

EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEETHURSDAY 25 SEPTEMBER 2025Report by Director of EducationEDUCATION SCOTLAND REPORT ON THORNLIEBANK PRIMARY SCHOOL**PURPOSE OF REPORT**

1. To inform Education Committee of the report by Education Scotland on Thornliebank Primary School.

RECOMMENDATIONS

2. Education Committee is asked to:
 - a) recognise and comment on the achievements of Thornliebank Primary school as outlined in Education Scotland's report; and,
 - b) approve the action plan to address the agreed areas for improvement.

BACKGROUND

3. Thornliebank Primary School was inspected by a team from Education Scotland in May 2025. The inspection covered key aspects of the work of the school and Bun-sgoil Ghàidhlig (Gaelic Medium Education) and identified particular strengths and areas for improvement using the Education Scotland six-point scale and the self-evaluation framework *How Good is our School?*
4. Since August 2016, Education Scotland use 2 models of school inspection. The full and the short model.
5. The full model evaluates 4 quality indicators, with the short model focusing on 2. Both models include an evaluation of Learning, Teaching and Assessment and Raising Attainment and Achievement.
6. The school was inspected using the short model, with an evaluation for 2 quality indicators and a short report which details the strengths and areas for improvement. The [report](#) was published in August 2025. It has been issued to staff, parents, local elected members, the Convener for Education, Equalities, Culture and Leisure and made available to the local community.

REPORT

7. In assessing the indicators of quality in the school, Education Scotland found 2 aspects of the work to be good: learning, teaching and assessment and raising attainment and achievement.

8. This is a very strong report on an East Renfrewshire establishment, with the evaluations and report matching the department's evaluations and the improvement journey of the school.
9. The particular strengths highlighted by the inspection team include:
 - Children are confident and articulate. They engage positively in their learning. They work well together, support one another and demonstrate the school's values well. Children are very proud of their school.
 - The headteacher works effectively with the whole staff team to create a warm, welcoming and nurturing climate for learning. As a result, children feel safe, valued and cared for.
 - Staff implement a range of high-quality interventions for children who require additional support in their learning. This is helping them to make improved progress in their learning.
 - Children are making very good progress in developing their understanding of spoken Gàidhlig. They are supported very well by the teachers' skilful use of immersion approaches.
10. It was particularly pleasing that although this was the short model, the inspection team highlighted the exceptional practice in the other quality indicators, in particular leadership and equalities:
 - *The headteacher provides effective leadership for the school community. She has a clear vision for the school. She is ambitious and relentless in her aim to improve outcomes for all children. She is leading and managing the direction and pace of change very successfully, supported very well by the senior leadership team. Together, their enthusiasm and determination motivate and empower staff and the wider community to improve outcomes for children.*
 - *Children and staff celebrate diversity well. The diversity and equalities pupil leadership group lead successfully assemblies and school events. They recently created a video celebrating the women of colour within the local community. Children learn about Christianity and other world religions through their religious and moral education programme. Teachers provide planned lessons and experiences to learn about and celebrate a range of religious festivals and events that are important to individual children within the school. These experiences support children well to value and explore diversity, and respect other cultures.*
 - *The headteacher uses data effectively to identify children who experience barriers to learning to ensure equity for all. The headteacher consults with the Parent Council and staff on how best to invest Pupil Equity Funding (PEF). The headteacher uses PEF appropriately to support children with their wellbeing and learning. Additional staff deliver literacy, numeracy, attendance and health and wellbeing interventions. The headteacher and staff have robust evidence which shows the positive impact of PEF interventions on individual children's progress.*

