

St. Thomas' Primary School



PROGRESS REPORT FOR SESSION 2023/24

(Standards & Quality Report)

St. Thomas' Primary
Church Street
Addiewell
West Lothian
EH55 8PG

ABOUT OUR SCHOOL

St. Thomas' Primary School is a denominational school serving the community of Addiewell, West Lothian. The joint leadership of the school continues to link St Thomas' Primary School with Our Lady's in Stoneyburn. As a combined school, the school also works throughout the year in close partnership with Addiewell Primary particularly to enhance transition arrangements from nursery to Primary 1 and joint Community events.

The school roll is 26 arranged in 2 multi-composite classes. The staff consists of a head teacher (0.5), a principal teacher and 2 class teachers. In addition to teachers, our non-teaching staff includes one full time and two part-time pupil support workers. An admin assistant, clerical assistant, caretaker and catering assistants are shared with Addiewell Primary.

St. Thomas' Primary is a Quintile 1 school with 61.64% of our children living in quintile 1 and 20.83% of children having English as an Additional Language. Due to the demographic of the school, we were previously part of the Scottish Attainment Challenge, closing the poverty related attainment gap. Data shows that our Free School Meals entitlement is currently 34.46% across the school. We 65.38% of our children with an identified additional support need (ASN).

St Thomas' is actively involved in the local community both educationally and socially. There are meaningful and effective Parish-Community links through Our Lady's Parish Church in Stoneyburn and Our Lady and St. Bridget's in West Calder. We also join St. Mary's Polbeth to celebrate Mass together. We have strong links with St. Kentigern's Academy and the cluster primary schools. St Thomas' Primary shares an active Parent Council with Addiewell Primary and works closely with partner agencies to meet the needs of the whole school community.

Our vision, values and aims continue to underpin the life and work of the school. They display our commitment to Gospel values and continuous improvement in all areas.

At St. Thomas', we ensure that all stakeholders are involved in self-evaluation to identify our priorities for improvement. The continuous development of learning, teaching and assessment, as well as teacher professionalism, ensures these priorities progress. Effective analysis of data provides further evidence to develop our curriculum in line with Curriculum for Excellence and guide our strategy to raise attainment for all.

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 2023/24, what the impact has been and what our next steps will be to continue to address these priorities in session 2024/25.

We have also shown which NIF driver for improvement we used – you can find out more about the National Improvement Framework and drivers at: <https://www.gov.scot/publications/achieving-excellence-equity-2022-national-improvement-framework-improvement-plan/documents/>

We have also evaluated our overall provision using quality indicators (QIs) in How Good is our School 4 (HGIOS4) 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. To raise attainment, especially in literacy and numeracy</p> <p>Our measureable outcome for 2023/24; Ensure pupils receive consistently high quality learning experiences and assessment opportunities in all classrooms by engaging practitioners in supported professional learning and pedagogical development with a focus on reading, writing and numeracy.</p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement. <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • As a school and cluster, staff engaged in the development and moderation of reading and writing across the whole school, supported by the Literacy Pedagogy Officer. • The newly implemented approach to the teaching of writing is having a positive impact on the quality of children’s writing across all levels. In addition to this, we have introduced a focus on writing, through our connected quality improvement, which has helped focus on identified individual needs of learners and staff that can continue our improvement of writing pedagogy and supports. • Staff are now collaborating more with the planning of writing, ensuring that all staff are more involved, including support staff and the Principal Teacher. • Teachers use digital tools effectively to enhance teaching which supports children to engage in learning experiences. For example, they use digital tools to provide visual prompts. This is helping children to become familiar with a range of new contexts and increase their subject specific vocabulary. • Pupil support workers support individuals well to access and use digital tools to improve children’s engagement in their learning. • Regular professional dialogue with the teaching staff and head teacher to ensure that their views are considered when identifying and prioritising the level of need and support for all our learners Pupil support workers lead interventions with identified children and engage in professional discussion to determine progress made or developments required. • Data analysis session for the school senior leadership team and teaching staff to provide to up level staff on professional judgement and use of data to inform next steps for our learners • Increased opportunities for paired reading, smart start reading, opportunities for reading in class. • Increased opportunities for families to participate in varying areas of the school curriculum. E.g. Book Week reading event, P5-7 classroom presentations on their chosen topics/written tasks. • P5-7 Pupil choice more in writing opportunities with an improvement in engagement and interest. Some children, within the class had their ‘Monster’ stories published by the Young Writers. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Primary 1 – All pupils attained the expected level in reading, writing, listening and talking and all attained the expected level in numeracy • Most pupils in Primary 7 attained the expected level in reading and overall literacy and all pupils attained the expected levels in writing, listening and talking and numeracy. • Almost all targeted individuals in first and second levels made progress through the pathways as a result of targeted interventions. • Learners across all stages have continued to make good progress in literacy and numeracy, with an increase in P7 of 25% more achieving expected levels of attainment in literacy and numeracy. P1 all continue to achieve fully in all areas of the core curriculum. • SNSA data in P1 and P7 validated our professional judgement and SNSA analysis will is now being used to inform the curriculum and planned learning. • Almost all learners are highly engaged in reading, writing, listening and talking and numeracy/math lessons and activities.

