



Thomas Muir Primary School Standards and Quality Report 2023/24



Our Vision, Values and Aims



Curriculum
Rationale.pdf



School V, V & A.pdf

Thomas Muir Primary is a non-denominational school serving the areas of Auchinairn and Woodhill. Before coming to school, Primary 1 pupils attend a range of local authority and private early years centres. We are part of the Bishopbriggs Academy cluster and have strong links with the school, sitting on a site adjacent to them. Almost all of our Primary 7 pupils transition to Bishopbriggs Academy. Our teaching team consists of 27.6 full time equivalent teachers. The Senior Leadership Team comprises of one Head Teacher, three Depute Head Teachers and two Principal Teachers. The school is well supported by administrative staff, classroom assistants and support for learning assistants. There are 645 pupils on our school roll, arranged into 21 classes. We are very proud of the rich diversity across our pupil population, and 38% of our families speak at least one additional language at home, with 30 different languages spoken by our pupils.

Attendance is monitored regularly and any issues are addressed promptly in order to best support our families. Our average attendance rate for this year was 95%. Around 10% of our children receive free school meals. Scottish Index of Multiple Deprivation (SIMD) data indicates that a minority of our children sit within Quintile 1 and the majority of our children reside in Quintiles 4 & 5. Pupil Equity Funding (PEF) is allocated to support these children and to raise attainment for all. Last session the school was awarded £127,440 to develop strategies to close the poverty related attainment gap. Pupil Equity Funding was used to employ additional staff and to support our most vulnerable pupils through planned, targeted interventions focused on narrowing attainment gaps in Reading and Writing.

Thomas Muir provides a curriculum in line with national advice and pupils are encouraged to be active in their learning. We have achieved our Gold Reading Schools Award, a bronze Rights Respecting Schools Award and an Eco Flag. All of our learners in Primary 5 participated in the Junior Duke award scheme with a focus on life skills and wider achievement. We aim to provide a number of extra-curricular activities at Thomas Muir, offering clubs such as football, dance, choir, chess, rugby and mini fit. Some of these are delivered in conjunctions with EDC Active Schools through their Young Sports Leaders programme.

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, friendship garden and outdoor learning pods.

Pupil participation and pupil voice is encouraged through various committees which include: Eco schools, Sports, Dyslexia Ambassadors, Junior Road Safety Officers and Rights Respecting Ambassadors. Pupils vote for House Captains and Vice Captains annually and two Primary 6 pupils were chosen to represent the school at East Dunbartonshire Council's Pupil Forum with a focus on children's rights. This session, in partnership with Bishopbriggs Community Council, three Primary 7 pupils were chosen as Youth Ambassadors and participated in a range of activities during the school session in these roles, working with community groups and the Provost. Opportunities for partnership working and parental involvement are carefully planned for throughout the session (including meet the teacher, class assemblies, stay and play sessions). Partnerships are vital to us and we actively encourage parents and carers to participate in their child's education. We have an active Parent Council which engage with the wider EDC Parent forum and the Parent Teacher Association (PTA) who organise fundraising events over the school year which benefit all pupils.

Our Standards and Quality Report has been created in consultation with children and young people, staff and parents and carers. It summarises the story of our school's performance, successes and achievements in Session 2023/24 and identifies our main priorities for next year.

