

THOMAS MUIR PRIMARY SCHOOL



Standards and Quality Report Session 2021/22

Our Vision

A school community where everyone feels safe, happy and included and our learners have the opportunity to achieve excellence in all pursuits.

Our Values

- Respect
- Responsibility
- Honesty
- Fairness
- Kindness

Our Aims

- To provide a nurturing environment where learners develop their social skills alongside their learning so they grow into respectful and responsible citizens, ready for life and work.
- To provide all children with stimulating and engaging learning experiences so they can achieve their very best academically.
- To enable staff to meet the needs of all learners through a creative, balanced and pupil-centred curriculum.
- To engage parents and carers as partners in learning and build positive relationships with our partners and members of the wider community.

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 and have strong links with the school, sitting on a site adjacent to their buildings. Our teaching team consists of 27.8 full time equivalent teachers and an Education Support teacher. The Senior Leadership Team comprises of one Head Teacher, two Depute Head Teachers and two Principal Teachers. We have recently appointed an Acting Depute Head Teacher with a specific focus on raising attainment. The school is well supported by administrative staff, classroom assistants and support for learning assistants. There are 649 pupils on our school roll, arranged into 22 classes. We are very proud of the rich diversity across our school pupil population, as shown in the following data: 38% of our children and families speak at least one additional language at home and 30 different languages are spoken by our families.

In April this year, we received £127,440 from the pupil equity fund (PEF) to reduce the poverty related attainment gap. There was a 15% uplift included in our PEF to reflect the challenges created through the pandemic. Using a wide range of data, the school planned targeted interventions to support children who had been adversely impacted by the pandemic. Following consultation with stakeholders, it was agreed that PEF would be used to employ additional staff to support pupils through carefully planned interventions in aspects Literacy, Numeracy and Health & Wellbeing. These interventions focused on narrowing attainment gaps that were evident in Reading, Writing and Numeracy between our most and least disadvantaged pupils. Attendance is monitored regularly and any issues are addressed promptly in order to best support our families. Our average attendance rate for this school year was 93%.

Around 8% of our children receive free school meals. Scottish Index of Multiple Deprivation (SIMD) data indicates that a minority of our children sit within bands 1-8 and the majority of our children sit within bands 13-20.

Our school's modern design includes adaptable indoor and outdoor spaces for learning and teaching. Our learners benefit from extensive outdoor spaces, including the multi-use games area (MUGA), outdoor play zones, trim trail, scoot route, friendship garden, meadow and outdoor learning pods.

Progress in School Improvement Plan (SIP) priorities

School priority 1: Applying Nurture as a whole-school approach	
<p>NIF Priority •Improvement in children and young people’s health and wellbeing Choose an item.</p> <p>NIF Driver school improvement teacher professionalism</p>	<p>HGIOS?4 QIs QI 3.1 Wellbeing, equality & inclusion Choose an item.</p>
<p><u>Progress and Impact:</u></p> <p>The school has made very good progress with this improvement priority and is well placed to continue to embed nurturing approaches next session. This priority was year one of an ongoing, long-term plan to improve pupil health and wellbeing and to promote family learning and engagement. The impact of the covid-19 pandemic on our learners and their families highlights the need to keep nurture and health and wellbeing at the heart of our planning and practice for years to come.</p> <p>Due to the data profile of our pupil population, Thomas Muir was included in the East Dunbartonshire Council Nurture pilot programme; which enabled us to appoint a nurture teacher and a Family Learning Assistant. As part of this initiative, the nurture teacher and Depute Head attended authority led training in June 2021 and August 2021 delivered by 2 Educational Psychologists. Training consisted of 4 modules and then further professional learning opportunities were delivered throughout this session. Monthly professional learning meetings provided opportunities to work collegiately across the authority; sharing good practice, identifying key resources and discussing planned interventions and next steps. The nurture teacher used this model to create an overview for the session of planned interventions and to begin to identify key groups and children that would benefit from participating.</p> <p>Consultation took place between the senior leadership team, the nurture teacher and class teachers in the form of wellbeing tracking meetings. Class teachers were given the opportunity to identify children they felt would benefit from involvement. A range of data was used to support discussion and decision making including attendance statistics, SIMD percentages, attainment projections and involvement with other agencies (social work, Child and Adolescent Mental Health Services, Supporting Families etc).</p> <p>As advised, the nurture teacher used a range of assessments to gather detailed data about potential participants in the programme. All Looked After children were also involved in the formal assessment process. Once the Boxall profiles for given pupils were completed, discussion took place to identify the learners to be targeted. In line with EDC guidance, the focus for this group was to promote learning engagement and pupil health and wellbeing. Within the nurture room, identified children had termly individualised targets which were created from their Boxall profiles. Oral feedback from both class teachers and parents highlighted the success targeted pupils had achieved, and this was further supported by the interim Boxall profiling that took place in March 2022 as 100% of the individuals had made progress in the developmental strand. Parents and carers of participants were given the opportunity to visits the nurture room on a termly basis to discuss targets, progress and next steps.</p> <p>We were also conscious of the need to provide short term, small group sessions for some of our most vulnerable children. Again, discussion took place between the leadership team, nurture teacher and class teacher to identify the children and cohorts to target. The EDC wellbeing tracker was piloted with pupils in Primary 7 and parents were surveyed about involving children in Seasons for Growth and a young carers group. These group sessions were offered to pupils in Primary 1-7 and focussed on building resilience, transitions, mental health and relationships.</p> <p>As part of our whole school focus on providing universal approaches to nurture and to ensure all teaching and support staff were given the opportunity to engage in professional learning, our Educational Psychologist delivered whole school staff training on Nurture, trauma and ACEs at the inset day in February. In order to promote physical as well as mental and emotional wellbeing, the Depute Head Teacher linked with EDC active schools to plan targeted groups for children who require support with relationships, further access to physical activity or opportunities for success and wider achievement. Groups of children were carefully identified though analysis of data which included wellbeing discussion</p>	

