

St. Thomas' Primary School



PROGRESS REPORT FOR SESSION 2024/25

(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 and learning 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 62.2% 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 26.92% across the school. We 57.69% of our children with an identified additional support need (ASN). Within our ASN children 38.46% are identified as having Social and Emotional Behavioural need. These children are fully supported by the nurturing and caring ethos we create within our small school community, with a range of supports and interventions in place. We are fortunate to have a high ratio of staff resource for the number of children. This ensures that bespoke and individualised supports can be put in place to support all their needs well. Within our School Ethos Survey, 80% of our P6 and P7 children say they feel safe and 90% feel they have a trusted adult that they feel they can talk to.

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. Brigid'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 other 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 continuous self-evaluation is used 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.

The senior leadership team along with a dedicated, enthusiastic and hardworking staff team are strongly committed to working with our families and partners to achieve the best outcomes for our pupils and we strive to provide our pupils with a wide range of experiences. Pupils and staff, health and wellbeing sit at the centre and are forefront in everything we do.

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 2024/25, what the impact has been and what our next steps will be to continue to address these priorities in session 2025/26.

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?
1. To raise attainment, especially in literacy and numeracy Our measureable outcome for 2024/25; To work collaboratively to establish an Assessment Strategy Across school to ensure all learners are progressing in numeracy and literacy Focus on upskilling staff on the use of quantitative data to inform planning 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? • Middles leaders across both schools worked collaboratively to look at best practice examples to how to track and monitor literacy, numeracy and health and wellbeing (HWB). • Collaborated with the Equity Team and staff team to create a tool that all teachers can access and input all relevant information that can be factors towards learning e.g. GIRFEC, PEF, agencies/individualised plans. • Protected time to discuss assessments with staff. Focus on what assessment looks like and purpose of it. • This Assessment Calendar now established and all teaching staff are beginning to use this tool. • Assessment tools been reviewed and numeracy and literacy assessment tools been purchased. E.g. IDL, PM Benchmark. • Staff are now collaborating more with the planning of reading and 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. • 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. • Pupil Support Workers involved in the implementation and use of assessment tools to inform all staff of progress being made. Support staff record progress and this influences next steps for individuals. • Increased 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. • Trialling of new planning format in literacy and numeracy for teaching staff. • Increased opportunities for families to participate in varying areas of the school curriculum. E.g. numeracy opportunities, reading sessions, sharing the learning events Evidence indicates the impact is: • Assessment tools now used consistency across all stages and is beginning to enrich understanding and dialogues with staff to influence impact on children's learning • All staff stated that they were more confident in using data to influence planning. • Most staff contribute do identify and evaluating assessment tools and purpose • All staff now showing a clearer understanding and this is measured within more enrich dialogue with SLT and SfL teachers at Excellence and Equity meetings • Intervention planning and implementation been reviewed and adapted to ensure targeted children have consistent support and their progress measured • Primary 1, 4 and 7 attainment in numeracy is above the West Lothian average • Primary 7 increased by 20% in numeracy this session • Primary 4 – continued to remain above 80% (WL Stretch aim) in all areas of literacy and 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. • All targeted individuals in first and second levels made progress through the pathways as a result of targeted interventions, showing incremental improvements through continuous assessments. • 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. • The Ethos Survey showed almost all P5-7 rated positively in the 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. • In the Ethos Survey, almost all parents rated good or excellent for their child 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
2. To close the attainment gap between the most and least disadvantaged children Our measurable outcome for session 2024/25 was: Implement targeted interventions for pupils from quintile 1 who are not achieving expected levels in health and wellbeing, literacy and numeracy. 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? 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. PEF was also used effectively to fund more Principal Teacher hours to support Quintile 1 learners across the school 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. We currently have no Care Experienced children in school. • There has been a focus on our Primary 6 learners in writing, social skills group as well as a re-refresh on targeted interventions and assessment tools used to ensure these children are provided with a robust support to improve in their literacy and numeracy. • Whole school use of IDL resource, common words intervention and increased reading opportunities with a focus Intervention group for targeted children. • SEAL assessments used to influence a baseline and focus to improve basic numeracy skills for targeted children. • In Participatory Budget - The Primary 7 pupils organised a family event including the invites, the schedule, responsibilities and the voting. 7 of our families attended (31%). They listened to the presentations that the children had put together and then everyone had the opportunity to vote on their choice for spending the PB. A trip to Mill Farm was chosen. • To improve attendance, we had an Attendance workshop with our older children to focus on the importance of attending school and to capture their views on what they enjoy about school – increase attendance. We had our Attendance Workshop for parents where 26% attended. We shared our attendance data, why attendance matters. We also share attendance with families and communicate regularly with low attending families, to offer support to encourage their children into school.