Progress in School Improvement Plan (SIP) priorities

School Priority 1: Raising attainment in Literacy – Writing	
<p><u>NIF Priority</u></p> <p>Closing the attainment gap between the most and least disadvantaged children Improvement in attainment, particularly in literacy and numeracy.</p> <p><u>NIF Driver</u></p> <p>curriculum and assessment school improvement</p>	<p><u>HGIOS 4 QI's</u></p> <p>QI 2.2 Curriculum</p> <p>QI 3.2 Raising attainment and achievement</p>
<p><u>Progress and Impact:</u></p> <p>The school has made good progress with this improvement priority and is well placed to continue the work next session, when we will continue to focus on raising attainment in Literacy. This session, staff at Thomas Muir engaged with the West Partnership with a focus on moderating writing to raise attainment. This allowed teaching staff to work collegiately with colleagues from cluster primaries to plan, implement and moderate a series of writing lessons across Early, First and Second Level. This improvement initiative ran from August until May when staff came together to moderate annotated exemplars of writing and evaluate the process. By participating in this cycle, notable progress in writing achievement at all levels was evident through increased learning engagement, pupils having a more positive attitude to writing and increased teacher confidence around achievement of CFE levels. In addition to this, participant evaluations of taking part in the programme showed an increase in teacher confidence around moderation to have increased to 95% of teachers feeling somewhat or extremely confidence in the process. Through discussion and assessment methods, most learners demonstrated increased awareness of tools for writing and what they needed to focus on to improve the quality of their work. Carefully targeted support was put in place for learners from specific socio economic groups, including those adversely affected by poverty. This was funded, in part, by pupil equity funding (PEF) and targeted at narrowing the poverty related attainment gap. In Primary 1, 4 and 7, attainment data indicates that there has been an increase in Listening & Talking, Reading and Writing data since the initial tracking meetings in November 2023.</p> <p>Termly tracking meetings were held with class teachers, link Senior Leadership Team and the Head Teacher to discuss progress in writing and the impact of the moderation process on learners, particularly those at risk of not attaining in line with expected national levels. Teacher confidence was supported by the use of benchmarking and moderation of written work at stage level. As part of the West Partnership model, staff engaged in professional reading linked to assessment and engaged with Education Scotland materials around the Learning, Teaching and Assessment cycle. This led to increased awareness and confidence in almost all staff, and was highly evaluated during collegiate and cluster sessions. Staff completed a professional reflection journal throughout the process and used this to evaluate their current knowledge and impact of the professional learning process on their teaching practice.</p>	

Writing guidelines were produced for staff to use which provided consistency within stages and across levels (for learners beyond and below expected levels). Staff also used new assessment grids to highlight where pupils were making good progress in aspects of their writing and what they could do to improve. These were adapted for Early, First and Second level and helped support children to discuss next steps and to peer and self-assess their pieces of extended writing. Renewed focus on the teaching of key writing skills will continue to have a positive impact on attainment and pupil engagement going forward. The impact of these interventions was measured through quality assurance processes and regular self-evaluation, including the analysis of data from key groups of learners.

Next Steps:

Staff will continue to use the learning, teaching and assessment cycle to moderate across stages and levels and use materials to support their professional judgement around achievement of a level.

We will implement new EDC writing and reading planners with a view to providing consistency in terms of learners' experiences. We will also introduce a new phonics scheme into Primary 1.

School Priority 2: Raising Attainment – Data Analysis

NIF Priority

Closing the attainment gap between the most and least disadvantaged children
Improvement in attainment, particularly in literacy and numeracy.

NIF Driver

curriculum and assessment
performance information

HGIOS 4 QI's

QI 2.3 Learning, Teaching & Assessment
QI 3.2 Raising attainment and achievement

Progress and Impact:

The school has made good progress with this improvement priority and is well placed to continue the work next session, working with all stakeholders and the Attainment Advisor to analyse trends and use data to identify learners at risk of not attaining expected levels.

In a bid to become more data literate, this priority focussed around the analysis and use of data to support targeted interventions and raising attainment in Literacy and Numeracy. Class teachers were given stage profiles at the beginning of the academic session and had an opportunity to discuss these with link SLT. These new profiles highlighted key information such as pupils with additional support needs, attendance percentages, learners affected by poverty, children with English as an additional language as well as wellbeing information. During termly forward planning and tracking meetings, these profiles were used to support discussion and target set.

The creation of class and stage profiles, as well as a whole school data report, enabled leadership staff to track trends in attainment over time, identify the poverty related attainment gap (PRAG) and intersect data linked to SIMD, ASN, EALs and gender. Discussion around this was supported by a visit from the attainment advisor in February. Tracking data, wellbeing information and attendance percentages were discussed along with PEF spending to look at maximising impact and analysing impact of planned interventions. During discussions around attainment, and through

regular self-evaluation exercises, it was identified that standardised assessments in Maths and Reading would help to support professional dialogue around achievement of a level and to identify any gaps in learning. An investment in standardised assessments for Reading and Numeracy was made using Pupil Equity Funding.