and tracking with class teachers, SIMD data, consultation with parents and carers and attendance statistics. This helped to build the confidence and resilience of identified learners with a particular focus on those affected by poverty.

Further approaches to improve the emotional wellbeing of our pupils were provided by planned opportunities for outdoor learning. This was provided in a universal way through a PEF funded initiative delivered by Operation Play Outdoors. All 22 classes were given the opportunity to attend staff lead sessions and further, targeted groups received a smaller group intervention too. This programme was highly evaluated by staff, children and parents with all stakeholders reporting the benefits. Through discussion and consultation with our parent council, as well as pupil groups, it was agreed that £6000 of PEF would be used to purchase resources from Operation Play Outdoors to ensure this opportunity for team building and outdoor learning was something we could continue to offer to our children on a weekly basis next session. This helped to develop pupil's problem solving and communication skills.

Next Steps:

- Opportunities for outdoor learning to be planned and included in focus for wellbeing group(s)
- Nurture teacher to pilot use of EDC Wellbeing tracker in upper school classes (P4-7) and use data gathered from this to plan targeted groups/supports
- Nurture teacher to link with EDC Young Carers group, identify young carers in our pupil population and begin group session to support them.
- Family Learning Assistant to run Families Connect programme (x2 sessions) for new Primary 1 parents/carers in Terms 1 and 2.
- HT and nurture teacher to develop trackers for wellbeing/PEF funded interventions to record progress and measure impact over time
- Nurture teacher to attend Seasons for Growth training in August 2022

School priority 2: Raising attainment for all and closing the poverty related attainment gap.

NIF Priority • Improvement in attainment, particularly in literacy and numeracy
 •Closing the attainment gap
 NIF Driver school improvement
 teacher professionalism

HGIOS?4 QIs
 QI 3.2 Raising attainment and achievement
 QI 2.3 Learning, Teaching & Assessment

Progress and Impact:

The school has made good progress with this improvement priority. This was an ambitious priority with a focus on raising attainment in both Literacy and Numeracy across the school. Due to the covid pandemic, we regularly reviewed our targets in this area and adapted interventions as required. Some aspects of this priority will be carried forward into next session, and will form part of a 3-year plan to raise attainment in Literacy and Numeracy across the school.

The first step was to become more data informed and to create a clear picture of where our learners were on the back of the covid-19 pandemic and resulting periods of remote learning. The leadership team, consisting of a new Acting Head Teacher, engaged with the link QIO during the first attainment visit in December to evaluate current practice and identify a plan moving forward. Class and stage profiles were created which provided teaching staff with a clear picture of their learners and highlighted key data including LAAC/SIMD/social work involvement etc. A whole school attainment overview was also created and this was annotated to indicate which learners were living in our lowest deciles. This overview, along with the class profiles, enabled the leadership team to identify pupils at risk of not attaining and to identify gaps in attainment between our most and least affluent learners (PRAG). Class data profiles were amended in light of teacher feedback in March and these amended profiles will form the basis of discussion at handover meetings in June supporting transition planning and discussion. These profiles have and will enable staff to take a more data informed approach to planning in teaching and learning.