11. Education Committee will recall the opening of Gaelic Medium Education in Thornliebank Primary School in August 2023. Bun-sgoil Ghàidhlig was also inspected as part of this process.
12. It was particularly pleasing that whilst in its infancy, the inspection team highlighted the high quality provision on offer from Bun-sgoil Ghàidhlig:
 - *Senior leaders and staff are implementing well the local authority's Gàidhlig Medium and Learners Education strategic plan. They have used advice on Gaelic Education to create a policy on immersion and assist with measuring their successes. Teachers are effective role models in their use of Gàidhlig. They create an ethos where the language is valued and is used increasingly by staff and children for greetings across the whole school.*
 - *Senior leaders use tracking systems very well to monitor and track children's progress and attainment in literacy and numeracy through Gàidhlig. This data is used diagnostically by teachers and is used in conjunction with language and numeracy progression frameworks to support learning.*
13. The inspection team identified 3 areas for improvement:
 - Senior leaders and teachers should continue to ensure a consistent approach to high-quality learning experiences for all children across the school. This should include increasing the opportunities children have to lead their own learning.
 - Staff should continue working together to raise further children's attainment in literacy and numeracy.
 - Senior leaders and staff should continue to implement the strategic plan for Gàidhlig Medium and Learners Education. They should continue to increase partnerships with speakers of Gàidhlig in the community, Gàidhlig groups, and other local and national groups. This should give children further opportunities to use and develop their Gàidhlig.
14. Appendix 1 of this paper includes the action plan to address the agreed areas for improvement. The Quality Improvement Service will work closely with the Thornliebank leadership team to support its implementation.
15. The letter to parents/carers and more detailed [summarised inspection findings](#) is available on the Education Scotland website.
16. Education Scotland will make no further reports in connection with the inspection of Thornliebank Primary School.
17. Within 2 years of the date of publication, the Quality Improvement Service will revisit the school to review the impact of the improvement (action) plan in addressing the agreed areas for improvement and to provide a progress report to parents.

FINANCE AND EFFICIENCY

18. There are no financial or efficiency implications related to this report.

RECOMMENDATIONS

19. Education Committee is asked to:

- a) recognise and comment on the achievements of Thornliebank Primary school as outlined in Education Scotland's report; and,
- b) approve the action plan to address the agreed areas for improvement.

Mark Ratter
Director of Education
25 September 2025

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Appendix

1. Thornliebank Primary School Action Plan

Thornliebank Primary School and Bun-sgoil Thornliebank
Action Plan (following Education Scotland Inspection)



Senior leaders and teachers should continue to ensure a consistent approach to high-quality learning experiences for all children across the school. This should include increasing the opportunities children have to lead their own learning					
Area for Improvement					
Impact and Outcomes	Action	Personnel	Timescale	Resources	Monitoring and Evaluation
All learners consistently experience high quality learning, teaching and assessment	Develop greater consistency in approaches to assessment through: <ul style="list-style-type: none"> Revisiting aspects of ERC Excellent Experiences Framework (learning intentions, success criteria & differentiation, effective questioning & feedback, motivation & engagement) Revisiting and further embedding a range of formative assessment approaches across learning, and increasing and improving the use of self and peer assessment to better support pupils to identify their own progress and next steps Developing approaches to sharing verbal and written feedback during and after learning experiences, including through Seesaw Internal and external moderation using national standards 	SLT Teachers J. Hull M.Allaway	Ongoing (collegiate sessions) Sept & Nov '25, Jan & Feb '26 (planned moderation)	ERC Excellent Experiences for all Framework <i>A Little Guide for Teachers – Formative Assessment</i> (Shirley Clarke) Seesaw	Engagement in collegiate sessions Forward Planning Learning Walks & Visits Pupil Dialogue
Learners benefit from increased opportunities to meaningfully lead their own learning	CLPL and practitioner enquiry on project/play/enquiry based approaches to learning and teaching Further develop environments within the school to promote curiosity, enquiry and engagement in meaningful learning experiences Visits to other establishments – looking outwards and learning from others' successes in increasing opportunities across the school for child-led learning Develop consistent approaches to introducing, recording and tracking Meta Skills across the stages through planning and profiling (Seesaw), and engage in cluster moderation relating to Meta Skills and Profiling	M. Allaway All staff Teachers SLT Teachers CMG	Sept & Nov '25, Apr '26 Ongoing Terms 1 & 2 Nov '25 and ongoing	CPD Manager/CLPL opportunities Collegiate Calendar CIRCLE resources SDS Meta Skills Toolkit	Professional Dialogue Peer Support Feedback Seesaw Journals Staff Questionnaires Parent/carer Feedback Environment Audits
Staff should continue working together to raise further children's attainment in literacy and numeracy					
Area for Improvement					
Impact and Outcomes	Action	Personnel	Timescale	Resources	Monitoring and Evaluation
A relentless focus on raising attainment in literacy and numeracy leads to almost all children reaching national expected standards of attainment by October 2026	<ul style="list-style-type: none"> Refresher session on use of ERC Tracking database All teachers and senior leaders continue to identify children off track in literacy and numeracy and use this to plan targeted interventions All teachers and senior leaders continue to update class and whole school demographic overviews Teacher to be trained in Reading Recovery and Literacy Support All staff continue to work collegiately with SEF team to ensure high quality, impactful approaches and interventions in literacy and numeracy (universal and targeted) e.g. DLL, TRAIL, Talk for Writing, C/P/A approaches, P4-7 STEM/Maths project Continue to use Pupil Equity Fund allocation to: <ul style="list-style-type: none"> Identify children impacted by poverty related barriers to learning Plan and implement bespoke individual and group interventions to address issues around attendance, wellbeing and readiness to learn Review the impact of interventions regularly and adapt accordingly Work with partner agencies to support target children and families 	SLT Teachers G.Hamilton B. Gallagher G. Gourlay J. Miller A. McColgan-Smith R.Egan S. Lawless N. Reid-Taylor	Sept '25 and ongoing Aug '25 – Jun '26 Ongoing and termly review	ERC Tracking Database Literacy Support Teacher training and resources Collegiate Calendar Education Scotland website West Partnership resources PEF Guidance EEF website Scottish Attainment Policy	ACEL data PEF Reporting NSAs (P1, 4 & 7) Standardised Tests (P3, 5 & 7) Progress towards individual learning targets and CWPs Reading Recovery data SEAL/Maths Recovery data TRAIL data
Children are supported to attain highly through inclusive learning experiences that represent their diverse identities and increase motivation	Further develop approaches to promote and celebrate diversity, inclusion and equality through: <ul style="list-style-type: none"> Building Racial Literacy/Anti-Racism CLPL for all staff Re-establishing the Diversity Committee including children parents/carers Continuing to focus on cultural events relevant to our children and families Continue to implement and monitor our Promoting Positive Relationships and Behaviour Policy, Nurturing Approaches and Trauma-Informed Practice Continue to develop sustainable approaches to prioritising staff wellbeing	R. Ali J. Miller A. McColgan-Smith All staff All staff A. Merrylees-Stalker K. Stevenson	Sept & Nov '25, Mar '26 and ongoing Ongoing	Family First link worker Financial Inclusion Officer	Talk for Writing cold and hot pieces PM Benchmarking SWST data

