year by 5 %.

The stretch targets for literacy for 2023-24 for P1 was 74%, the actual attainment achieved was 69%. The P4 stretch target was 65% and this target was just missed by 1%. In P7 the literacy stretch target was 63% and the actual attainment was 80% in literacy. It is a similar picture with numeracy, in P1 the given stretch target was 84%, but actual attainment was lower at 71%. In P4 and P7 attainment in numeracy was higher than the given stretch target, P1 stretch was 71% and attainment was 86%. In P7 the stretch target was 74% and this was just met with actual attainment of 75%.

Across the school there needs to be a continued focus on attainment in writing in session 2024-2025. Specifically, with the current P1, P2, P3, P4 and P5 cohorts. Targeted support in numeracy is also required in the current P1, P3 and P5 cohorts. Support around raising attainment in reading should be targeting the current P1 and P2 cohorts.

### **Evidence of significant wider achievements**

There has been a wide variety of wider achievement opportunities across the ELC and School this session. All opportunities have developed a range of skills linked to the 4 capacities: Effective Contributor, Successful Learner, Responsible Citizens and Confident Individuals. Wider achievement is also linked to our school values, UNCRC and the 4 contexts of learning.

These have been shared throughout the session through newsletters, Facebook and Seesaw and celebrated through star awards, weekly wonders, kindness hearts and out of school achievement certificates which are given to children during assemblies.

Our Rights Respecting Pupil Voice Group and two members of staff are leading a group of children in our Rights Respecting pupil voice group. The group of children and staff have led assemblies and led whole school campaigns to continue their work around 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. In May 2024, the school received Silver accreditation.

There has been increased opportunities for family learning every Friday with a variety of opportunities for example Book Bug, PEEP, messy play and numeracy, feedback from these sessions from parents have shown that they are valued and parents feel that these opportunities are supportive in developing home and school links. In the Easter holidays, Nursery to P3 children were offered Family learning opportunities offered including Messy Play and Judo.

Links with the local community have continued to be strengthened this year. Children have been visiting the pensioner hut and some of the pensioners have come to volunteer at the end of term celebration. The community larder in conjunction with Fareshare is helping families in our school and local people within the community with access to affordable food.

Our P4 and P6 children had an opportunity to develop their skills for work through a joint social enterprise project they organised creating a School Uniform bank.

All children in Primary 5 participated in the Primary Engineer Competition. A learner received a highly commended award for his engineering project which was displayed at the University of Dundee

P6 children have taken part in STAMP project in conjunction with St Andrews University, all learning to play trumpets. The children participated in a show at the Rothes Halls with other participating schools.

The Eco Pupil Voice Group and two members of staff have worked really hard to ensure the school is Eco aware and their action has led to the achievement of another green ECO flag.

2 pupils represented the school at the opening of the Levenmouth Rail Link, they met the First Minister John Swinney.

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 £1577.40 for school funds.

### **Feedback from External Scrutiny**

#### **Learning Partnership/Extended Learning Partnership Strengths and Areas for Improvement**

##### **Key Strengths**

- The school has a warm and welcoming ethos. Positive relationships were evident across the school. In almost all lessons observed the learning environment is built on positive and nurturing relationships.
- Pupil focus groups spoke very positively about their school. Children are proud of their school and they spoke about their involvement in their Pupil Voice Groups to help inform and make improvements across their school. A few pupils also spoke about opportunities to lead lunchtime clubs and lead learning in their classrooms through enterprise experiences.
- In most lessons observed the newly developed writing lesson structure was being implemented. Although still in its infancy, this is beginning to show added depth to learning in writing.
- In all the lessons observed, most learners were motivated and engaged well in their learning. In the majority of classes, a range of learning opportunities was evident throughout the lessons to engage learners within their learning. In the majority of lessons,

learners understood what they were learning through a clear learning intention and learners were able to articulate what they were learning. In most lessons clear feedback and questioning was evident throughout the lesson which linked to the learning intention.

- In the majority of lessons, children were appropriately challenged in their learning. There was effective differentiation and the appropriate use of resources.
- In the majority of classrooms universal supports were evident to aid and support children with their learning. Most of the children were able to talk positively about these supports and how they are effectively used in the classroom.

