



East Dunbartonshire Council

Thomas Muir Primary School



Standards and Quality Report 2020/21

Our School Charter

Be responsible

Be respectful

Be safe

Be the best you can!

Respect · Responsibility · Honesty · Fairness · Kindness

Introduction

Session 2020/21 was an extraordinary school year due to the COVID-19 pandemic; a year of new challenges and opportunities for everyone in our school community. This year, it is important to capture the recovery and support work undertaken to deal with the educational impact of the Covid-19 pandemic into 2021 and beyond. This report will summarise progress and impact in the recovery plan and identify priorities to take forward next session.

Story of our school

Thomas Muir Primary is a non-denominational, co-educational school which serves the catchment areas of Auchinairn and Woodhill. We are part of the Bishopbriggs Academy cluster.

Our teaching team consists of 31.8 full time equivalent teachers and 0.6 education support. Within this allocation, there is one Head Teacher, two Depute Heads and two Principal Teachers. The school is very well supported by administrative staff, classroom assistants and support for learning assistants.

There are 620 children and young people on our school roll, arranged in 22 classes. We are very proud of the rich diversity across our school, as shown in the data below:

27% of our children and families speak at least one additional language at home;

30 different languages are spoken by our families; and

16% of our children receive free school meals, an increase of 3.7% from the previous session. Scottish Index of Multiple Deprivation Data (SIMD) is as follows:

Bands 1-4: **3%**

Bands 5-8: **27%**

Bands 9-12: **2%**

Bands 13-16: **18%**

Bands 17-20: **49%**

No SIMD Info: **1%**

The school's design includes adaptable indoor and outdoor spaces for learning and teaching. The open, modular design of our school provided the flexibility required to modify school routines such as maintaining children in groups/bubbles and managing staggered transitions. Our learners benefit from extensive outdoor spaces, including multi-use games areas, outdoor play zones, trim trail, scoot route, friendship garden, meadow and outdoor learning pods. The school reviewed all operational procedures in order to strike the balance between Covid compliance, whilst continuing to provide the best quality learning and teaching for our learners. The Parent Council met on Teams and provided a high level of support to the school throughout the session. In addition to scheduled meetings, the Parent Council convened at short notice to discuss procedures for the re-opening of the school following periods of closure, associated risk assessments and arrangements for remote learning.

School Recovery Plan Priority 1: Health & Wellbeing		
<p>NIF Priority: Improvement in children and young people's health and wellbeing</p> <p>NIF Driver: School leadership and School Improvement.</p>	<p>HGIOS 4 QIs 1.3 Leadership of change 3.1 Ensuring wellbeing, equality and inclusion</p>	<p>EDC NIF Implementation Plan Improvement in children and young people's health and wellbeing</p>

Progress and Impact:

The Head Teacher and leadership team ensured that there was a clear focus on safeguarding the wellbeing of our staff, children and families this session, through adhering to government guidance, leading and managing change and balancing the competing demands created by the pandemic. Government guidance was implemented rigorously and clear mechanisms were established to monitor and review all working practices. Our establishment risk assessment was reviewed regularly and adapted, as required.

Relationships, Behaviour and Learning: A policy was created to support our school community to develop a positive whole school ethos and culture to support relationships, learning and behaviour. It identified the place of trauma, nurture and attachment informed approaches to support our children and young people to:

- Reconnect with each other and build positive relationships;
- Rebuild resilience to cope with the impact of adversity and trauma; and
- Reaffirm boundaries and expectations.

All children and young people benefitted from the school's Health and Wellbeing courses and programmes of study, which were refreshed the previous session. Learners in Primary 7 accessed the Compassionate and Connected Classroom curriculum. Pupils in a Primary 4 highlighted their weekly "big deal, little deal" wellbeing sessions as the activity they most enjoyed this year. This approach supported children to develop positive social and emotional wellbeing through listening and talking. "Big deal, little deal" will be integrated in our Health & Wellbeing curriculum to support learners in all stages.

Protocol for Supporting Vulnerable Children: The school adhered to all protocols for supporting vulnerable children and children with additional support needs. Mechanisms were put in place to communicate with our most vulnerable families on a weekly basis during remote learning. The family support worker assisted with this and provided responsive supports for families, such as signposting and making referrals to external agencies. Close inter-agency working continued with Social Work and other partners including the Supporting Families Team. All contact with families was recorded and monitored by the senior leadership team.