	- Working collaboratively with the Equity Team and been identified as a school working in the Three- school support model to share good practice to improve outcomes for our PEF and hidden poverty children Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners: - Primary 6 Writing Support – overall there has been positive progress with increased confidence, steady progress, use of ICT, writing tools to complete writing tasks and resources advised by WL Literacy Team. - IDL resource increased children’s level of engagement as all expressed their enjoyment learning through using this ICT resource. - Use of common words intervention has an increased knowledge of common words by more than 5%. - All targeted children had moved up at least 5 levels on their PM Benchmark assessment for reading and of those who had been re-assessed using the IDL screener, both had increased their spelling age by more than 8 months. - In our numeracy interventions, all targeted children has moved up and increased basic numeracy skills in the early phase of SEAL. - In Participatory Budget, protected time was given to ensure all children had time to plan this together. All children stated that the experience and choice of Mill Farm Trip was a positive and worthwhile learning opportunity. - In our targeted Attendance all of our targeted children have improved their attendance by at least 3%. Our target was to increase by 2%. - Enriched dialogue and support given by the Equity Team where all staff said that their skills and knowledge of data and supports have increased - We have provided many wider experiences this year including trips to the pantomime, Science Centre, and Beecraigs. We managed to provide all experiences at no or minimal cost to families. All children who attended had a positive experience. - Applications for Christmas gifts to WL River Kids for identified families were made - We are now working collaboratively with the Dignity Box Charity, so that provisions are made available discreetly to families who need these items - To support our families with the Cost of the School Day (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 as well as working closely with the School Clothing Bank. All P6 and P7 children going to our residential camp received packs from them. - We also have access to supports for targeted families from a Parish Charity (SSVP) who have provide Supermarket Food Vouchers. These are given out to identifies families. - The feedback from these families recognised that how supportive the school were and they feel that due to positive relationships with the SLT they feel confident to approach them to ask for support.
--	--