The school annual data report was used in the final term to help inform priorities for next session and to plan PEF spending with key stakeholders. Guidance was issued to teaching staff regarding tracking meetings and these took place termly. They were used to rigorously triangulate data; ensuring assessment information and professional judgement were aligned.

Data gathered for learners in Primary 1, Primary 4 and Primary 7 showed some increase in attainment in both Literacy and Numeracy this session. In Primary 1, there was an 18% increase in Literacy combined data and a 17% increase in Numeracy combined data. In Primary 4, there was a 7% increase in Literacy combined data and in Primary 7 there was a 3% increase in Literacy combined data and a 9% increase in Numeracy combined data.

Next Steps:

Staff will continue to use standardised assessments to support professional judgement and discussion around achievement of a level. This will include planning and implementing targeted interventions to raise attainment and narrow the poverty related attainment gap.

Staff will be responsible for intersecting key data linked to their pupils, particularly those adversely affected by poverty, and set stretch aim, supported by members of the senior leadership team.

School Priority 3: UNCRC/Rights Respecting Schools Award

NIF Priority

Placing the human rights and needs of every child and young person at the centre
Improvement in children and young people's health and wellbeing

NIF Driver

school leadership
teacher professionalism

HGIOS 4 QI's

QI 2.2 Curriculum
QI 3.1 Wellbeing, equality & inclusion

Progress and Impact:

The school has made very good progress with this improvement priority and is well placed to continue the work next session, when we aim to receive our Silver Rights Respecting Schools award.

All staff have an increased knowledge of Rights Based Learning as a result of awareness raising this session. Our Rights Based working party up levelled their own knowledge and skills of rights legislation through engagement in professional reading and training materials on the United Nations Convention on the Rights of the Child (UNCRC) website. Going forward this will enable them to lead this development effectively as we move to obtain our Silver Right's Respecting Schools Award.

Initial awareness of rights based learning/knowledge of UNCRC and Thomas Muir's engagement with this was undertaken through staff development work, departmental assemblies, discussion with the Parent Council and regularly updates to the parent body via our Monthly Sway newsletters. We then built upon this basic whole school foundation by creating a Rights Respecting Schools Committee. Pupils were given the opportunity to apply to be part of this group and take a lead role in sharing ideas and planning ways to promote rights throughout the school. This has been highly evaluated by staff, pupils and parents/carers and pupils will continue in this role next session. As a results of these interventions, pupil voice is helping to drive decision making in our school and children are more aware of their rights and responsibilities.

Our staff working party undertook an audit of resources and topics being covered across all levels as we were aware that rights based education needed to be embedded fully and topics needed to be more relevant to our learners, reflect the diversity in our school and encompass the global goals. A working party of staff audited all topics and created new planes with an IDL focus which will be trialled next session. These include opportunities for pupils to lead their own learning through their interests and prior knowledge. We undertook an audit of current practise and evidence was submitted to UNICEF and we were awarded our Bronze award in March 2024. Work on the silver award started in April in the form of an action plan which we are currently implementing as we work towards Silver then Gold accreditation status.

A whole school charter has been created, involving staff and pupils to ensure consistent rights based approach across all classes and with all staff. All classes created a charter linked to Children's rights and these are displayed in learning bases, and referred to regularly to help develop children's knowledge and understanding. Teachers have integrated rights based learning across different curricular areas to develop children's understanding of rights in a variety of contexts. Two Primary 6 pupils were chosen to be part of the EDC Pupil Forum with a focus on children's rights – they will continue to work in their role next session, sharing ideas and examples of best practice at authority level with their peers. These initiatives have help to create a rights focus across the school and we hope to further embed this next session as we become 'Rights Aware' in our journey to Silver status. Children are aware of their rights and responsibilities and staff are identifying links in learning opportunities where rights can be highlighted and discussed.

Next Steps:

Staff will continue to build on rights based learning in class, seeking opportunities to link rights into learning across the curriculum and deepen both their own and pupils' understanding around rights based issues. Staff will use new interdisciplinary planners next session to support this.