	<ul style="list-style-type: none"> • The Ethos Survey showed an increase of P5-7 learner enjoyment at school as well as stating they get along well with their school work and that they know their strengths and encouraged by staff. • All parents who completed the Ethos Survey stated that their child was achieving well, increasing their confidence and encouraged by school staff • Positive feedback in regard to all family opportunities with written feedback acknowledging the value of them and impact in building relationships and stronger partnerships
<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2023/24 was: Implement targeted interventions for pupils from quintile 1 who are not achieving expected levels in health and wellbeing, literacy and numeracy.</p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement. <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information</p>	<p>We have made good progress.</p> <p>What did we do?</p> <p>The school was awarded £12,250 of Pupil Equity Funding (PEF). The new PEF planning tool was used effectively to identify gaps for learners impacted by poverty, to plan and design interventions to support them and to gather evidence of the impact on their learning.</p> <p>16 priorities were planned and over 30% of these priorities were fully achieved with the rest making good progress.</p> <p>PEF was also used effectively to fund more Principal Teacher hours to support Quintile 1 learners across the school. From August to December, a Family link Worker was also recruited with the PEF allocation to help improve attendance and overcome lateness and lack of engagement.</p> <p>Interventions this year have focused on addressing gaps and raising attainment in Literacy, increasing attendance, increasing engagement, and improving the wider experiences of our learners without impacting on the cost of the school day.</p> <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <ul style="list-style-type: none"> • By May 2024, of the 10 the targeted children, all could identify all or most of their core targets for writing. 4 are now on track for writing and 1 has improved their engagement in writing. • Our phonic intervention has allowed our child to improve in all areas of Literacy, especially in reading where more than a 1 level increase in PM Benchmark assessment was achieved following the intervention. Engagement in learning and behaviour has also improved. The child states that she is happier in school and getting better at everything. • Our P1 teacher has an increased understanding and knowledge of research-evidence interventions to meet gaps and has implemented OECD recommendations. • We have had an increase of 1.5% overall, for attendance since last year. Of the 5 targeted children, 4 have a higher attendance rate than 22/23. 2 of the targeted children have increased by more 5%. • There has been an increase of over 20% of children being observed as being engaged in their learning following our Kids Gone Wild intervention. The children were very positive about the experience, saying that they want to do more, use the equipment more and lead the sessions themselves. • We have provided many wider experiences this year including trips to the pantomime, Science Centre, and Zoo. We managed to provide all experiences at no or minimal cost to families. All children who attended had a positive experience. 2/3 of children said they would recommend a pantomime trip to another school. 90% of children and 78% of families said the PB was well spent on the pantomime trip. • To support our families with the COSD, we share the COSD Sway with every newsletter and remind families that we are now registered on the FORT system and can make emergency referrals to the Foodbank.

