

Thorn Primary School



STANDARDS AND QUALITY REPORT

June 2021

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2021-2022. 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 177 pupils. 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 very high level of satisfaction with all areas surveyed.

The impact of Co-Vid 19, and the subsequent school closures on January 6th 2021 have resulted in significant changes in working practices and routines. As such, our ability to complete all actions within our improvement plan has been hindered. Some priorities and actions will be carried forward to academic session 21-22.

We currently have 8 classes. Our Primary 1 and 2 children are housed in our Play Pedagogy Base which was specifically designed to support learning through play. Primary 4 to 5 are also based in our main building. Primary 3, 6 and Primary 7 classes work from our learning pods adjacent to the main building. The main building was significantly aesthetically upgraded recently and Renfrewshire Council has identified a new build school for Thorn Primary as priority 2 in their estates management plan.

OUR VISION, VALUES AND AIMS

Our Vision: Believe to Achieve

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

Respect **E**quity **S**uccess **T**eamwork

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

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

Encourage one another to be aspirational in our learning and personal development and celebrate our achievements.

Support 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.

To create an environment for learning that is the best it can possibly be.

SUCSESSES AND ACHIEVEMENTS 2020-21

- ★ Digital Schools Award and Mentor School Status
- ★ Renfrewshire Nurturing Relationships Approach (RNRA) Jade accreditation
- ★ Development of Thorn Curriculum Pathways
- ★ Outstanding evaluations of our service in more than half of our parental survey questionnaire questions with the remainder also being graded very highly
- ★ Excellent feedback from HMIE reflecting how we facilitate Parental and Learner Feedback and its impact on remote learning
- ★ Significant digital hardware investment
- ★ Improved digital literacy skills for staff, children and parents/carers
- ★ Almost all parents very satisfied with our remote learning and transitions between remote and in school learning
- ★ Increased remote learning engagement and supporting this with issuing school devices
- ★ New School Mascot designed by P4 pupil to further embed our values and UNCRC

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

School Leadership

- 100% of our parents/carers believe that our school is well led and managed which creates confidence in what we offer and an excellent basis for working in partnership to continue to develop what we do.
- Our SLT provided very strong leadership during the unprecedented changes as a result of COVID-19 creating a calm, safe and informed environment to support our whole school community.
- Leaders at all levels were evaluated as excellent by our parents/carers for the quality of provision and support throughout remote learning and on return to learning in the school building.
- All of the senior leadership team are committed to their continued professional development. Miss Lawson, DHT, is now a Seesaw Pioneer having completed the relevant modules, she participates in Education Scotland 'Big Blethers' and the West Partnership DHT Virtual Learning network. Mrs Hart represented Renfrewshire Council on the West Partnership Head Teacher Learning Set, has undertaken executive coaching with the Mudd Partnership and is part of the Excellence in Headship programme. Both SLT have continued to engage in all activities provided by Columba 1400 and the Stepping Back programme. All of this has resulted in increased leadership capacity allowing our children and staff to benefit from the expertise and skills of a committed SLT.
- Almost all staff have taken on additional leadership responsibilities to support the school. This has included participation in RNRA steering group, Mathematics Champion, Digital Champion, Moderation Lead, Play Based Pedagogy, Staff Wellbeing Champion, First Aid and Child Protection. The willingness and capability of the staff to lead increases our capacity for improvement and ensure children are receiving the excellent experiences at Thorn Primary. Further leadership roles relating to our improvement priorities for 2021 have also been planned.
- All children independently set targets and review these to lead their own learning.
- House Captains and senior pupils have led virtual assemblies alongside SLT.

Teacher Professionalism

- All staff responded to the need to switch to remote learning and teaching very well. Their willingness to learn and develop remote provision resulted in high quality teaching and learning for all children in challenging circumstances. 100% of parents were satisfied.
- All staff have significantly progressed their digital literacy skills. For our children and families, this led to quality feedback and live sessions for every class throughout lockdown and remote learning.
- All staff have participated in RNRA training and have been working together to explore the nurturing principle of Language as a Vital Means of Communication leading to a shared understanding and consistency of approach.
- All teachers have been contributed their views to the development of Curriculum Pathways for our school. This will ensure continuity, depth and progression as the children continue their learning journey.