Teaching staff in Primary 1, 4 and 7 attended Scottish National Standardised Assessments training this

session with a focus on data analysis and identifying trends and next steps. The impact of this professional learning opportunity was that, as a school and as a leadership team, we are more data informed and are now in a better place to plan interventions for our learners with a view to raising attainment and reducing the PRAG.

With a view to raising attainment in Numeracy across the school, teaching and support staff engaged in training delivered by Count on Us Education during the February in service day. The aim of this training was to provide consistent approaches to teaching in Numeracy and Maths, particularly in mental maths strategies. Training was highly evaluated by all staff and key features were implemented across the school. Count on Us Education will provide further training to pupils and class teachers (this priority will be carried over to next session). This developed our staff's pedagogy within numeracy and supported the use boards in classes. This in turned has increased independence and engagement during numeracy sessions.

Evaluation of attainment data throughout the session indicated a dip in writing progress across the school, particularly at first level. Through class observations areas of good practice were identified as well as next steps. Through self-evaluation against the key Quality Indicators, teaching staff highlighted that opportunities for moderation, discussion and peer visits would be welcomed and support improvement in teaching and learning across the school. This will form our main school improvement priority for next session with a view to raising attainment in Writing levels across the school.

Two PEF funded teachers were employed in January to create opportunities for team teaching as well as small group, targeted interventions. Careful analysis of attainment data enabled us to identify groups and individuals who were at risk of not attaining in Literacy (Reading and/or Writing) and support was timetabled in these areas. As teachers were funded to promote equity, learners were carefully selected and the overall aim was to raise attainment but also to reduce the poverty related attainment gap between our most and least affluent learners. Teachers were fully and involved in regular tracking discussions with class teachers and the leadership team to assess progress and identify next steps. Pre and post data was gathered throughout this process to capture progress and impact of interventions which showed improvements in attainment within these areas. Data was at the heart of all decision making and processes were reviewed and refined to ensure success. Hard data collection included use of the Maths Recovery Assessment scales and Literacy Box assessments. Progress and professional judgement was confirmed using SNSA results in Primary 4. Recent tracking data in Literacy and Numeracy indicated a reduction in the PRAG in Reading in Primary 4 and that attainment in Numeracy in Primary 2 and Primary 7 had risen as a result of these interventions.

This session, staff were organised in to 2 working parties with a focus on Literacy (grammar/technical writing skills) and Numeracy (focus on using concrete resources to support teaching the 4 operations). Both parties were led by class teachers who were Literacy Champions and Numeracy Champions for the school. Time was set aside in the collegiate calendar to allow staff to meet throughout the session, working collegiately across levels to create planners for both curricular areas. At each in service day, time was set aside to review progress, share information and adapt planning in light of feedback from all staff. The working parties provided opportunities for colleagues to engage in professional dialogue and agree consistent approaches to teaching.

Planners will be implemented next session and reviewed and amended if necessary. Through staff feedback and discussion via the Professional Review and Development process, a number of staff have been keen to take on leadership opportunities next session and run working parties, engaging with a range of EDC professional learning opportunities on offer. Time for this has been set aside in the Working Time Agreement for session 2022.23.

Next Steps:

- Leadership team and staff to review current timings of assessment weeks and take authority advice on administration of SNSA
- Continued engagement with authority led training on SNSA analysis and opportunities for teaching staff to work collaboratively to scrutinise data
- Provide staff with opportunities for moderation (linked to taught writing) to agree shared standards and support discussion around professional judgement

- Use Education Scotland moderation materials to support teaching, learning and assessment and promote greater consistency across the school
- Use PEF to recruit an additional Depute Head Teacher with a focus on data analysis and raising attainment
- Engage with materials highlighted at the Education Scotland SECI to keep data and equity at the heart of decision making
- Engage with updated PEF guidance to ensure interventions for equity are carefully planned and evaluated
- Leadership opportunities to be created via staff working parties which focus on MLPS, IOC, play based learning and reading for enjoyment.

School priority 3: Improvement in Attainment through Digital Learning (Year 2)

NIF Priority
 particularly in literacy and numeracy
 •Improvement in attainment,
 •Closing the attainment gap
 NIF Driver
 school improvement
 teacher professionalism

HGIOS?4 QIs

QI 2.2 Curriculum

QI 2.3 Learning, Teaching & Assessment

Progress and Impact:

The school has made very good progress with this improvement priority and is well placed to continue to embed digital technologies next year and beyond. This will continue to be a priority in our school to ensure that staff and pupil skill sets develop in line with technology and software updates.