3.

To improve children and young people’s health & wellbeing

Our measurable outcomes for session 2023/24 were to embed, using a whole school approach, trauma informed practice where the principles of nurture, inclusive classrooms and attachment are evident in practice.

NIF Driver(s):

- School and ELC Improvement.
- School and ELC Leadership
- Teacher and Practitioner Professionalism
- Parental Engagement
- Curriculum and Assessment
- Performance Information

We have made good progress.

What did we do?

- Almost all children are proud to be part of St Thomas’ Primary School. They enjoy the strong sense of community and supportive relationships across the school which reflect the gospel values.
- Most Children understand what it means to be nurtured. In turn, they can talk about ways to nurture others. For example, they discuss how to seek help for others or include children who have no one to play with.
- Systems such as the trusted adult approach across the school allow children to know how to access support. As a result of this, most children can talk confidently about what they can do if they need support. Additional check-in times have now been established on request from children, through learner voice and regular communications with parents
- Staff work very closely with a wide range of professionals and community partners to provide targeted support for identified children. Staff and partners take account of the legislative framework related to wellbeing, equality and inclusion. They work together very effectively to support and deliver agreed interventions for children and families.
- Targeted children benefitted from the implementation of Zones of Regulation. Children had increased understanding of their emotions and how to use identified strategies to self-regulate.
- Children continued to self-report using the GIRFEC wheels and daily emotion check ins across the school helping staff to better target wellbeing support.
- Positive Relationships established with new Senior Leadership Team (SLT) and school community. E.g. staff well-being check-ins, learner check-ins and identified by them as trusted adults. Family support – communication and regularity of it increased with new SLT.
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- Children continued to self-report using the GIRFEC wheels and daily emotion check - ins across the school helping staff to better target wellbeing support.
- All children will have access to safe spaces to manage overload or dysregulation and staff support co-regulation strategies for each child. Consistent approaches beginning to be implemented to ensure clear plans are in place to fully meet the needs of all our children
- Zones of Regulation established and implemented in both classrooms.
- HWB – attainment now starting to be tracked. Cluster HWB Moderation Pilot. Baselined children in targeted classes to moderate attainment in HWB.
- All staff are engaging in a whole school vision to ensure our learning environment is equitable and inclusive
- The majority of staff have implemented areas of change within the school, supported by the SLT. Within our school we have Numeracy Recovery, HWB Moderation Pilot and Cost of the School Day (COSD)
- Refresh of Positive Relations and Positive Behaviour Policy

Evidence indicates the impact is:

	<ul style="list-style-type: none"> • All children have a trusted adult they can meet with to talk about any concerns or challenges they may be experiencing. Children show continual positive feedback on how they feel listened to and respected by all staff. • Supports from professionals and community partners are helping to increase children's emotional literacy, verbal skills and resilience as evidenced in pupil ethos surveys, HWB self-reporting data and individual wellbeing wheels. • The ethos surveys from P5-7 children show that almost all of them feel they are treated fairly by others and feel safe within school. There was also an increase in their views on that school deal with bullying and they are listened to well, with respect. • Evidence from our wellbeing check-ins show that most children are reporting green across all wellbeing indicators • HWB Moderation pilot - The process validated that professional judgements were inconsistent, which led to professional dialogue and a development understanding of the benchmarks. This now will be the focus going forward and the focus for the school next session • Learner Voice, using the Youth Voice Charter as a guide, has provided opportunities for the planning of the newly established Learning Zone to reflect what they view as an equitable learning space for all children • Increase on families requesting financial support from the school based on more regular communications of supports offered in line with the COSD statement
<p>4.</p> <p>To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our measurable outcomes for session 2023/24 was to;</p> <ul style="list-style-type: none"> • Continue to develop 1+2 Languages across the school to develop language skills for future employability. • Develop skills for life, learning and work using Leader in Me approach and DYW skills curriculum. • Develop the use of STEM strategies across all stages. <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement.</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Both of classes have enjoyed opportunities to learn French, as well as taster sessions for Polish and Italian through Masterclasses by P7 EAL children • In consultation with staff and pupils, we are now starting to implement a skill progression framework, highlighting key skills that we want our children to develop during their time at school. • All children have experienced some STEM lessons provide opportunities for agile learning - children lead learning and work collaboratively in various activities. • Outdoor learning is beginning to feature more meaningfully across the school with time allocated weekly. Children are more motivated by this and engaging more. This approach is enabling them to practise skills in problem solving, teamwork and communication. They are developing their confidence and show respect of their environment. Kids Gone Wild worked with all classes to up level and support outdoor learning ideas, with an option of purchasing a resource kit to ensure these activities could continue, providing a sustainable solution to this approach. A family engagement session on this provided families with an opportunity to participate and appreciate the benefits of outdoors. The feedback from all families attending was very positive. • All children have had opportunities to work with school partners that have provided opportunities for skills for life. E.g. West Lothian College and Community Garden • Learner Voice continues to be the focus within school and increased opportunities have been introduced throughout the session. E.g. Together Time Learner Voice with P7s as leaders, Participatory Budget Consultations etc. • Children were provided with formal and informal opportunities for their views to be captured to influence curriculum and learning experiences E.g. CQI learner groups, Ethos Survey, Check-ins with HT • Children leading their learning continues to be the focus through planning their IDL topics and teachers using this to plan respectively. Each class were responsible for

