



## Thorn Primary School



# STANDARDS AND QUALITY REPORT

June 2019

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2019-2020. I hope that you find it helpful and informative.

Mrs Stephanie Hart

Head Teacher

## OUR SCHOOL

Thorn Primary is a non-denominational school serving the town centre of Johnstone. The school currently has a roll of 217 pupils and 28% of children attend the school as a result of placing requests.

The school is held in high regard by its service users and staff with almost all respondents to evaluation activities throughout the session indicating a high level of satisfaction with all areas surveyed.

We currently have 9 classes. Our Primary 1 and 2 children and some P3 learners are housed in our Play Pedagogy Base which was specifically designed to support learning through play. Primary 3 to 5 are also based in our main building. Primary 6 and our two Primary 7 classes work from our learning pods adjacent to the main building. The main building was significantly aesthetically upgraded recently, and the school has been identified as a priority for replacement as part of Renfrewshire Council's Estates Management Plan.

## OUR VISION, VALUES AND AIMS

Our Vision: Believe to Achieve

At Thorn our values help us do the **REST**:

**R**espect **E**quity **S**uccess **T**eamwork

Our aims help us to be our **BEST**:

**B**uild respectful, nurturing relationships and partnerships that help us feel happy, be safe and achieve success.

**E**ncourage one another to be aspirational in our learning and personal development and celebrate our achievements.

**S**upport the development of leadership at all levels, providing high quality teaching and learning that inspires everyone to reach their potential and develops skills for future success

**T**o create an environment for learning that is the best it can possibly be.

## SUCCESSES AND ACHIEVEMENTS 2018-19

- Miss Lawson, DHT, achieved the GTCs Standard for Headship
- Reaccreditation of Eco-flag status for 3<sup>rd</sup> time
- Introduction of stage appropriate Play Pedagogy from Primary 1 to 3
- Very successful HMIE Thematic Inspection of Mathematics and Numeracy
- Introduction of Vision & Values to the whole school community
- Progress in Silver Award for Rights Respecting Schools status
- All children have opportunities for wider achievement via My Time: Club Time
- Our school football team were joint winners of the Johnstone and Villages football league
- Our school netball team qualified for the Renfrewshire Schools Finals for the first time
- P7 raised £1500 for St Vincent's Hospice
- House Captains Charity Challenge saw pupil leaders raise generous donations for various charities
- Increase in attainment in Numeracy P1, and 7 – P7 – 90% of pupils achieving 2<sup>nd</sup> Level
- Active Schools participation increase
- Appointment of PEF PT and ASNA

## HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

### School Leadership

- All of the senior leadership team are committed to their continued professional development. Miss Lawson, DHT, achieved the SCEL Standard for Headship and Mrs Morrison (PEF PT) completed the local authority Aspiring Principal Teacher training. Mrs Hart, head teacher, continued to develop her leadership skills and capacity through Columba 1400 participation, local authority learning set and West Partnership events to increase inter authority collaboration.
- Almost all staff have taken on additional leadership opportunities to support the school. P1 to P3 staff demonstrated excellent leadership in introducing Play Pedagogy (PEF) and shared their journey at an Authority Primary Head Teacher Meeting to inspire others to consider this approach. Two class teachers became Numeracy Champions and led, alongside the Numeracy Modelling and Coaching Officer, many improvements in Mathematics and Numeracy (PEF). One class teacher led the Authority Moderation activities and another became the Digital Champion. Within the school a class teacher led the introduction and organisation of My Time which has been a great success.
- Pupil voice activities have been very good this year. As part of My Time: House Time pupils have had the opportunity to work in vertical learning groups to undertake a range of high quality activities to inform school improvement and enhance citizenship. These have included a focus on HGIOS, school self-evaluation, eco and sustainability as well as the rights of the child, wellbeing indicators and global citizenship.
- Leadership opportunities have increased for pupils as they have had the opportunity to develop and demonstrate their leadership skills through leading My Time Clubs and House Time activities.

### Teacher Professionalism

- All teaching and support staff have engaged in professional learning opportunities to develop teaching and learning in Mathematic and Numeracy and this has impacted positively on the quality of pupil experience as well as pupil attainment.
- All teachers adopted the Renfrewshire Pathways Planners for Mathematics and Numeracy and SEAL, providing a consistent approach that is evidenced as best practice.
- All staff participated in initial Renfrewshire Nurturing Relationships Approach training, increasing/refreshing their awareness of the six nurturing principles.
- All staff participated in the local authority moderation programme which developed their understanding of the Literacy benchmarks and increased their self-confidence in their professional judgement.
- A classroom assistant completed local authority professional learning course which has helped her to support learning and teaching.
- All of our P1 and 2 teachers continued to look outwards to other establishments in Renfrewshire and neighbouring authorities in relation to introducing Play Pedagogy and have supported the development of other teachers through facilitating visits to our Play Base and presenting at the Primary Head Teachers meeting. (PEF)
- All teachers have an increased understanding of pupil voice as a result of facilitating vertical learning opportunities.
- Support staff have received training on SEAL and Numbertalks and staff surveys show they feel significantly more confident in supporting learners.

