



Thorn Primary School

STANDARDS AND QUALITY REPORT

June 2023

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2023-2024. I hope that you find it helpful and informative.

Rebecca Lawson

Head Teacher

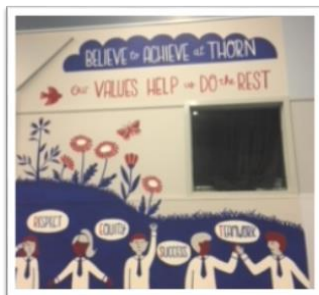
OUR SCHOOL

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. We pride ourselves on providing a very warm welcome which is underpinned by our ethos based on positive nurturing relationships. All children are happy at school and progressing well with their learning.

The positive relationships formed with parents are crucial to supporting every child and young person in our care. We have an active Parent Council / Parent Teacher Association who meet regularly, working in partnership to support school staff and pupils. We seek parent/carers views and their ideas, suggestions and work together to benefit all learners.

This session Renfrewshire Council appointed a new leadership team with Rebecca Lawson as Headteacher and Lorna Brown as Depute Headteacher. This session we have 7 classes which are staffed by 5 full time and 4 part time teachers. Our Primary 1 and 2 children are housed in our Play Pedagogy Base which is 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 modular classrooms adjacent to the main building. We have 3 classroom assistants, and 3 additional support needs assistants. Our Facilities Management team comprises of janitors, catering and cleaning staff. Together, as a whole team we provide a supportive, caring environment for everyone to accomplish our school vision of 'Believe to Achieve'.

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**:

- 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.

I can honestly say I find Thorn Primary to be very welcoming! I look forward to my Friday visits. The staffroom is a friendly and inclusive space for a visiting teacher. The communication about changes to timetables/special events is the best I have experienced as a peripatetic teacher. The professional dialogue with class teachers helps tailor my support of pupils

*Emma Martin
(EAL Peripatetic Teacher)*

I find Thorn a terrific place to work in with very friendly and welcoming staff and pupils. They are always willing to help and have a great outlook on standards and benefits that come with working with active schools.

*Craig Newport
(Active Schools & Community Club Development Officer)*

The school always collaborates and works very well with us. The staff are all very friendly and always very informative.

*Fiona Bullard Reid
(Exchange Counsellor)*

SUCSESSES AND ACHIEVEMENTS

- Appointment of new leadership team with Head Teacher and Depute Head teacher successfully interviewing for their posts.
- All participating Primary 7 pupils successfully completed Bike- ability Level 1.
- The profile of the Pupil Council has been raised within the school with regular meetings, a successful charity fundraising event for Cancer Research, local community links established with local care home and end of term Talent Show.
- One of our English as Additional Language pupils was selected as a finalist for, 'Mother Tongue Other Tongue' competition run by University of Strathclyde.
- In line with our school value of Equity we secured £ 2375.00 from Cash for Kids to support our families with Christmas and Cost of Living essentials.
- DHT appointed as a Promise Keeper for Renfrewshire Council.
- We attended a higher number of sporting events, raising the profile of the school within the local area including Cross Country Running, Road Race, Football Tournaments and Primary Games.
- Primary 6 and 7 pupils worked closely with I Am Me Scotland to create animations for a new series of health lessons for use across Scotland.
- Primary 6 and 7 children completed Heart Start Training with the trainers always commenting positively on the children's attitude and respectful behaviour.
- All children have been given new experiences in music and Scottish culture through: Space School Programme (P6 & P7), MOD (Gaelic Singing) (P4&P5), attending Peat and Diesel Concert as part of Celtic Connections School programme (P5 & P6) and participating in NYCOS Choir Lessons (P1-3).



HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

School Leadership

- The Senior Management Team have secured their substantive posts and continue to invest in their own leadership skills and qualities to enhance the school. Both headteacher (HT) and depute headteacher (DHT) have participated in Learning sets working with colleagues from across our locality. HT has mentored a group of Primary 3 teachers as part of a Talk for Writing collaborative project with 4 other schools and completed Child Protection Leadership refresher training. DHT has achieved Promise Keeper status for the school and is a trained trainer in the inclusion programme CIRCLE. HT has undertaken and achieved Inclusion certificate from Education Scotland and Open University. This professional learning has enabled the senior leadership team to focus and reflect on their own leadership skills to further enhance the inclusive culture within the school to meet the needs of all learners.
- Pupil leadership roles have been reintroduced this session including Pupil Council, P7 buddies, Rights Respecting group and My Time leaders. All Primary 5 pupils have been trained as 'Play Leaders' and taken on a leading role providing active games at lunch times to Primary 1 – 3 pupils. We have worked with Johnstone High School sports leaders to extend our community links and to enable the secondary pupils to develop skills for life. Pupil focus groups have continued to be part of our self-evaluation process, with the wider views of classes participating being used to shape our improvement journey. Our Primary 5 pupils have undertaken a paired reading approach with younger pupils. This has given opportunities for younger pupils to consolidate reading skills and re-establish a reading culture. This has increased confidence for the younger and older pupils. Our Pupil Council successfully planned and organised several events including a charity event for Cancer Research and a Talent Show. They have also visited our local care homes strengthening our community links. Our senior pupil council members have taken responsibility for our Learning Wall display in the gym hall linking Childrens' Rights to activities and key features of our Self Evaluation process. This is a working wall that documents experiences across the academic year.
- All support staff have attended training with the authority on delivering interventions for targeted pupils including supporting numeracy, writing, reading, emotional needs, digital learning and in house training on gross and fine motor skills and 5-minute phonics programme. Support staff lead on these programmes providing targeted support to individuals. Two members of our support staff received bespoke training from the authority Social and Communication Outreach Team which has positively impacted on both staff and pupils demonstrating a greater level of inclusion. This has enabled selected pupils to access their learning more and with a shared understanding and consistency from the adults supporting pupils.
- Almost all staff have taken on leadership roles linked to their skills, interests and our school improvement priorities. These include Rights Respecting Schools, Outdoor learning, Community links and Expressive Arts. Our Numeracy and Literacy Champions have attended authority events and shared new learning with the staff team, further supporting the development of Literacy & Numeracy across the curriculum.