Including Every Learner: Pupil Support Groups ensured that our support for learning co-ordinators and educational psychologist continued to discuss and review universal and targeted supports for all vulnerable children during remote learning. The Pupil Support Group also screened new referrals, reflecting the changes and challenges faced by many children and families during the pandemic. In particular, themes emerged around mental health and new forms of poverty created by the pandemic.

Team around the child (TAC) meetings continued. They were adapted to ensure that, while they took place remotely, all views were heard/ included and that the focus remained on planning to improve outcomes for children. Through the team around the child process, a small number of highly vulnerable children and young people attended school during the remote learning period to access support from the Primary Wellbeing Service and other personalised supports. The school adapted mechanisms to track the wellbeing of all children during remote learning. Engagement and participation in remote learning was tracked and recorded weekly. The

leadership team screened all pupils in the school, sharing information about all aspects of wellbeing and updating the wellbeing tracking system. The senior leadership team then scheduled remote wellbeing tracking meetings with class teachers to share information and complete the recording of information in the electronic tracking system. This approach ensured that changes for children and families were shared and recorded.

In preparation for all children returning to school, the support for learning co-ordinators contacted parents/carers of children who experienced difficulties during remote learning to plan their transition back to school. All information was recorded in pastoral notes and shared with the wider leadership team and class teachers. The leadership team monitored engagement levels and trends and contacted parents/carers if there was little or no evidence of engagement. The leadership team worked in partnership with families to give advice and to provide practical supports.

Outdoor Learning: All staff embraced learning and teaching outdoors to deliver all aspects of the curriculum. Pupil Equity Funding was utilised to develop an excellent outdoor learning and play area for Primary 1 children. This was led by the Primary 1 teacher and supported by colleagues from across the stage, providing rich experiences for children to learn through play in an outdoor setting.

School's Response to Supporting Children, Families and School Communities: The school continued to build on the systems and processes that were established in the first lockdown, building on the strengths that emerged and improving areas for development. Key strengths were the commitment, resilience and flexibility of all staff; supportive and positive relationships with families, particularly vulnerable families; a responsive model of support, providing the right support at the right time; and highly effective communication with all stakeholders. The main area for development was remote learning. All staff embraced new ways of working to deliver a high quality model of remote learning. A detailed evaluation of this is included in the evaluation of Priority 4 in this report. Overall, the school's response to supporting children, families and the community was recognised and valued, both in the local community and wider locality.

Next Steps:

Applying Nurture as a Whole School Approach: This will be our main priority next session, based on a universal, whole school approach to applying Nurture to support the wellbeing of all children and young people. The school will establish a Nurture Room to support identified children with targeted interventions to support their social, emotional and behavioural regulation. The Nurture teacher will participate in enhanced professional learning, including participation in the EDC Nurture Network.

"Big Deal, Little Deal" will be shared with all staff in the school. The current P4 teacher and pupils are working on a series of training videos to use with staff and children next session.

Staff will engage in training to raise awareness of developments in Scottish education, with a particular focus on Children's Rights and The Change Programme (Promise).

School Recovery Plan Priorities 2: Family Engagement

<p>NIF Priority: Closing the attainment gap between the most and least disadvantaged children and young people</p> <p>NIF Driver: Parental Engagement</p>	<p>HGIOS 4 QIs 2.5 Family Learning</p>	<p>EDC NIF Implementation Plan: Closing the attainment gap between the most and least disadvantaged children and young people</p>
---	---	--

Progress and Impact:

This session presented challenges and opportunities in terms of family engagement. Restrictions resulted in parents/carers not being able to engage in person with the school to participate in the usual calendar of events and targeted family learning interventions. The school recognised the importance of getting communication right to support family engagement, ensuring that parents/carers received the right communication at the right time.

Family Engagement in Remote Learning: Our model for remote learning was designed to support children and young people to be fully engaged, resilient, highly motivated and able to participate fully in a range of remote learning experiences. The model was designed to be flexible for children and families, whether they were attending school or learning at home. Engagement in remote learning improved significantly since the first period of school closure in March 2020. The model for remote learning was developed with staff and parents/carers, reflecting how the school had continuously improved and built capacity to deliver remote learning. Teachers created and posted weekly learning plans every Friday, supporting children and families to plan and prioritise for the week ahead. Data from a parent/carer survey demonstrated that 97% of parents/carers agreed that this model supported their child to access Teams on a regular basis and 94% agreed that having learning plans and resources uploaded on a Friday was useful.