Assessment of Children's Progress

- We collated engagement levels very well throughout lockdown to enable us to try to remove any barriers to learning and progress, this led to 85% of targeted learners engaging to high levels and 66% of these children remaining on track with their learning.
- All teachers continued to formatively assess children's progress throughout remote learning. SLT monitoring confirmed the children received prompt and valuable feedback to support their progress.
- Data from our monitoring and evaluation surveys highlighted that support staff were excellent at providing 1:1 and small group support to assist teachers in helping meet learners' needs to allow them to continue to progress during remote learning and teaching.
- Teacher's professional judgement of children's progress was recorded via our tracking meetings, this allowed professional dialogue to plan any required interventions to remove barriers for children's learning. Pupil progress is monitored in a variety of ways including their progress in using online learning tools such Reading Eggs (PEF), IDL (PEF) and Sumdog (PEF). Progress data from the online platforms show very good progress by most of the children using these to aid their learning.
- Staff at P1, 4 and 7 have undertaken Scottish National Standardised Assessments and used the data to triangulate their professional judgement of pupils progress and as a diagnostic tools to plan future teaching and learning to address any universal areas requiring attention or to provide targeted support for small groups and individual children.

Parental Engagement

- We developed strong systems for parental engagement during remote learning. This resulted in our community staying connected and the feedback we received helped us to continually improve teaching and learning online.
- All respondents to our parental survey rated our parental engagement as very positive, this has helped us to maintain strong communication, confidence in challenging times as well as maximum compliance with safety messages in light of COVID 19.
- We developed our use of Seesaw as an engagement tool by funding purchase of the full service, parents have remarked that the usability of the learning platform is now less complex. All teachers provided opportunities for celebration and fun engagement via online Christmas performances, our parental feedback showed that this again helped to boost morale and support the health and well-being of our school community. All parents/carers and children enjoyed the weekly school assemblies provided online. As well as keeping our community connected, we have also learned this can be a valuable tool for future assemblies to allow more parental/carer participation.

Performance Information

All teachers quickly adapted to new monitoring and tracking procedures in order to support children and families during lockdown as a result of COVID-19.

All staff used formative and summative assessment to inform judgements regarding pupil progress in term 4, this helped to inform our tracking meetings and plan universal and targeted support.

- All staff are more aware of how we record attainment data and have been able to record achievement of levels on SEEMIS which helps data collection and analysis to be a routine part of our practice that informs our improvement agenda.
- We received excellent feedback from HMIe with regards to how we communicated with, and responded to, parental feedback during remote learning. This led to improved staff wellbeing as their efforts were externally validated and appreciated.

School Improvement

- All parents, pupils and staff are involved in ongoing discussions and evaluation activities to monitor the school's progress in line with National Priorities and to have a voice in future developments in the school. The rich data collected has informed our priorities for 2021-22.
- We have gathered, analysed and responded to data feedback on remote learning, quality of teaching and learning online and our school values, which has supported us in developing our teaching and learning online and in keeping our community connected.
- We have embedded our Vision and School Values which has resulted in a robust shared understanding of the context for future school improvements.

PUPIL EQUITY FUNDING

Add an evaluative statement about how the school used the PEF and what impact this has had on improving outcomes for children and young people.

- ★ As recognised in our Digital School Award, we are excellent at integrating technology throughout our curriculum. PEF to support purchases of online software has helped us to support our efforts to close the poverty related attainment gap and data gathered evidences that most targeted children have made good progress
- ★ In line with our school value of Equity we employed additional support staff to help us eliminate social, emotional and behavioural barriers and support inclusion. All staff identify this as having a significant impact on successful inclusion in the mainstream classroom.

KEY STRENGTHS OF THE SCHOOL

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

- Excellent school leadership at all levels.
- Very good parental and learner engagement.
- High quality remote teaching and learning online.
- Excellent teamwork amongst children, staff, parents and partners that helps us drive improvement across the school and respond to unforeseen challenges.
- Very good digital literacy skills among all staff, children and parents.
- Excellence in nurturing approaches and care for our children and staff.

OUR NEXT STEPS – PRIORITIES FOR 2021-22

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.

- Increase capacity for best practice with all staff leading across the school and engaging in professional enquiry to drive evidence based interventions.
- Further identify and respond to the health and well-being needs of our children using the Glasgow Motivation and Wellbeing Profile tool.
- Develop our use of our outdoor learning space and integrate outdoor learning into our curriculum pathways (PEF)
- Continue to develop our approaches to moderation to inform professional judgement
- Develop our Parental Engagement Programme to build on the opportunities realised through remote learning, respond to parental evaluations and to continue to strengthen our school community spirit (PEF)
- Begin journey to Gold RRS status (PEF)

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.