<ul style="list-style-type: none"> ☑School and ELC Leadership ☑Teacher and Practitioner Professionalism ☑Parental Engagement ☑Curriculum and Assessment ☑Performance Information 	<p>planning an excursion that would enhance their learning of their chosen topic. E.g. Stirling Castle</p> <ul style="list-style-type: none"> • The development for skills for life were enhanced through the introduction of Masterclasses weekly. These were planned and led by HT/P7s. P7s took responsibility for a class, based on their own skills and interests that they could share with the other children. E.g. cooking skills/recipes from various children's cultures, languages from cultures as well as expressive arts/digital skills were implemented. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Pupil learning conversations and the P5-7 Ethos Survey that the children are enjoying the learning experiences more this year as well as feeling confident when asking for help. • Almost all children showed to engage well in all planned outdoor learning sessions, and show much enthusiasm and enjoyment. This led to pupil lead roles being created for 2 learners who have shown increased engagement and confidence with this new role. • Learner voice opportunities see an increase in confidence in most children to engage and give clear and relevant views on areas discussed. • All children said that they would like opportunities for more excursions linked to their choice of learning topics. This shows the benefits and impact of this year's opportunities. • Almost all children have fully engaged in Masterclasses and now we are looking to build and record all skills to start to format a whole school framework. E.g. meta-skills
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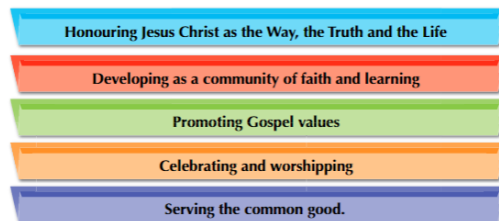
- Attendance at St Thomas' has improved this session and sits at 90.36%, which is an increase from 87.78% last session, with no exclusions applied.
- Our school's engagement with parents and other stakeholders in improvement planning and on reporting school performance is also beginning to improve this session. This was evidenced by the number of families attending school events such as Family learning workshops and events. Positive feedback was also received in the Parental Ethos Surveys and School Questionnaires.

DIF 2023-24

Developing as a Community of Faith and Learning

CHARTER THEMES AND CHARACTERISTICS

From the Charter, the following main THEMES can be identified as summarising the Church's expectations of a Catholic school:



- **Our Cluster Theme for this session was promoting Gospel Values**
- Our school vision, values and aims are inspired by Gospel values and the Charter for Catholic Schools. We began to review these this session, in consultation with all stakeholders, and will complete this refresh next session.
- We share our vision, values and aims with all members of the community on our school website, Twitter and in all forms of communication issued to families.