In session 2020/21, more than £70,000 of PEF money was spent procuring new digital devices for the school which were subsequently received in October 2021. The procurement of these devices reduced our pupil-device ratio to 3:1. The increase in devices also resulted in all class teachers receiving a device that could be used to support individual learners and all P3-7 classes received two class devices to support pupils with identified barriers to access the curriculum. Most pupils with an identified barrier to learning within the school now have regular access to a digital device to support their learning. Further to this, as these devices were procured through our PEF money, identified pupils were given the opportunity to take on a leadership role – the TMPS Tech Team – which has allowed them to develop a wide set of skills in digital device maintenance and provide support to class teachers across the school. The use PEF to procure these devices was highly evaluated by staff during our self-evaluation process this year, with almost all commenting on the positive impact these devices have made to the learning and teaching in their classroom. An increase in access to devices has allowed our pupils to independently access the curriculum and use bespoke digital learning platform to ensure support and progression with their learning.

To ensure readiness throughout the last year, the continuation of the use of Microsoft Teams to support remote learning and home learning was successfully implemented across the school. All classes had an active Teams page that was used regularly to share information about home learning. After consultation with our parent body and our staff, our digital home learning model was reviewed, and changes were made to make this more manageable and accessible for all families and learners. Digital remote learning packs continued to be created and shared with families when pupils were self-isolating, ensuring that they had age and stage appropriate resources to continue learning from home. P6 and P7 classes implemented the use of Teams in more depth, using this as a tool to facilitate learning in the class, specifically exploring key tools such as One Note and Immersive Reader to enhance learning for pupils.

Our Digital Leader created a comprehensive Digital Skills Learning Pathway based on models of good practice from across the country, which outlines clear learning progression across all aspects of digital learning. The Digital Skills Learning Pathway is currently in draft form and will be implemented for a trial period in the next school session.

It should be noted that the school participated in a thematic inspection from Education Scotland in November 2021, where all stakeholders were asked to share their views on the school's practices during recovery. Our school was recognised nationally by Education Scotland as model of good practice in the use of digital technologies to support recovery and the full review was published in May this year.

It should also be noted that the school also participated in the EDC Digital Pedagogy project, where the validity of a digital reading assessment tool was scrutinised and an evaluation of our reading fluency assessment practices was completed. Aspects of this project will continue into next session, with a larger roll-out of the digital software across key stages in the school.

Next Steps:

- Digital skills progression planners to be rolled out across the school next session
- Development of coding across the school using Beebots/scratch/microbits
- Continued training programme for TMPS tech team – link to opportunities for leadership for targeted pupils
- Consolation with pupil group about further investment in digital devices and software
- Review of Microsoft teams as a communication platform between home and school
- Continue to support staff with implementation of technologies and software planning and providing bespoke CPD specifically linked to ASN programmes (eg Clicker)
- Complete Digital Schools Award self-evaluation

Progress in National Improvement Framework (NIF) priorities

Improvement in Attainment, particularly in Literacy and Numeracy

We now have some comparator data to track cohorts of learners across Curriculum for Excellence levels over time. This session, the ACEL data we collected for achievement of CfE levels in Numeracy, Reading, Writing and Listening & Talking has remained in line with or above national averages at all stages and across all areas. Our ACEL Data for Listening & Talking at P1, P4 and P7 is above the EDC average. We have scrutinised attainment data for Reading, Writing and Numeracy and have created a plan to ensure that our attainment levels rise in line with East Dunbartonshire Council averages over the next 3-5 years.

Closing the attainment gap between the most and least disadvantaged children

The Senior Leadership Team worked with class teachers to create class profiles and analyse key data, identifying existing or emerging gaps in attainment and achievement between our most and least disadvantaged children and those most adversely impacted by the pandemic. Pupil Equity Funding (PEF) was used to support our most vulnerable pupils through targeted interventions in aspects of Literacy, Numeracy and Health & Wellbeing. These interventions focused on narrowing attainment gaps that emerged in Reading, Writing and Numeracy between our most and least disadvantaged pupils.