Staff at Thomas Muir will continue to work with all stakeholders to provide evidence and seek accreditation at Silver Level for the Rights Respecting Schools Award from UNICEF.

Progress in National Improvement Framework (NIF) priorities

Improvement in attainment, particularly in Literacy and Numeracy

This session we have seen improvement in our attainment data in Literacy and Numeracy. In our current Primary 7 year group, there has been an 11% increase in Literacy attainment since Primary 1 and in Numeracy, attainment has stayed the same. In Primary 7, we are above the national average in attainment in Literacy (3% higher) and Numeracy (8% higher).

In Primary 4, we are above the national average in attainment in Literacy (5% higher) and in Numeracy we are slightly below the national average but targeted interventions are in place to raise attainment. In Primary 1, we are above the national average in Literacy (1% higher) and in Numeracy we are slightly below the national average but targeted interventions are in place to raise attainment. Data linked to progress in Literacy and Numeracy at all levels is collected and analysed regularly as part of tracking meetings with teaching staff and attainment meetings with the link Quality Improvement Officer.

Closing the attainment gap between the most and least disadvantaged children

The promotion of equity is integral to the ethos and vision of Thomas Muir Primary. Stringent procedures and planned programmes ensure the promotion of equity in terms of success and achievement for all pupils. The progress of our pupils who experience barriers to their learning, particularly those adversely affected by poverty, is closely monitored to ensure appropriate and timeous support is given and impact recorded.

We acknowledge that there is an attainment gap between our most and least disadvantaged children. Investment of PEF and carefully planned and targeted interventions have resulted in a reduction of this gap. Attainment data for P4 and P7 shows that in Literacy, pupils living in SIMD Q1 are currently performing lower than children living in SIMD Q5. However, there has been a reduction in this gap of 9% since January 2022. In Numeracy, attainment data for pupils in P4 and P7 shows that pupils living in SIMD Q1 are currently performing lower than children living in SIMD Q5. However, there has been a reduction in this gap of 16%. In Primary 1, we have recognised an attainment gap between our most and least disadvantaged learners. PEF will be used to employ additional staffing to deliver carefully targeted support to improve outcomes for these learners. Targeted support (some provided through PEF) is implemented to promote equity with a direct focus on pupil attainment, achievement and wellbeing. Effective use of data enables the school team to effectively support those pupils identified or affected by the poverty gap or identified as being vulnerable or disadvantaged. We use evidence-based strategies and evaluate these during the year to ensure they are having impact.

At Thomas Muir we are very conscious of keeping the cost of the school day to a minimum and we have surveyed staff and families about what we can do to mitigate against poverty. We provide a uniform bank for families and this is available throughout the year. We also have a uniform bank for school blazers and winter coats at Auchinairn Community Centre. We always support pupils to attend school and residential trips, using Pupil Equity Funding (PEF) to pay for anyone who requires it. We are conscious not to charge for many school events and our Primary 7 Leaver's show and disco are always free to attend. We will continue to work with our parent council and wider parent body to ensure that costs are kept to a minimum and that all children can participate fully in school life.

Improvement in children and young people's health and wellbeing

All staff are dedicated to improving the health and wellbeing of our learners. They are fully aware of their responsibilities with regard to Getting it Right for Every Child (GIRFEC) and understand the wellbeing indicators and Nurture principles. In a recent survey with parents and carers, almost all reported that they felt the school provided a safe and happy environment for pupils and highlighted the support and nurturing ethos that staff created. Nurture provision in the form of a fully funded nurture teacher and family learning assistant will continue to provide wellbeing support next session. Through engaging with CLPL opportunities and other organisations, our nurture teacher worked with EDC Young Carers and Supporting Families to provide key interventions. Training

linked to (Let's Introduce Anxiety Management) LIAM and Seasons for Growth enabled these programmes to be run over the course of the session and participant data collected after each block indicated there had been a positive impact on learner's wellbeing. All pupils completed the East Dunbartonshire Council wellbeing questionnaire at the start of the school year and results from this were used to inform class lesson planning and individual targeted support where required. Pupils in Primary 6 and Primary 7 have benefitted from partnership working with Lifelink counselling and referrals for this are ongoing throughout the session. As part of our health and wellbeing curriculum, all pupils are offered 2 hours of PE per week. This includes opportunities for indoor and outdoor activities on our Multi Use Games Area (MUGA). On a regular basis, we also link with Active Schools with sports clubs in the local community and they provide inputs with classes. These include Allan Glen's Rugby, the SFA and sports leaders from Bishopbriggs Academy.