Staff Professionalism

- All staff participated in the annual Child Protection update training and are fully aware of the role they play in safeguarding children and young people.
- Staff have attended a range of professional learning associated with our priorities including CIRCLE training, Who Cares Scotland training, Talk for Writing Non-Fiction and Numeracy approaches. These professional learning opportunities have enabled staff to reflect, plan and better support the needs of all our children and young people within Thorn Primary.
- All staff have received a Professional Review and Development review identifying specific targets for their own improvement and development. Staff have reported that they have been able to focus on School Improvement Priorities as areas for improvement. Four members of teaching staff have successfully completed their Professional Update for the General Teaching Council of Scotland during session 2022-23.
- All support staff have completed Support Staff training organised by the council and completed in house training up skilling them with greater knowledge and skills on how best to support children with additional support needs and supporting pupils at risk of not remaining on track.

- Staff have successfully supported: teaching students, Active Schools volunteers, a German student and several work experience students resulting in successful completion of placements.
- All teaching staff have participated in a 'Talk for Writing' project, working with different quartile schools in the authority. All staff indicated an increase in confidence levels from participating in this, particularly enjoying the collegiate nature of the project.
- Staff and children have worked towards gaining Rights Respecting Schools Gold Award and have made great progress towards this submitting all necessary evidence. Children's Rights are embedded within the school and are displayed on 'Our Journey at Thorn Wall' documenting all of our successes and experiences at Thorn.
- A teaching staff member has successfully completed paediatric and adult first aid training.

Parental Engagement

- Parents reported positively about being able to Meet the Teacher and commented favourably about being able to come back into school after COVID. We are committed to increasing parental engagement opportunities in the coming session.
- Almost all appointments made for Pupil Progress meetings were attended. Parents have engaged very well with the use of forms for booking appointments with requests for appointments increasing.
- Parents and families have supported a number of trips enhancing the children's experiences.
- Our Primary 1 transition programme has been bespoke to the needs of our new entrants. This has been very successful this session with one-to-one visits, cluster event in January, DHT visits to all nurseries, buddies visiting the children in their nurseries, 2 induction afternoons and invites to the Summer Disco. Effective communication has already been built with our new families via Seesaw and the induction programme.
- Our Parent Council has held meetings in a hybrid format of online and in person to allow greater parental involvement by removing childcare barriers and allowing greater flexibility for our families.
- Our Senior Leadership team are highly visible at the school gate at the start and the end of the day to allow parents and families to raise any concerns or questions that they have.
- Our new attendance procedures were shared with our families via our You Tube Channel. In August 2022 our HT and DHT contacted parents of identified children with attendance below 90% in the previous session highlighting the levels of absence and to support and encourage our families children coming to school regularly. This contributed towards an increase in attendance of over 2%, currently with a school average of 94.19%
- Introducing SWAY to share newsletters has been received very positively by all parents surveyed and data indicates parents are accessing this frequently (the average views per newsletter is 329 which is double our school role)

Assessment of Children's Progress

- Our June 2023 Achievement of a Level data:

Percentage Pupils Achieved/ On Track to Achieve CfE Level

	P1	P2	P3	P4	P5	P6	P7
Listening & Talking	86%	100%	94%	86%	100%	100%	96%
Reading	86%	86%	83%	86%	78%	91%	92%
Writing	86%	79%	67%	67%	70%	79%	92%
Numeracy	86%	79%	89%	86%	78%	91%	85%

- All teachers make good use of assessment data to support their judgements. As well as ongoing formative assessment teachers access IDL spelling and reading results, phonics assessments, cold and hot tasks in writing, termly focussed assessments on identified Experiences and Outcomes and National Standardised Assessment information. A calendar of assessments has been devised by teaching staff.
- All teachers and support staff attend termly tracking meetings to discuss progress of pupils. Support staff have reported they feel valued and listened to by being part of these meetings. They offer detailed information on

interventions and note the small improvements made in the pupils being supported. Children are discussed fully and supports agreed to help maintain and raise attainment.