#### Early Learning Centre - ELC

- The ELC is a caring, relaxing and welcoming place for all, with all children benefitting from a warm and homely environment.
- Throughout the ELC provision the environment is rich in environmental print including links to literacy and numeracy throughout. A rich core provision is in place across the ELC. Literacy, numeracy and health and wellbeing were evident across all the core provision.
- All learners were engaged within the nursery setting and were supported appropriately by all staff within the setting. During the visit most staff were involved in developing learning further through quality interactions and questioning.
- In the sample group of PLJ's there was clear evidence in all of high-quality observations and children making good progress in their learning. Children in the nursery are proud to discuss their learning and were able to share their own personal PLJ's.
- There was evidence of universal strategies to support all learners to independently access ELC provision including calm spaces, emotional check ins and Boardmaker.

#### Areas for Improvement

- A digital learning strategy needs to be developed across the school and ELC, to embed the use of technology across learning and teaching experiences across the curriculum.
- Staff should continue developing their understanding of the effective teaching of writing by engaging with Fife's progression pathways, further training on Workshop for Literacy approaches and continue developing the school's writing curriculum and how this is consistently taught across the school to raise attainment in writing. Staff should also consider engaging with Steven Graham's approach to writing.
- A shared universal framework to structure lessons would help bring consistency in teaching and learning across the school, possibly using a 4-part model approach.
- The infant stages would benefit from more opportunities to learn through play and the utilisation of the resources that are available.
- In the ELC, staff should consider the layout and flow of the playroom to ensure optimum learning in all core provision areas.

#### Consultation with Stakeholders

- All parents and carers had had the opportunity to share their views around school improvement through questionnaires, QR codes and surveys via Microsoft Forms or in person at Parents Evenings
- On-going feedback from children is gathered through regular pupil focus groups, pupil voice groups and questionnaires.
- All pupils and parents/carers have been encouraged to share their view using PupilWise and ParentWise
- Thornton Primary School has an active parent council which meets a least once a term to discuss the school.

#### How is SQR, IP and PEF Plan shared with stakeholders?

- In September IP and SQR are shared with all parents/carers through our normal communication methods using Seesaw, email, and these were added to our school website.
- Within the main entrance area of the school our School Improvement Plan is displayed and evidence added to throughout the school year. This display can be seen by all children and visitors to our school.

- Frequent newsletters share with parents/carers progress throughout session.
- Parent council meeting are given a progress update at each meeting. This is then available for all parents/carers through PC minutes.

## PEF Evaluation/Impact

### Targeted Interventions

#### Intervention 1

To raise attainment in P4, P5 & P7 writing (P4 – from 65% to 80%, P5 – from 66% to 80%, P7 – from 44% to 80%) by Dec 2023. *Focus on grammar, punctuation and structure.*

#### Intervention 2

By Dec 2023, all identified pupils for nurture intervention will have improved wellbeing, their barriers to learning will have been reduced.

#### Intervention 3

By June 2024, all children within our school will be able to use Emotion Works language to help regulate their emotions and recognise the emotions of others

#### Intervention 4

By May 2024, 12 identified children will be on track for number P4 (4), P5 (4) and P7 (4).

#### Intervention 5

By May 2024, 21 identified children will be within their expected age-range for Reading – P2 (8), P3 (5) and P7 (8)

### Progress:

Intervention 1: Baseline assessments in writing were undertaken for identified learners in P4, P5 and P7 at the start of the year. Targeted children received extra support to raise their attainment in writing from the additionality teacher, Support for Learning Teacher and Cluster PT. These were followed up throughout the year with further assessments to check progress.

Intervention 2: Various groups of pupils have been supported by Pupil Support Staff for nurture interventions, including Kitbag groups and nurture groups.

Intervention 3: The Emotion Works programme was purchased with Pupil Equity Funding in 2022-23. All classes have continued using Emotion Works to support wellbeing and they have now explored all 7 cogs in session 2023-24.