3. To improve children and young people’s health & wellbeing	We have made good progress. What did we do?
---	---

Our measurable outcomes for session 2024/25 were to To ensure that all staff have a consistent approach to inclusive classrooms HWB – curriculum tracking to ensure that one area of the CfE pathways is fully planned, implemented and moderated to ensure impact. To ensure that targeted interventions are consistently implemented within HWB. NIF Driver(s): ☐ School and ELC Improvement. ☒ School and ELC Leadership ☒ Teacher and Practitioner Professionalism ☒ Parental Engagement ☒ Curriculum and Assessment ☒ Performance Information	• Staff engaged worked collaboratively with staff from Our Lady's who were working on the Cluster pilot with the Inclusion Support Service to look at Inclusive Classrooms. • A re-fresh of our Positive Relationship Response Plan to ensure consistency and fairness in supporting children when dysregulated – shared with staff, children and families, taking their views into consideration • All staff measured/baselined how inclusive their classrooms were using the CIRCLE tool and to identify an action to ensure their learning environment continues to be inclusive for all learners. • Differentiation learning opportunity provided to all staff to ensure they focus on specific needs within their individual classrooms. • Used Child, Inclusion, Research into Curriculum, learning Education (CIRCLE) Reflection Tool to evaluate their own classrooms and next steps to ensure all learners needs continue to be met. These changes became part of discussions within Excellence and Equity meetings and beyond. • Support for Learning coordinator worked closely with Pupil Support Staff to ensure that wellbeing needs of all children were being met. Social Skills Groups and planned check-ins timetabled to ensure all children feel nurtured and increasing confidence. • Planned HWB Moderation Session within the school CLPL to work together to focus on one area of the CfE and plan, implement and assess progress together. (Focus was Food and Hygiene) TARGETED INTERVENTIONS/TOOLS TO ENSURE SUPPORTS CONTINUE FOR ALL LEARNERS; • 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. Positive response plans now fully implemented for identified children and reviewed regularly. • 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 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. • All 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. • 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. • Children continued to self-report using the GIRFEC wheels and daily emotion check - ins across the school helping staff to better target wellbeing support. • Zones of Regulation established and implemented in both classrooms. Evidence indicates the impact is: • CIRCLE Tool allowed both class teachers to effectively plan and implement areas as well as to identify next steps.
--	---

	• P1-3 Self-evaluation of physical environment score has improved by 1.5 from 12 - 13.5 this session. Noted strengths are routines and expectations, availability of objects, storage, objects matched to needs, independently accessible. Next Steps: improve clarity re-value and purpose of activities to help target setting, improve space for nurture and create a safe space. • P4-7 Self-evaluation of physical environment score has improved by 7 from 15 to 22. Noted strengths are: routines, pupil voice re-decision making, availability of objects, storage, objects matched to needs and independently accessible, sensory conditions including lighting and noise levels are optimised, availability of different areas for meeting needs, and accessibility of space promotes ease of access and is barrier free. Next Steps - Relationships between pupils, consideration to be made re-the appeal of activities offered - more hands/active, more play, careful consideration of differentiation. • HWB Moderation session's impacts were more enriched and purposeful food and hygiene lessons, ensuring skills and knowledge's identified linked to appropriate learning outcomes. All children benefitted from this and all staff stated that this planning process would be beneficial in more areas of the curriculum. E.g. collaborating helped with teacher's professional judgement and ideas for varying pedagogies. • All children on CoS level of 2 or 3 have all experienced targeted interventions and regular communication with families and agencies has ensured clear actions and next steps are agreed. All families involved in this process have expressed the positive impact it has made on their child. • 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. In the Ethos Survey P6/7 children that almost all of them feel they can talk to their trusted adult in school. • 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 P6/7 children show that almost all of them feel they are making healthier choices in school. • Evidence from our wellbeing check-ins show that most children are reporting green across all wellbeing indicators. • Increase on families requesting financial support from the school based on more regular communications of supports offered in line with the COSD statement, with more charity involvement this session to support families and children alike.
4. To improve employability skills, and sustained, positive school-leaver destinations for all young people Our measurable outcomes for session 2024/25 was to; To review the schools, use and style of profiling across the school and look to	We have made satisfactory progress. What did we do? • Staff engagement in looking at Education Scotland profiling guidance and professional dialogue in next steps. • Seesaw continues to be used effectively and teachers add work to show families • P4-7 class trialling a QR code Profiling Format that is created by children to show their learning. • Youth Charter used to identify with all children what was working well in school to provide opportunities for skills development and what is needed next. • In consultation with staff and pupils, we are now ready to begin to implement a skill progression framework.

