



Thorn Primary School



STANDARDS AND QUALITY REPORT

June 2022

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2022-2023. I hope that you find it helpful and informative.

Miss Rebecca Lawson
Acting Head Teacher

OUR SCHOOL

Thorn Primary is a non-denominational school serving the town centre of Johnstone. The school currently has a roll of 160 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. All children are happy at school, progressing well with their learning and all parents believe the school is well led and managed.

We are currently working hard to 'Build Back Better' following the challenges and opportunities of the COVID19 pandemic. We currently have 7 classes. Our Primary 1 and 2 children 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 Primary 7 classes work from our learning pods adjacent to the main building. Renfrewshire Council has committed £10 million from its annual budget to provide a new build school for Thorn Primary in conjunction with funding to be secured from the Scottish Government.

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

- All teaching staff have engaged in training in the teaching of writing and numeracy diagnostic assessments
- All teaching staff committed to 'Attainment Clubs' after school to support children with their learning and help close the attainment gap
- Primary 6 all achieved their Primary Play Leader Awards
- We established a Children's Rights Champion and Children's Rights Ambassadors
- Our House Captains now lead school assemblies in partnership with Rights' Ambassadors and the School Pupil Council
- Our House Captains and Pupil Council led our Learning and Engagement self-evaluation with our carers/parents and children
- We have purchased a new up to date reading scheme which will benefit the reading progression of all pupils
- We demonstrated success and teamwork and a commitment to equity with successful participation in community competitions, winning over £1000 to support our families
- 80% of school roll attendance at OneRen events throughout this session

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

School Leadership

'The school is well led by HT and staff, all of whom are approachable.' (Parent)

- 100% of parents/carers agree that our school is well led and managed, leading to confidence in all school related matters and excellent home-school partnerships.
- Both the head teacher (HT) and depute head teacher (DHT) have achieved the standard for headship, the HT is part of the Excellence in Headship programme and both senior leaders are committed to their own career long professional learning (CLPL) which models their high expectations of staff to be lifelong learners.
- HT is an Improving Our Classrooms (IOC) mentor and an Into Headship Professional Verifier which helps to support staff across Renfrewshire Council with their professional development.
- One class teacher (CT) completed Renfrewshire Council's Aspiring Principal Teacher programme which developed her leadership and professional enquiry skills. Another class teacher (CT) has successfully completed her first module in her Masters with a focus on Inclusion.
- Almost all teaching staff and some support staff assume leadership in at least one aspect of whole school development providing targeted support in Literacy, Numeracy, Health and Wellbeing through wider achievements and Outdoor Learning. This has created more consistency leading to raising attainment across the school.
- Our children lead our work to embed the United Nations Convention on the Rights of the Child (UNCRC). This is led by our pupil Rights Champion and her team of Rights Ambassadors.
- Our House Captains liaise with our Pupil Council, children, staff and our Children's Rights Ambassadors and lead all school assemblies which develops their leadership skills and ensures assemblies are topical, interesting and relevant to our school setting.

Teacher and Practitioner Professionalism

- All of the respondents to our parental survey are satisfied with the quality of learning and teaching at Thorn Primary, this data helps staff feel confident that their hard work and dedication is recognised and appreciated.

'All staff at the school are very approachable, extremely helpful, caring, understanding, and the teaching is second to none the children are the schools complete focus.' (Parent)

- All staff were trained in Maths Recovery which enables them to conduct and analyse assessments that identify aspects of numeracy requiring development and to track pupil progress.
- All CTs developed their teaching of writing by successfully undertaking training in 'Talk for Writing' which will assist us in ensuring consistency of experience for pupils and generate a shared vision for writing across the school.
- All staff engaged in Professional Review and Development meetings which supports them in reflecting on their learning and development and to plan future professional learning.

Parental/Carer Involvement and Engagement

- SeeSaw has continued to be an effective tool to communicate with parents, to share homework, pupil work and pupil achievement.

'Communication, I feel very well informed they use emails, apps and on occasion letters. I feel valued and part of a community.' (Parent)

- We have continued our engagement with our Parent Council throughout the year via the use of online technologies and in the final term employing a hybrid approach to enable us to grow our membership significantly.
- We continued to provide bespoke transitions for our incoming P1 pupils and their families. Individual school visits helped to ease transitions from pre-5 to school for both the children and the parents/carers and laid strong foundations for positive relationships and partnerships moving forward.
- Our P1 group transition programme was re-initiated following the lifting of COVID19 restrictions, providing an opportunity for incoming P1 children to meet as a group and with staff, as well as supporting us in engaging parents/carers in a group setting.

Assessment of Children's Progress

- All teaching staff committed to 'Attainment Clubs' after school to support targeted children in their learning helping almost all to progress in their academic achievements in Literacy and Numeracy.
- We established an 'Attainment Support Team' using some flexibility in our staffing. This team worked with targeted groups and individuals, alongside class teachers and support staff to boost attainment and progress.
- All staff participated in career long professional learning to develop their skills in numeracy assessment. Maths Recovery is now being used across all stages to diagnostically support children's progress in numeracy.
- All children who have been participants in Maths Recovery have made progress in their numeracy attainment.
- We have robust tracking and monitoring procedures, including recording of attainment data which teachers use to help plan relevant and timeous targeted interventions to support learners' progress.