Intervention 4: Children were identified using teacher judgement, data from CFE and previous assessments to target their attainment in numeracy. However, due to staff absences there has been little progress around this intervention other than targeted teaching within the classroom.

Intervention 5: Children in P2, P3 and P7 were targeted for reading intervention. These interventions were delivered through the teaching and learning within the classroom, the additionality teacher and the Cluster PT.

### Impact:

Intervention 1: Most learners in P7 are on track with their learning with 80% of learners achieving second level writing by May 2024. A targeted group of P7 children worked with the Cluster PT to focus on report writing in term 3. By March 2024, 6/7 (86%) pupils had made progress towards the initial stretch target as evidenced through ongoing formative assessment, pupil self-evaluation using the Fife Writing Assessment Pack and co-created success criteria. The majority of learners in P5 (74%) are also now on track in their writing by the end of May 2024. Children in this year group were targeted for intervention as a whole class with the additionality teacher working directly with the class teacher to support writing in the classroom. In P4 although there has been intervention to work with children to improve their writing, there has been little improvement in raising attainment in writing this year, with still only 64% of children achieving first level writing by the end of P4. This intervention has however helped us identify children with possible literacy barriers that need further interventions to support.

Intervention 2: Pupil support assistants have supported various targeted groups of children or individual children throughout the school year. Individual children have taken part in Kitbag sessions in terms 2 and 3. Identified learners were struggling with regulating their emotions and were struggling to talk about these. All children who have been using the Kitbag have developed strong relationships with the staff member and are able to talk more openly about how they are

feeling. One child has also become a Kitbag leader in our school. Nurture Groups in P1/2, P2 and P7 have targeted children who were identified as requiring additional support with their emotional wellbeing, using pupil surveys, most children involved have identified that they feel more resilient and feel that they have a positive relationship with an adult who can support them with their emotional wellbeing when needed.

Intervention 3: Emotion Works is evident in all classes, with learners engaging in learning around all the cogs appropriate to their age and stage. 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. There has also been a decrease in the amount of children needing help from Senior Leadership Team to help them resolve issues that have arisen at break times.

Intervention 4: Although very little targeted work has taken place around this intervention, attainment has risen overall in the P4, P5 and P7 year groups. In P4, P5 and P7 most children (P4 - 86%, P5 - 78%, P7 - 75%) are on track to achieve or have achieved their expected level by June 2024.

Intervention 5: In P3, almost all learners are on track from reading. Children have benefitted from the opportunity to be in a small group and receive extra input in phonics and blending. In P7 a group of targeted learners, worked with the Cluster PT to raise their attainment in reading, almost all children in P7 (95%) have achieved second level in reading by June 2024. In P2 reading attainment has not improved, this is due to difficulties with staff absence.

### School/Setting Name: Thornton Primary School and ELC

NIF Quality Indicators (HGIOS 4) School Self- Evaluation				
Quality Indicator	2021-2022	2022-2023	2023-2024	Inspection Evaluation (since August 2023)
<b>1.3 Leadership of change</b>	GOOD	GOOD	GOOD	
<b>2.3 Learning, teaching and assessment</b>	GOOD	GOOD	GOOD	
<b>3.1 Ensuring wellbeing, equity and inclusion</b>	GOOD	GOOD	GOOD	
<b>3.2 Raising attainment and achievement</b>	GOOD	GOOD	GOOD	
NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)				

Quality Indicator	2021-2022	2022-2023	2023-2024	Inspection Evaluation (since August 2023)
<b>1.3 Leadership of change</b>	Good	Good	Good	
<b>2.3 Learning, teaching and assessment</b>	Good	Very Good	Very Good	
<b>3.1 Ensuring wellbeing, equity and inclusion</b>	Good	Very Good	Very Good	
<b>3.2 Securing children's progress</b>	Good	Very Good	Very Good	

Care Inspectorate (within last 3 years)	Grade (if applicable)		
	2022-2023	2023-2024	
<b>How good is our care, play and learning?</b>			
<b>How good is our setting?</b>			
<b>How good is our leadership?</b>			
<b>How good is our staff team?</b>			

**Headteacher: Emily Tall**