establishing one for next session To continue to develop children's confidence in life skills, placing the human rights and needs of every child and young person at the centre of education NIF Driver(s): ☐ School and ELC Improvement. ☒ School and ELC Leadership ☒ Teacher and Practitioner Professionalism ☒ Parental Engagement ☒ Curriculum and Assessment ☒ Performance Information	- Continue to enrich the children knowledge and understanding of their rights and link these into the opportunities given throughout the whole school day – Use of UNCRC resources and displayed to instil this into all children - Outdoor learning is beginning to feature more meaningfully across the school with the introduction of Kids Gone Wild Resource Kit. Children are more motivated by this and engaging more. This approach is enabling them to practise skills in problem solving, teamwork and communication. - All children have had opportunities to work with school partners that have provided opportunities for skills for life. E.g. Community Garden, Active & Sustainable Travel (AST) group, Bikeability - 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 planning an excursion that would enhance their learning of their chosen topic. E.g. Stirling Castle - The development for skills for life were enhanced through the introduction of Masterclasses weekly. These were planned and led by SLT/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. Evidence indicates the impact is: - Allocating CLPL to look at Profiling has provided an opportunity for all staff to look at varying approaches and now be more knowledgeable in how to enrich a profiling system across both classes - Almost all children in P4-7 said that they saw the benefit of sharing their learning using the QR Code and like being responsible for designing this - Pupil learning conversations and the P6/7 Ethos Survey that most children are encouraged to do their best and know their strengths - All Primary 7 children planned and led in Masterclass sessions, where previously 2 of these children did not engage in whole school sessions. - Learner voice opportunities see an increase in confidence in most children to engage and give clear and relevant views on areas discussed. - Almost all children agreed that the school provides opportunities to learn about your rights as well as being promoted and protected - All children said that they liked the opportunity for more excursions linked to their choice of learning topics. This shows the benefits and impact of this year's opportunities. - All children have now fully engaged in Masterclasses and now we are looking to continue to build and record all skills to start to format a whole school framework. E.g. meta-skills
---	--

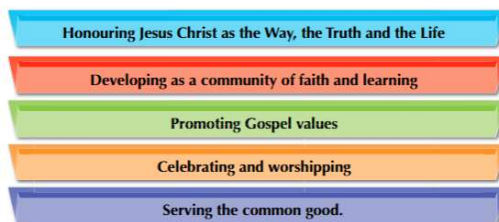
- Attendance at St Thomas' has remained consistent this session as last session and sits at 89.03%, with no exclusions applied.
- Our school's engagement with parents and other stakeholders in improvement planning and on reporting school performance is also beginning to improve this session. This was 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.

Developing In Faith (DIF) 2024-25 **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:



2025 is the JUBILEE YEAR – Varying opportunities to take part in learning about the theme ‘Pilgrims of Hope’ has taken place within school.

- 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.
- Our senior leadership team has been active in supporting our Parish Priest to nurture the faith life of our school
- 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.
- 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:

- Kids Gone Wild Session to introduce kit for a sustainable approach to outdoor learning
- Bike ability – Level 1 and 2
- A successful Health Week across both schools in Addiewell Combined school providing opportunities to celebrate physical and mental health activities
- Masterclasses – planned and led by the Primary 7 children for the whole school
- Working alongside Active Schools that provided opportunities for our children including, judo, dance & football
- 'Together Time' Assemblies with Addiewell PS
- Family Engagement Sessions planned with a different focus each time.
- Sacraments – Reconciliation, Eucharist 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 Beecraigs and the seaside, fully funded by the school.
- Primary 7 experienced various celebratory end of term activities, including a trip to Aberdour beach, joint party with Addiewell PS and leaves assembly/Mass.
- P6 & 7 were given the opportunity to go to a Residential excursion to Dalguise. This was with Our Lady's PS, which proved to build positive relationships and children are continuing to request more time to be together going forward.
- Mass trips to Our Lady's and Our Lady & St Bridget's, with time in Churches to learn more about the Catholic Faith alongside the Parish Priest
- 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 to S1 - Partnership with St Kentigern's Academy and West Calder High School – regular communication and sharing of relevant information to ensure all children are supported
- Addiewell Nursery Transition to Primary 1 – regular opportunities to ensure all children have full and enriched opportunities to be in school and become part of St Thomas' School family.
- Input from equity development officer re engagement using QI tools
- 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)