Placing the human rights and needs of every child and young person at the centre

Thomas Muir is a Bronze Rights Respecting School and has been developing work on rights based learning over the past session. A staff working party focussed on creating an action plan to work towards our silver award which we hope to gain this session.

Our rights respecting journey towards the Silver Rights Respecting Schools Award (UNICEF) has helped to increase pupil, staff and parent knowledge about rights-based learning. We have reviewed our whole school charter and our class charters which are created collaboratively with pupils at the start of each school session and these are displayed and used for reference. UNCRC (United Nations Convention on the Rights of the Child) articles are linked to school events throughout the year and will be included in our new Inter Disciplinary Learning (IDL) topic planners.

Our school curriculum has both explicit and implicit work around rights based learning across the 4 contexts of learning. Pupil leadership roles across many areas of school life provide meaningful contexts for pupil voice to be heard – in committees, groups, assemblies and learning tasks. Two of our pupils are part of an EDC Pupil Forum, sharing their information and ideas at an authority level.

In session 24-25 we have a focus on 'The Circle Framework' and 'The Promise' which will support us in continuing to improve outcomes for children and young people, especially those who are 'care experienced'.

Attainment and Achievement Data

Curriculum for Excellence Levels at the end of June 2024				
	Reading	Writing	Listening & Talking	Numeracy & Mathematics
Early level by end of Primary 1	most	most	most	most
First level by end of Primary 4	most	majority	almost all	majority
Second level by end of Primary 7	most	most	almost all	most

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

We received an allocation of £127,000 of pupil equity fund (PEF) which was aligned with our key school improvement priority on raising attainment in Literacy. Following consultation with stakeholders, it was agreed that PEF would be used to employ additional staff to support pupils through carefully planned interventions in Reading and Writing. These interventions focused on narrowing attainment gaps that were evident between our most and least disadvantaged pupils.

The feedback we have had from pupils, staff and parents and the gains we have seen in attainment, provide evidence that our decisions regarding the allocation of PEF, the identification of appropriate resources and the management of interventions have had a positive impact on the learning and wellbeing of our pupils. A range of additional data was gathered on pupils to ensure interventions for equity were carefully planned and evaluated. These included a focus on achievement and attainment but also wellbeing, attendance, engagement and wider achievement.

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

Quality indicator	School self-evaluation	Inspection/ Authority evaluation
1.3 Leadership of change	Good	Choose an item.
2.3 Learning, teaching and assessment	Good	Choose an item.
3.1 Ensuring wellbeing, equity and inclusion	Very good	Choose an item.
3.2 Raising attainment and achievement	Good	Choose an item.

Summary of School Improvement priorities for Session 2024/25

- 1. Raising attainment in Numeracy - Number talks and mental agility
- 2. Raising attainment in Literacy – Phonics and Writing
- 3. Circle Framework – linked to Nurture and Wellbeing

What is our capacity for continuous improvement?

All staff at Thomas Muir are committed to high standards and to improving outcomes for children and families. During a recent survey with parents and carers (May 2024), almost all commented positively on the work and leadership of the school, the nurturing ethos and support children receive from staff. Through regular consultation, all stakeholders will continue to be involved in improving attainment and achievement in the wider school context. We are confident that the school's self-evaluation processes are leading to improvements. The next steps, identified through our self-evaluation, will be part of the school's Improvement Plan 2024-2026 or will be addressed through the ongoing life and work of the school.

We have a strong and supportive Parent Council who work with the Acting Head Teacher to support the life of the school. This session we have seen improvements in pupil attainment, attendance and engagement with families. We will continue to focus on this next session.