- We work closely with our parents and families and value working in this partnership on various aspects of the school's development. We communicate well with families to build and maintain relationships and trust with them.
- We inform parents when we are delivering programmes of Relationships Education (God's Loving Plan) and make available materials for parents to read at home.
- We regularly attend Mass (at least once per Month) and we always invite families to come along.
- We work closely with our Parish Priest and Parish Rep to support our parents/carers in the sacramental preparation of their children. In school we have an RE Co-ordinator who is the point of contact for the Parish. They also oversee the preparation and delivery of the Sacraments.
- We value every child and young person within our school and effectively use a One Trusted Adult approach for children to be able to speak to our staff about any concerns.
- Our school policies always promote Christian values especially our Positive Relationships Policy which promotes restorative practice, dignity, anti-racism, anti-sectarianism and equal opportunities. We have just updated this policy along with our anti-bullying policy.
- We have carefully chosen our PSE programmes and use This is Our Faith for our R.E.
- All of our school policies and practices in all other areas of the curriculum promote Christian values and respect for the dignity and worth of each person. We are a Silver RRSA.
- We ensure our R.E. programmes recognise major festivals from other faith traditions and include and support pupils who do not espouse a commitment to any faith tradition.
- The Charter for Catholic Schools is visible in our school handbook and website and all our teachers committed to the holistic education of pupils through fully embracing our Catholic ethos.
- All staff have a leadership role and have leadership opportunities to contribute to the mission of the Catholic school. PRD & Professional Update processes include opportunities for staff to develop as members of a community of faith and learning including the use of Diocesan-led CLPL.
- At assemblies the Wider Achievements of pupils are discussed and celebrated and families can send in information about their child's wider achievements also. Each term extra-curricular clubs are offered to all children based on their interests. These clubs are well attended.
- Our school is part of a large cluster of schools who work collaboratively and effectively together to share learning about aspects of Catholic education.

Our Wider Achievements this year have been:

- Wee Forest Project set up and re-engagement this session
- Kids Gone Wild Sessions – including one for Families
- Tree Plant in the Addiewell Community
- 'Together Time' Assemblies with Addiewell PS
- Forest Classroom Experience for the Whole School (WL College)
- Family Engagement Sessions planned with a different focus each time.
- Regular opportunities for parents to meet with the Head Teacher through, 'Breakfast Bletchers'
- Sacraments – Reconciliation and Confirmation this session
- Whitburn Rotary Quiz Team – a combined Addiewell School Team across both schools
- Successful opportunities for combined experiences for all children in Addiewell Combined School, included Sports Day, Together Time, Health Week Fitness activities and after school clubs
- Each class experienced an educational excursion this session, (their choice) as well as a Summer Trip to Edinburgh Zoo, fully funded by school and a family of the school.
- Primary 7 experienced various celebratory end of term activities, including a trip to Edinburgh, joint party with Addiewell PS and leaves assembly/Mass
- P5-7 entered a competition for 'Monster' stories in Young Writers and we now have winners and published pieces of writing
- P5 were given the opportunity to go to a Residential excursion to PGL, Ford Castle and P6/7 were also given an opportunity to participate at a residential at Lockerbie Manor. These were both with Our Lady's PS, which proved to build positive relationships and children requesting more time to be together going forward
- Mass trips to Our Lady's and Our Lady & St Bridget's
- We continue to participate in the Leavenseat Project

- Professional Reading Group with Our Lady's challenged our thinking and opened up opportunities for professional dialogue to take part.
- SNSA results were positive.
- Zones of Regulation continues in each class.
- P1-3 Nativity with Addiewell PS
- Transition – Partnership with St Kentigern's Academy, Addiewell Nursery and Literacy base
- Moderation HWB was a very positive experience in looking at learner engagement.
- All Equity Networks attended.
- Input from equity development officer re engagement using QI tools
- Input from Literacy pedagogy officer
- Parents night market place (Combined school)

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

1.3 Leadership of Change	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	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)