### Assessment of Children's Progress

- Our Scottish National Standardised Assessments data evidences that almost all of our P1 and P7 children attained the appropriate level in Numeracy and Literacy showing we are closing the poverty related attainment gap at these stages. (PEF)
- Teacher judgement of pupil levels of attainment demonstrate an improvement in the majority of areas at P1, P4 and P7.
- Our school tracking spreadsheet helps plan interventions, including those for additional support needs, and support evaluation of impact more robustly. It also supports analysis of data to track pupil progress individually and in relation to the poverty related attainment gap.
- All teachers have improved their professional judgement in Literacy following participation in the local authority moderation programme meaning their assessments are more robust.
- Almost all children in P3-7 are setting targets for learning using See Saw and this was recognised as good practice by HMIe Inspectors during a recent Thematic Inspection for Mathematics and Numeracy.
- DHT undertook further training to conduct and analyse Scottish National Standardised Assessments (SNSA) which aids triangulation of pupil progress and attainment.
- HT completed training in the use of Education Scotland's Broad General Education Tool which has supported us looking outwards to our comparative and virtual comparator schools to analyse our progress.

### Parental Engagement

- The majority of parents who attended our engagement events have contributed to school evaluation and improvement via undertaking a range of evaluation activities. These are collated, analysed, shared and actioned as appropriate to ensure our parents and carers shape our vision for change.
- We embedded the digital application Sea Saw from P3 to P7 which has increased parental engagement with their child's learning. Evaluative comments on our feedback wall from parents evidence they have found this to be a very informative tool that helps them to be actively engaged in their child's learning. (PEF)
- All teachers have met with parents, shared learning, led performances and reported to parents in writing to support parents' understanding of their child's learning and school experiences.
- All parents are invited to attend engagement events to enhance their involvement in their child's learning on at least a monthly basis.
- Our Senior Leadership Team, support staff and Home Link worker support families to improve individual's school attendance.
- We engage very well with other professional agencies to support parents and carers in overcoming barriers to their child's education and achievement.
- We have almost 100% of parents subscribing to Myschoolapp and Parent Pay and have an increased following on Twitter.
- Our quality newsletter is aligned to our values as well as the National Improvement priorities.
- Parents are invited to share their skills and expertise by leading My Time Clubs.

### Performance Information

- All staff and our Parent Council are increasingly more familiar with how our attainment compares nationally, within our local authority and in relation to comparator schools.
- All staff have a good understanding of the National Improvement Framework Drivers for school improvement and use How Good Is Our School well to support self-evaluation and improvement.
- All teachers engage in tracking, planning and additional support meetings supported by our tracking spreadsheet and are well informed with regards to how many children are achieving the expected levels in literacy and numeracy at all stages and use this to plan actions to improve attainment and close the poverty related attainment gap.

### School Improvement

- All parents, pupils and staff involved in discussions with HMIe are very pleased with the recent changes and improvements such as leadership opportunities for all, our improved environment physical and ethos, play pedagogy and SEAL.
- We have gathered, analysed and responded to data regarding: Learning Together events, Numeracy and Mathematics, wellbeing indicators, nurturing approaches, school improvement plan, pupil equity funding and our anti-bullying policy.
- All staff continue to evaluate school progress and planned improvements using How Good is our School and the National Improvement Framework Drivers which leads to increased understanding of evidenced based evaluation and improvement strategies for impact as well as a relevant improvement plan.
- We have implemented a new Vision and School Values which has resulted in a robust shared understanding of the context for future school improvements. (PEF)
- Development of draft Policy on Nurturing Relationships

## KEY STRENGTHS OF THE SCHOOL

As identified from our evaluation and quality assurance activities our strengths are:

- Excellent pace of change and full support for these changes by all stakeholders.
- Excellent teamwork amongst children, staff, parents and partners that helps us drive improvement across the school.
- Improved learning experiences as a result of play pedagogy approach, development of relevant contexts to apply learning and staff development of teaching approaches, particularly in Mathematic and Numeracy
- Our nurturing approaches and care for our children and staff.
- Pupil voice and leadership opportunities.
- Supporting children to become independent in their learning and target setting.

## OUR NEXT STEPS – PRIORITIES FOR 2019-20

We believe that we have very good practice and capacity for continuous improvement. We will use the improvement priorities listed below to build on this progress moving forward.

- Embed nurturing philosophy, approaches and strategies.
- Embed and extend pupils' leadership of learning.
- Develop our cluster moderation procedures.
- Embed our planning and methodologies in mathematics and numeracy
- Embed and extend stage appropriate play pedagogy
- Develop further opportunities for outdoor learning

Full details of the school's improvement priorities and actions are detailed on the school improvement plan which can be accessed on our website or by contacting the school office.

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### HAVE YOUR SAY!

Please take the opportunity to share your thoughts with us as we use feedback to help us make improvements to the school. You can do this by speaking to staff, participating in Parent Council meetings, responding to questionnaires/surveys and by completing evaluations at school events.