Thornliebank Primary School and Bun-sgoil Thornliebank
 Action Plan (following Education Scotland Inspection)


Area for Improvement	Senior leaders and staff should continue to implement the strategic plan for Gàidhlig Medium and Learners Education. They should continue to increase partnerships with speakers of Gàidhlig in the community, Gàidhlig groups, and other local and national groups. This should give children further opportunities to use and develop their Gàidhlig.				
Impact and Outcomes	Action	Personnel	Timescale	Resources	Monitoring and Evaluation
<p>All staff are aware of the ERC Gaelic Language Plan and understand their role in contributing to the achievement of its objectives</p> <p>Continue to develop and strengthen partnerships with the wider Gaelic-speaking community, including other GME provisions and third sector groups</p>	<ul style="list-style-type: none"> Revisit CLPL for all staff on ERC Gaelic Language Plan Continue to work in partnership with ERC Education Department to further promote GME and maximise uptake across the local authority area Update and add to the new school website to share detailed and comprehensive information about GME and bilingualism Continue to engage the local and wider community by hosting Gaelic events including Gaelic Bookbug in Bun-sgoil Ghàidhlig Thornliebank Continue to identify wider opportunities for Gaelic learners to use their skills in Gaelic, for example participation in local Mòds Provide regular opportunities for Gaelic learners' parents, carers and families to participate in Gaelic events in school and use Gaelic language with their child 	<p>A. McColgan-Smith & I. Campbell</p>	<p>Oct '25 Ongoing</p> <p>Monthly</p> <p>Monthly</p> <p>Ongoing</p> <p>Termly</p>	<p>ES Gaelic Language Plan & Advice on GME</p> <p>ERC Gaelic Language Plan</p> <p>Bòrd na Gàidhlig</p> <p>Comann Nam Parant</p> <p>Comunn na Gàidhlig</p> <p>Seachdain na Gàidhlig</p> <p>Gaelic Development Officer (GDO) I. Campbell</p>	<p>P1 uptake and continued participation of enrolled children in GME</p> <p>Attendance at events</p> <p>Visibility of Gaelic across the school</p> <p>Pupil and parent questionnaires</p>