Data from the Insights function on Teams shows that digital engagement was 90% or more every week and that all learners sustained engagement throughout the remote learning period. The variety of activities on offer were enjoyable, challenging and well matched to the needs and interests of children. A pupil survey showed that 88% of children enjoyed their remote learning experience, particularly opportunities for live engagement with their teacher and peer group. Other highly evaluated activities included:

Counting and science experiments in Primary 1; Sumdog and Bugclub in Primary 2; Winter photography project and learning about Robert Burns in Primary 3; Little deal, big deal and art in Primary 4; Kahoot and Sumdog in Primary 5; Number Talks and Dekko comic art in Primary 6; and event planning and taught writing in Primary 7.

Teachers skilfully adapted the curriculum to motivate and engage children and families. The school was included in Education Scotland's national overview of practice in remote learning: *"A main challenge has been providing a curriculum that is balanced to encourage and motivate children's learning. Staff wanted to ensure that the curriculum is enjoyable and, where appropriate, an element of fun is added to enthuse children and help them to engage fully with their learning. Different approaches from a variety of teachers is leading to creativity and children benefit from this".*

Observation of weekly learning plans, differentiated content to support learning and teaching, children's work, teacher feedback on assigned tasks and live engagement aligned with feedback from children and parents/carers about the impact of high quality experiences, choice and variety on pupil engagement, participation and motivation.

Learning and engagement was also evident in activities to promote wellbeing through whole school activities. Almost all pupils participated in whole school activities such as the Winter

photography project and weekly assemblies. These assemblies explored themes including safer internet day, Scottish dimension, children's mental health week and cultural celebrations. Children were able to talk about and share their personal achievements through live interaction with their teachers and peers, posting their work on *sharing our learning* channels and participating in planned events, including the EDC *Sumdog* numeracy challenge. These activities supported our families and staff to stay connected as a whole school community. Communication with families has been a key strength in securing engagement in remote learning, striking a balance between issuing technical information about Microsoft Teams with advice about family wellbeing and managing all of the competing demands on family life during the pandemic.

The school shared a weekly Sway update with families to share learning, celebrate successes/achievements and signpost families to supports. The weekly Sway update also included links to the weekly whole school assembly.

Equity of access was achieved through the pupil device programme. Almost all pupils had access to a device during remote learning. Personalised learning packs were created on request or to support children who were accessing little or no digital learning. These contained a letter for the child, a copy of weekly learning plans, paper based resources and concrete materials. Personalised resources were provided to support learners with additional support needs. The education support teacher continued to model approaches remotely and ensured that identified children continued to access resources including the Nessy intervention programme for reading, writing and spelling.

Parents/carers have told us that they have felt very supported. The positive, nurturing relationships between teachers and pupils have been at the heart of successful engagement in remote learning.

Family Learning Assistant: The Family Learning Assistant (FLA) was appointed on a 0.5FTE basis this session, for a period of three months. The FLA provided universal supports in terms of communication about family learning, responsive support and signposting for parents/carers. The Family Learning Assistant supported the Senior Leadership Team during school closure with weekly phone calls to our most vulnerable families.

Supporting Families Worker: The Supporting Families Worker provided targeted supports to families who faced significant challenges and barriers during the pandemic.

Tackling Poverty: Our staff are aware of the factors causing child poverty within our community, and the adversity experienced by families during the pandemic. We work with parents/carers and other agencies to help families minimise the effect of poverty on our children. Our leadership team has an informed understanding of local demographics that informs more targeted support, when required. During the pandemic, the school has been responsive to changing needs across the community, particularly in relation to families experiencing financial hardship due to the pandemic.

Next Steps:

Targeted Interventions in Family Learning: The school will appoint a 1.0FTE Family Learning Assistant for session 2021/22. This will secure a more targeted approach to supporting families identified as having singular or multiple needs that are having an impact on health and wellbeing, development and/or learning. The FLA will work closely with the Nurture Teacher to deliver an enhanced level of support to parents/carers of children in the Nurture Room.

Family Learning Programmes: The Family Learning Assistant will collaborate with staff and families to create universal family learning programmes that can be accessed by all families.

School Recovery Plan Priority 4: Continue to ensure Excellence, Equity and Educational Continuity

<p>NIF Priority: Closing the attainment gap between the most and least disadvantaged children and young people NIF Driver: Teacher Professionalism School Improvement</p>	<p>HGIOS 4 QIs 2.3 Learning, Teaching and Assessment 2.4 Personalised Support</p>	<p>EDC NIF Implementation Plan: Closing the attainment gap between the most and least disadvantaged children and young people</p>
---	--	--

Progress and Impact:

Quality of Teaching: Teaching during remote learning was underpinned by our shared school vision and values. Our digital leader developed a strategic plan to ensure that teachers were upskilled to deliver remote learning using Microsoft Teams. Our digital leader collaborated with staff to identify strengths, areas for development and to plan a bespoke professional learning programme. This included twilight training, the creation of user guides, demonstration videos and exemplification of digital content. Teachers had the option to participate in a weekly drop in meeting on Teams to connect and discuss their experiences of delivering remote learning. They shared ideas and talked through technical aspects. Following on from these meetings, teachers created and shared advice notes to support their colleagues. Data shows that 29% of staff felt confident using Teams in March 2020 and that this increased to 80% by June 2021. 100% of teachers reported that they were well supported to implement remote learning. The development of digital technologies has created transformational change for teachers and learners.

