

St. Thomas' Primary School



PROGRESS REPORT FOR SESSION 2019/20

(Standards & Quality Report)

Church Street

Addiewell

EH55 8PG



ABOUT OUR SCHOOL

St Thomas' Primary School, Addiewell is a small rural school in a combined building with Addiewell Primary School. It also has a joint headship with Our Lady's Primary in Stoneyburn. Currently there are 29 pupils in total. A significant number of pupils at St. Thomas' Primary School experience a range of disadvantages which impact negatively on their attainment. In the majority of cases, they relate to poverty, family issues and poor health and wellbeing. The school is in decile band 1 on the Scottish Index of Multiple Deprivation. St. Thomas' Primary is part of the Scottish Attainment Challenge, aiming to close the poverty related attainment gap. A number of key strengths of the school have been identified. These include the relentless, positive focus on getting it right for every child, resulting in improved equity and opportunity for all, a learning culture which empowers staff to innovate and drive improvements, relationships which mean that people feel included and valued and leadership at all levels.

IMPROVEMENT PRIORITIES

Our improvement priorities are always based on the national priorities in the National Improvement Framework (NIF). Below we have indicated what progress we made with these priorities in Session 2019/20 and what the impact has been. Our report recognises that we entered a period of school closures in March 2020, and therefore our report reflects the progress made until that time, but will also reference any significant steps taken during the period of school closures. Our future improvement priorities will be identified in our school's recovery improvement plan, which will respond to the national and local advice on the reopening of schools.

We have shown which NIF driver for improvement we used – you can find out more about the National Improvement Framework and drivers at https://www.npfs.org.uk/wp-content/uploads/2016/01/NPFS_NIF_E-1.pdf.

We have also evaluated our overall provision using quality indicators (QIs) in How Good is our School?4 (HGIOS?4) and How Good is Our Early learning and Childcare? (HGIOELC?) which is a key aspect of the Scottish approach to self-evaluation and school improvement.

PRIORITY	HOW DID WE DO?
<p>1.</p> <p>To raise attainment, especially in literacy and numeracy</p> <p>Our measurable outcome for session 2019/20 was to ensure that all pupils experience a Numeracy and Maths rich learning environment through creative planning approaches to allow maths and Numeracy skills to be developed across all learning experiences.</p> <p>NIF Driver(s): School Improvement School Leadership Teacher Professionalism Performance Information</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Staff engaged in tailored Numeracy and Maths support supported by the Numeracy pedagogy Officer and the Regional Collaborative, including Numicon, Conceptual Understanding and Maths and Numeracy rich environments • Pupil Support Workers attended training on the use of manipulatives in the classroom • SEAL was used as a targeted approach for identified children • Staff developed Numeracy rich environments across the whole school and Nursery including key resources and maths and numeracy working walls • Staff worked with local authority working party to develop progression pathways for Numeracy and Maths <p>Evidence indicates the impact is:</p> <p>Almost all learners progress in Numeracy and Maths is within expected levels across all levels Teachers reported that levels of engagement of children in Numeracy and Maths had increased. Children appear to be developing a more positive mindset to Maths and Numeracy through targeted approaches Learners made steady progress in line with progression through the use of SEAL intervention</p>
<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2019/20 was to ensure that through targeted interventions quintile 1 children would achieve expected levels in literacy by the end of P4</p> <p>NIF Driver(s): Assessment of Children's Progress School Improvement School Leadership Performance Information</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Using assessment information, literacy targeted interventions were put in place for quintile 1 children • As a cluster, staff engaged in the development and moderation of writing across the whole school • PM Writing was introduced as the core resource for teaching writing across the school <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <p>Most quintile 1 learners have achieved expected levels in Literacy at Early and First Stage Learners who engaged with targeted interventions have made steady progress Staff report having greater confidence in the teaching of Writing, using the PM Writing resource to support this</p>