Year Group	Listening and Talking	Reading	Writing	Numeracy
P1*	77%	77%	77%	92%
P4	92% +4%	72% +7%	64% +7%	68% +4%
P7	100% +9%	95% +9%	86% maintained	96% +9%

Pupils attaining expected level with percentage increase on previous year's results in green.

*Baseline assessment data for Primary 1

School Improvement

- All staff have been fully committed to school improvement, particularly focused on raising attainment in Literacy and Numeracy and Glasgow Motivation and Well-being Profiling.
- All staff have engaged in self-evaluation of our school and have contributed to recognising our successes, within this report, as well as identifying areas for future development. This has resulted in staff feeling valued and having ownership of the school improvement agenda. All staff felt strongly that our focus on school evaluation and improvement this session had increased their knowledge and understanding of the self-evaluation procedures and practices, this will further strengthen the establishment of our self-evaluation culture at all levels.

Performance Information

- All staff have continued to develop skills with HGIOS 4 (How Good Is Our School) and we are using these to self-evaluate, plan our improvements and moderate our approaches based on evidence.
- All pupils undertake the Glasgow Motivation and Wellbeing Profile biannually; providing rich data which staff use to evaluate pupil wellbeing and determine next steps. Through tracking and monitoring, the data is allowing us to highlight trends and plan interventions and prevention measures.
- Almost all staff are more confident in engaging with data captured in our tracking spreadsheet; allowing them to identify attainment gaps and barriers to learning which provides an evidence-based rationale to plan interventions and in turn raise attainment.

Pupil Equity Funding

- Our parent/carer, pupil and staff surveys helped us to identify which aspects our PEF were most effective, and this informed staff discussions and decision making at our staff in-service day which focussed on school improvement.
- We made satisfactory attempts to include parents/carers in PEF decision making in challenging circumstance. Some children also contributed their views. With the removal of COVID19 restrictions we foresee the ability to grow all stakeholders input in more qualitative ways.
- In tracking meetings, CTs readily identify the impact of PEF targeted interventions on pupil achievement and attainment although this has been impacted by staff and pupil absence.
- All stakeholders consulted agree that the additional human resources (Early Years Worker (EYW), Classroom Assistant and Additional Support Needs staff) have a very positive impact on the inclusion, progression, achievement and attainment of targeted pupils.
- Our PEF EYW provides additional early intervention support in literacy and numeracy for P1 & P2 children affected by poverty and this has resulted in almost all targeted children in P1 and P2 being on track in reading, writing, listening and talking and numeracy as evidenced by teacher professional judgement and SNSA data where appropriate
Impact - All targeted pupils in Primary 2 increased attainment in writing, reading and talking and listening and allowed pupils to maintain on track in numeracy
- Our PEF Classroom Assistant has provided daily support at P5 and 6 targeting children who experience barriers to their attainment. Alongside other interventions, there has been an improvement in the number of children on track in literacy and numeracy.
Impact - All targeted pupils increased attainment in reading raising the percentage of children on track from 75% to 88% in Primary 5 and from 60% to 80% in Primary 6.
- All staff have delivered after school 'Attainment Clubs', although not PEF Funded these have had a significant impact on pupil attainment that had been adversely affected by COVID19.
Impact - Almost all classes increased with greatest improvement increased by 25 % in writing and in numeracy an increase of 38% within Primary 5.
- Our PEF ASNAs and EYW have supported the development of play pedagogy and outdoor learning from P1 to P3 giving pupils outdoor learning experiences with a clear focus on enhancing literacy and numeracy skills.
- Our school promotes inclusion, and we are committed to our school value of Equity. Through PEF we employed additional staff to help us support to eliminate social, emotional and behavioural issues escalating including for our care experienced pupils to allow for everyone to successfully access their class. All staff identify this as having a significant positive impact on inclusion.

KEY STRENGTHS OF THE SCHOOL

- ★ Our nurturing school community, partnerships with parents and equitable environment that are underpinned by our school vision and values
- ★ Our teaching staff commitment, through after school attainment clubs working with Active Schools, to allow for a bespoke approach to support learners as we 'Build Back Better'
- ★ Leadership at all levels, including pupil leadership of learning and school improvement, and commitment by all staff to professional learning
- ★ UNCRC development work led by our children including a group of Rights' Ambassadors
- ★ Our creative approaches to ensure opportunities for wider achievement

OUR NEXT STEPS – PRIORITIES FOR 2022-23

The challenges associated with the Covid 19 pandemic continued to affect our progress and our ability to achieve all of our improvement priorities. Some priorities and actions will therefore be carried forward to academic session 2022 – 23. Despite this, we believe that we have made very good progress during session 2021-22 and we will use the improvement priorities listed below to build on this progress moving forward.

- ★ Embed UNCRC and achieve Gold Status in the Rights Respecting Schools programme and Ruby Level with Renfrewshire's Nurturing Relationships Approach
- ★ Improve attendance and late coming to support us in closing the poverty related attainment gap and raising attainment in Literacy and Numeracy
- ★ Introduce Talk for Writing across the whole school to provide consistency and improve attainment in writing

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.

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.

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