All teachers developed approaches to sharing learning intentions and success criteria digitally, using a variety of methods, including live engagement, PowerPoint with audio, differentiated content on group channels and pre-recorded videos. Teachers knew to adapt how they teach in a remote learning context, being mindful of pace and the place of breaking learning down more than they would in a classroom setting. Teachers reflected on the importance of planning a balanced blend of teaching approaches and learning tasks, identifying opportunities for pupils to make choices about their learning and to lead their own learning through presentations and challenges. The majority of teachers used Microsoft Forms to gather children's views about their remote learning experiences and used this information to inform planning. There is evidence across all weekly learning plans that children have experienced a balance of on screen learning and time away from the screen to complete a variety of say, make, write and do tasks.

Stage collaboration has been highly effective in terms of planning, creating content and utilising strengths across stage teams.

Effective use of Assessment: The school's approach to assessment was agreed collegiately, ensuring consistency in all stages. Assessment was integral to our planning of learning and teaching, through the use of assigned tasks for assessment. Within weekly learning plans, there were three *assigned tasks* in literacy, numeracy and taught writing. Families were advised to prioritise these tasks. Children received written, formative feedback on these tasks. The feedback in assigned tasks was a mechanism for weekly reporting to parents/carers too, as it gave clear information about achievement against success criteria and next steps. Children could use the "Sharing Our Learning" channel to share all other non-assigned tasks. In addition to giving written feedback on assigned tasks, teachers created spaces on Teams such as the *Ask the Teacher* channel, where children could ask questions and sense check their learning. Feedback from parents/carers demonstrated that 93% agreed that the formative feedback given through Assignments has helped them to support their child's learning.

In all classes, there was evidence of teachers using the Announcements function in Teams to engage children in conversations about learning. Teachers used this very effectively to announce what was coming up in learning, make links with prior learning, summarise learning, remind pupils about expectations, review learning and share next steps. All teachers integrated formative assessment using digital approaches to look back at prior learning; share learning intentions and success criteria; share feedback in a variety of ways and look ahead/identify next steps in learning.

Staff engaged in professional dialogue about assessment of remote learning during the February Inset day. Stage groups were asked to reflect on their approaches to self, peer and teacher assessment. Following on from this, teachers in Primary 7 collaborated to create a presentation entitled How do we assess remote learning on Teams in Primary 7? This detailed approaches to self, peer and teacher assessment and was shared with learners.

Across the school, staff integrated a variety of self and peer assessment approaches. Examples shared by staff include:

Reviewing learning during daily check ins (3 per day); use of 5 point scale with descriptors to self-assess level of understanding; self-assessment of taught writing against success criteria; learner comments to reflect on levels of challenge and confidence in their work; learners apply skills used in the classroom setting to sense check, review and edit their work; answer and generate your own questions; thinking time/hands up; summarise your learning; talk about strengths and difficulties in your learning; share screen to assess work together; peer collaboration; forms; and kahoot quizzes.

Planning approaches for remote learning were flexible and responsive; they reflected the demands being placed on education through government guidance and took account of the wellbeing needs and capacity of staff, children and families. The key strength was stage collaboration. Teachers were mindful of planning and delivering curriculum content that offered appropriate pace and challenge, while achieving a balance of screen based learning and opportunities for children to continue to engage in learning away from a screen. Teachers planned differentiated content to meet the needs of groups and individuals in Teams through the use of group channels, breakout rooms and separate Teams pages (Primary 1).

Pupil voice was gathered during daily check ins with the class teacher (3 times per day) and through the use of Forms.

96% of parents agreed that uploaded tasks supported their child's development.