<p>3.</p> <p>To improve children and young people's health & wellbeing</p> <p>Our measurable outcome for session 2019/20 was to ensure that pupils had a greater awareness of their emotions and strategies to regulate their emotions more effectively</p> <p>NIF Driver(s): School Improvement School Leadership</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Staff engaged further with Emotion Works as a resource to enhance children's understanding of their emotions and how they can regulate them more effectively • A clearer progression across Health and Wellbeing was created linking together experiences and outcomes from other curricular areas • Children continued to self-report using the GIRFEC wheels and daily emotion check ins across the school • Each children identified a safe person from the school staff <p>Evidence indicates the impact is:</p> <p>Learners continue to improve their understanding and accuracy of self-reporting through the GIRFEC Wheels Learners have engaged with the cog wheels in Emotion Works to explore and develop a greater understanding of their emotions and how these can impact on learning and relationships</p>
<p>4.</p> <p>To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our measurable outcome for session 2019/20 was to give pupils greater opportunities to lead learning across all levels equipping them with skills for life long learning</p> <p>NIF Driver(s): School Improvement School Leadership Teacher Professionalism</p>	<p>We have made satisfactory progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • All staff teams across the cluster engaged in Leader in Me training focussing on the 7 Habits of Effective People • The 8 day Leader in Me plan was implemented across all stages as part of the Leader in Me launch to introduce the 7 habits <p>Evidence indicates the impact is:</p> <p>Learners had begun to engage with the principles of the 7 habits and how these could impact on their own lives Learners are able to give examples of how to live the 7 habits in their own lives</p>

Attendance

Most pupils' attendance is over 90%. 0% of pupils were excluded.

Parental Engagement

Within St. Thomas' Primary we employ a Family Support worker through the Scottish Attainment Challenge. This allows greater links between home and school to be encouraged. As part of this the school regularly runs family engagement sessions to support learning at home and to share new initiatives with our parent body. We have a joint Parent Council with Addiewell Primary School however representation on this from St. Thomas' families can vary. It is our aim to establish a greater and more consistent representation on this moving forward. A yearly self-evaluation

questionnaire is also sent to parents to ensure that we are taking parents/carers opinions regarding improvement priorities into consideration. Parents' Nights are also used as a tool to collect parents/carers opinions on school priorities and to share school performance information. Recently, we have created stronger links with partner agencies within the local community to develop the local area, in partnership with our families.

Developing in Faith: Developing Gospel Values

Our school vision and values, based on the work of the Gospel, are embedded across the life and work of the school, in all areas and classrooms and revisited weekly through school assemblies. Our pupils can articulate our values and give examples of where you would see them in action across the life of the school. Almost all of our pupils play an active role in contributing to the life of the school. They exercise responsibility through the variety of leadership roles and committees available to them. They contribute to the local community through interactions with partner schools and with local charities. The school actively participates in fundraising projects such as SCIAF. We work in partnership with global charities such as Missio to raise awareness of Global citizenship. Our P6 pupils have also begun to engage with the Pope Francis Faith Award, to develop their Gospel values and understanding of how to instil the Gifts of the Spirit into their daily lives.

Our Wider Achievements this year have included:

- A Joint School Bronze Award for successfully embedding Philosophy 4 Children encouraging our communities to be critical, creative, collaborative and caring with their thinking
- Teaching staff receiving professional recognition from the General Teaching Council for completing the Outstanding Teacher Initiative with OSIRIS Education
- The P7s taking part in a successful residential experience to Arran, with Tree of Knowledge, as part of a Joint school's transition project
- Continuing to engage our seniors in the school self-evaluation process by involving them in learning walks
- A Joint School story writing project which led to the children becoming published authors of their book 'Gigi and the Moonimals'
- The opening of our new Joint Schools library with help from the Scottish Book Trust
- Continuing to foster a successful relationship with a local Care Home to develop relationships with the older generation
- All children achieving their next grading in Karate and some children continuing to attend the Karate club outside of school
- Engaging with the Imagine organisation to allow the children to have greater access to theatre

How good is our school? The quality indicators* evidence that:

1.3 Leadership of Change	Very Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Very Good
3.2 Raising attainment and achievement	Good

*(Indicators used in How good is our school? 4th Edition, Education Scotland 2015 and How Good is Our Early Learning and Childcare? 2016)