- Progress and achievement is reported regularly to parents and carers through twice yearly pupil progress meetings, November 2022 – 92% attendance and March 2023 - 97% attendance and an annual report card with views sought from parents/carers on progress made.
- Parents of children with Additional Support Needs are regularly updated and contribute to the assessment of their children through regular Team Around The Child meetings. Parents feel more included in the creation of the plans to support their child and have appreciated having their views sought.
- Where appropriate, children with support plans have these regularly reviewed to assess small, manageable, achievable, realistic, targets.

School Improvement

- All staff regularly engage in self-evaluation using HGIOS (4) to identify strengths and key areas for development. This information is then used to contribute to our school improvement plan along with the views of pupils, staff, parents, and all stakeholders.
- REN 10 has been used to support parents with a number of parents accessing the resource. Parents have used this to look at supports available from Exchange Counselling prior to referrals being made.
- We have invested in provision of gym equipment to offer a variety of gym experiences and to increase motivation of learners. We have increased our provision of ICT equipment, including laptops and a promethean board as well as two additional Chrome Books for children to use as personal devices to increase digital skills and support skills for lifelong learning and the world of work.
- Our School Improvement Plan included increasing attainment in numeracy and literacy (specifically writing) with the majority of classes making improvement in numeracy, most with improvement in writing and listening and talking and all classes making improvement in reading. Our Rights Respecting School award (gold) which has been submitted and we are awaiting an in person visit. We are continuing to work with Educational Psychology on our RNRA journey creating our new working party and identifying with pupils aspects for improvement.
- Class data is shared with the class staff team enabling everyone to be clear on any barriers to learning to raise attainment and how to continue to address these allowing for a smoother transition for all pupils.

Performance Improvement

- Attainment across Literacy, Numeracy, and Health and Wellbeing is tracked termly by all teachers and support staff. This is collated on our whole school tracker and is analysed with class teams on a termly basis. The staff team is more aware of factors which may affect attainment with interventions and Pupil Equity Funding staff carefully timetabled to ensure we attempt to close the poverty related attainment gap. Cognisance is taken of pupils who are care experienced and pupils with additional support needs.
- The Health and Wellbeing of all children is tracked using the Glasgow Wellbeing Profile survey completed twice a year. Class teachers and our leadership team have supportive conversations where required and plan whole school, class, group and individual interventions to provide necessary supports for children who identify as having lower results.
- Session 22-23 attendance rate was 94.17% with zero exclusions.

PUPIL EQUITY FUNDING

- Our parent/carer, pupil and staff consultations helped us to identify which aspects of our PEF were most effective, and this informed our decision making
- In tracking meetings, class teachers and support staff readily identify the impact of PEF targeted interventions on pupil achievement (including achievement of social and emotional targets) and attainment
- All stakeholders consulted agree that the additional human resources (Classroom Assistant and Additional Support Needs staff) have a very positive impact on the inclusion, progression, achievement and attainment of targeted pupils.
- Careful tracking and monitoring of pupil progress, together with assessment data and teacher observations, is used to identify required interventions for specific groups and individuals. PEF funding has been used for Additional Support Needs Assistants and a Classroom Assistant.
- Our PEF ASNA's provide 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 NSA data where appropriate.

Impact - All targeted pupils in Primary 1 have increased attainment with 86% of pupils attaining Early Level in Literacy and Numeracy. 50% of targeted pupils in Primary 2 are now on track with reading with 100% on track with Listening and Talking.

- Our PEF Classroom Assistant has provided daily support at P6 and 7 targeting children who experience barriers to their attainment. Alongside other interventions, there has been an improvement in the number of these children on track in literacy and numeracy.

Impact – Almost all Primary 7 pupils have increased attainment with 71% of the targeted group now on track and achieved Second Level for Numeracy. In Writing the overall attainment has risen by 32% and of the targeted group who were not on track 75% of these pupils are now on track and have achieved Second Level.

- Our PEF ASNAs 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.

Impact – All children are highly engaged in outdoor learning and fully lead their learning in activities. Staff report that the children are more engaged and more purposeful in their learning and demonstrate our school values clearly.

Our school is wholly inclusive and committed to removing disadvantage for whatever reason. All of our care experienced pupils have made very good progress across all aspects of Literacy, Numeracy and Health and Wellbeing.

KEY STRENGTHS OF THE SCHOOL

- Our school has an exceptionally strong nurturing ethos where every staff member cares for and respects the children. The high standard of behaviour within the school is commented upon by visitors and staff.
- A management team that provides strong leadership and promotes effective, distributed leadership at all levels in our school.
- Pupils are highly engaged in their learning and know that their views are listened to and acted upon.
- Our school values are clear and underpin everything we do.
- Our strong staff team continue to work collaboratively to strengthen our inclusive approach to improve the outcomes for every learner. Together we actively promote inclusion and equity and treat each child as an individual.

OUR NEXT STEPS – PRIORITIES FOR 2023-24

We list our School Improvement Priorities for next year below.

Our School Improvement Priorities for next year are:

- To continue to raise attainment in literacy with a priority focus on writing
- To continue to raise attainment in numeracy
- To continue to promote and support positive health and wellbeing including physical, mental, emotional, social and behavioural

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.