Universal Support: All children and young people benefitted from universal support during remote learning. The school's model for remote learning provided an element of choice and flexible timescales to support children and families. The design model ensured that all learners had a very comprehensive weekly learning plan, differentiated learning in literacy and numeracy and clearly identified assigned tasks for assessment. All learners had three live check ins with their teachers and peers on a daily basis to discuss learning. Teachers skilfully connected learning through the learning plan and live engagement. Learning was effectively differentiated in the following ways:

Within the digital learning environment, teachers modified the organisation of remote learning to suit their learners. Teachers created channels and spaces to ensure that all learners could access and share learning. The files sections contained detailed weekly learning plans. This section also contained folders for each curricular area. Within these folders, children could access teaching content such as presentations, video clips and exemplification of how to complete tasks. Teachers also created hidden channels for literacy and numeracy groups and additions such as the Ask the Teacher channel.

Curriculum content reflected the core curriculum and well established courses and programmes of study during remote learning, such as the active literacy programme, integrated novel studies, 3 and 5 day reading programmes, taught writing and numeracy. Learners continued to access levelled guided and independent e-books on Bugclub and tasks on Sumdog. The

weekly learning plan included all curricular areas and experiences across the four contexts for learning. Teachers engaged in extensive professional learning to deliver the curriculum differently, effectively integrating digital tools for creating and presenting teaching content. Teachers were adept at modifying the learning process, breaking learning down more and providing exemplification of different ways for children to approach their tasks. Children were encouraged to demonstrate their learning in a variety of ways, including photographing and uploading their work, sharing photographs, creating presentations and well established approaches such as creating comics.

Targeted Support: We recognised the challenges of delivering targeted support and interventions in remote learning. Children with particular barriers to learning were supported with personalised learning packs. The leadership team contacted families who may find remote learning very challenging and worked through a personalised plan to ensure that children could engage and participate in a supportive and meaningful way. The curriculum was personalised for a small number of highly vulnerable children to focus on wellbeing. These children were allocated some time in school during remote learning. Teachers continued to plan and deliver well established interventions such as 5 day reading and numeracy programmes. The school integrated a number of partners to contribute to planning targeted supports, including the link educational psychologist, primary wellbeing service and education support teacher. As noted previously, the school continued to implement protocols for vulnerable children and provisions including pupil support group, team around the child meetings and wellbeing tracking meetings.

Removal of Barriers to Learning: The school identified a range of barriers specific to remote learning. These included:

Access to a device and connectivity; the competing demands on families during lockdown; possible escalation of barriers that already existed; and the emergence of new barriers for children and families due to lockdown.

The school took positive and proactive steps to minimise these barriers. The school consulted with all parents/carers to gather information about access to devices and connectivity at home. This resulted in 31 children and young people receiving a device through East Dunbartonshire Council's pupil device programme.

Attainment and Achievement: The impact of Covid-19 on expected levels of attainment has been evaluated using the professional judgement of teachers, classwork, assigned tasks during remote learning and standardised assessment in all stages, including Scottish National Standardised Assessments in P4 and P7. This demonstrates that almost all children in Primary 1 achieved Early Level in Reading, Writing, Listening & talking and Numeracy. Most children in P4 and P7 achieved expected levels of attainment in Reading, Writing, Listening & Talking and Numeracy. The leadership team analysed data, identifying strengths and areas to focus on through working parties in the collegiate calendar next session.

Pupil Equity Funding: The school invested almost £70000.00 in devices to support the implementations of the Council's Digital Learning Strategy. This includes laptops, i-pads and associated resources. Due to restrictions, these resources were received by the school in June 2021. The Digital Leader liaised with ICT analyst to make arrangements for devices to be built in July 2021.

Next Steps:

Digital Learning (Year 2): The school will continue to build on progress made this year. The school will focus on creating skills based progression pathways and integrating digital learning across the curriculum. The school will also create systems and processes for the effective management of the substantial investment made in digital technologies.

Excellence through Raising Attainment for All and Closing the Poverty Related Attainment Gap:

This will be priority number 2 in our school improvement plan next session. The school recognises the need to be realistic and therefore will focus on:

- Creating a development programme for newly qualified teachers and new members of staff;
- Refreshing curriculum planning;
- Targeted interventions in Literacy and Numeracy to close the poverty related attainment gap;
- Creating three working parties to develop specific aspects of curriculum development identified through self-evaluation (technical skills in writing, integration of concrete materials to raise attainment in numeracy and nurture in the classroom); and
- Re-establish systems and processes for quality assurance and a self-evaluation calendar.

Self Evaluation of Core Quality Indicators

Quality Indicator	
1.3 Leadership of Change	Very Good
2.3 Learning, Teaching and Assessment	Good
3.1 Ensuring Wellbeing, Equality and Inclusion	Good
3.2 Raising Attainment and Achievement	Good