Improvement in children and young people's health and wellbeing

As a school, we are aware that the pandemic and school closures have had an impact on the physical and mental health of our children. For that reason, we have focused on supporting children's health and wellbeing through revisiting nurturing approaches and participating in the EDC Nurture Schools programme. Part of this involved us receiving funding for a 1.0 FTE Nurture teacher and a Family Learning Assistant. As well as providing in-depth nurture support to a group of pupils in Primary 2, the teacher also ran targeted groups for children from P1-P7 which focussed on building resilience, transitions, mental health and relationships. Involvement and engagement was tracked to assess impact and identify next steps. Any child in Primary 7 who required support with their transition received additional visits and small

group interventions. A counselling service, run by Lifelink, was offered to pupils in Primary 6 and 7 and uptake was high. This was complimented by input from our school nurse who ran the LIAMs programme with targeted children in Primary 6 and Primary 7.

The Senior Leadership Team met regularly with class teachers to track pupil wellbeing throughout the session, ensuring that targeted supports were identified and put in place to support any vulnerable children and families.

Attainment and Achievement Data

Curriculum for Excellent Levels at the end of June 2022				
	Reading	Writing	Listening & Talking	Numeracy & Mathematics
Early level by end of Primary 1	most	most	almost all	most
First level by end of Primary 4	majority	majority	almost all	most
Second level by end of Primary 7	most	most	almost all	most

Impact of Interventions for Equity and Pupil Equity Funding (PEF)

Pupil Equity Funding enabled us to appoint 2 additional teachers with a focus on supporting children at risk of not attaining expected levels and on narrowing the poverty related attainment gap. We recently appointed an additional Depute Head Teacher, funded through PEF, with a focus on raising attainment. This additionality in staffing enabled us to work with class teachers to use a data informed approach to design interventions in Literacy and Numeracy. PEF teachers and class teachers planned collaboratively with members of the SLT to identify appropriate interventions. This was also discussed with the QIO during regular attainment visits to validate planned approaches. After careful scrutiny of data, specific interventions were implemented which included: PEF teacher support in Literacy across the school, PT support targeting children in Numeracy, introduction of Nessy spelling and Literacy box resources, and work with more able children in Numeracy.

All approaches were carefully evaluated to measure progress and impact over time. This was done through the use of pre and post intervention data, observations and qualitative data including pupil and parental questionnaires. All staff involved in the planning and implementation of targeted support positively evaluated the interventions and approaches used.

This session we worked in partnership with Rossie Stone to support 23 families across Primary 4-7 whose children have a learning difference of Dyslexia. All of these children benefit from Universal Support in school as they are not on track to achieve. 48% of these learners are living in SIMD deciles 1-6. 60% were boys and 40% girls and 13% of the cohort were in receipt of FSM – higher than our school average. This intervention was undertaken through 6 targeted workshops, a parental open day and with children leading their learning in their classes. Parental Feedback has been extremely positive with all parents and carers sharing how supportive this approach has been and 60% of our parents/carers noticing an increase in confidence in their children. The children involved also highlighted being more confident in their learning as the most important outcome for them.

The school has continued to promote actions to mitigate the impact of poverty, including approaches to reducing the Cost of the School Day. Pupil Equity Funding was used to fund residential trips for pupils in Primary 7 and provide families with clothing for this. It was also used to support targeted children to attend an after school football club.

Self-evaluations of How Good Is Our School? (4th edition)

Quality indicator	School self-evaluation	Inspection/ Authority evaluation
1.3 Leadership of change	Good	not applicable
2.3 Learning, teaching and assessment	Good	not applicable
3.1 Ensuring wellbeing, equity and inclusion	Good	not applicable
3.2 Raising attainment and achievement	Good	not applicable

Summary of School Improvement priorities for Session 2022/23

- 1. Raising Attainment in Literacy: Writing (using the Ed Scotland Moderation Cycle)
- 2. Health and Wellbeing: Nurture (Year 2) and consultation on RSHPE programme (Year 1)
- 3. Parental and community engagement and involvement

What is our capacity for continuous improvement?

Our school and our community has shown great resilience this session, managing the demands and challenges created by the Covid-19 pandemic. Children, staff, parents and carers have continued to work within mitigations, being responsive to changing needs and ensuring that our children have been safe, happy and learning.

The school continued to work through priorities in the school improvement plan, but the pace of improvement was impacted by the pandemic. The school was responsive to this, prioritising and adapting on an on-going basis and recognising that some aspects that were planned for this year will now be carried forward into next year's plan.

Recent changes to Covid-19 guidance have allowed us to begin to reintroduce extra-curricular clubs and activities and we look forward to working closely with parents and carers to re-establish mechanisms for parental engagement and involvement. We have recently held face to face parent appointments and an in person Primary 1 induction programme for our new intake for August.

The school has a clear vision for improvement over the next 3-5 years and is well placed to achieve this, through collaboration with children, staff, parents, carers and community partners.