“From Little Acorns Mighty Oaks Grow”
Standards and Quality Report
Session 2016 - 2017
Introduction

St Mary’s Episcopal Primary School Standards and Quality Report 2016-2017 provides a record of the main achievements of the school this session.

The report evaluates the progress the school has made, focussing on areas which have been priorities in our school improvement plan. This report is produced as part of the process of self-evaluation, improvement planning and quality assurance.

It aims to provide information to parents, pupils, our local community Stirling Council and Education Scotland.

Self Evaluation

Our School self-evaluation this session has supported us in answering the three key questions

- How are we doing?
- How do we know?
- What are we going to do now?

Over and above our annual quality assurance calendar our self-evaluation has consisted of

- Whole School Environmental Audit - September 2016
- Staff Evaluation of planning - November 2016
- Global citizenship education survey - September 2016 and March 2017
- Self Evaluation of Learning, Teaching and Assessment on going since September 2016, completed May 2017
- Parent focus groups - September, November 2016, February and May 2017
- Maths Attitudes survey - October 2016
- Learning Community Parental questionnaires - March 2017
- Pupils survey - What are you proud of?, What will be continue doing?, What needs to be improved? September and May 2017
- Pupil Council focus group - May 2017
- School Travel Plan evaluation - May 2017
The School Context

St Mary’s Episcopal Primary School is situated in Smithy Loan in Dunblane. The capacity of the school is 88 pupils from P1-P7 and for the past few years the roll has been between 76/83 pupils. We currently have a Primary 1 / 2, Primary 3 / 4, Primary 5 / 6 and a Primary 7. Our morning only nursery can accommodate 20 pupils. For the past few years the roll has been between 17-20 pupils. The school is very well supported by the parents and highly regarded in the community. Attainment is high and the school prides itself on it’s creativity and on the wide variety of learning opportunities it provides to support the full development of all of our young people.

Motto, Vision, Values and Aims

These are influenced by the priorities identified by the Scottish Government, National Improvement Framework, Stirling Council’s aims and reflect the values of our learning community.

Our Vision :- “A happy school were everyone is supported and encouraged to achieve their academic and personal potential”

Our School Motto:- “From Little Acorns Mighty Oaks Grow,”

Over Arching Aim:- Inspire to Aspire by….  
- Creating an ethos where everyone is welcomed, treated fairly and with respect.  
- Providing a nurturing environment that ensures equality and fairness, adopting a restorative approach to conflict resolution  
- Encouraging resilience and learner independence through the development of a growth mindset  
- Delivering the best quality learning experiences we can through a learner centred curriculum; encouraging breadth and depth to learning  
- Ensuring the holistic development of all of our children; ensuring academic achievement and recognising the importance of creativity and aesthetic, physical, moral and spiritual development  
- Promoting partnership with parents, carers and the local community.  
- Building on the strong tradition of St Mary’s as an Episcopal School whilst welcoming people of all beliefs.  
- Welcoming individuality and diversity whilst ensuring that we promote equality of opportunity.  
- Ensuring that these aims and values are underpinned by a whole school commitment to self evaluation, quality assurance and accountability.

The vision, values and aims are continually revisited and this session our aims were revisited to reflect the responses from our parents to the whole school question of “What Makes St Mary’s Special?” Our Shared Values for our school community are Respect, Enthusiasm, Aspiration, Compassion and Honesty. Together the first letter of these words spell R.E.A.C.H. These values permeate all of the learning at St Mary’s and form the foundation of our Right Respecting School ethos.
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### Progress:
- The use of big maths skills, tools and strategies have supported the teaching and learning in numeracy from Primary 1-7. Increased rigour around the use of our school’s progression pathways have ensured that gaps in children’s numeracy learning have been identified and supported through targeted teaching either 1-1 or as part of a group. For these children we have reintroduced concrete materials, and followed an adapted maths recovery programme, which has seen excellent results with children on average progressing through an additional 5 phases in their maths. Concrete materials are also available for all children in all of our classes now, with children able to select independently the most appropriate tools and materials to support their learning.

- Participation in this year’s Scottish Maths Challenge saw 4 of our children achieve consistently high marks with 3 of our pupil’s achieving a Gold Award for their exceptional performance.

- The reintroduction of paired maths for our P4-7 pupils helped to address greater learner confidence when applying their numeracy skills. All children comment positively about these session. “Peer tutoring allows me to ask questions, without feeling silly” The ability to ask questions to support their learning in numeracy is a positive step forward and we will build on this next session. Children also spoke about “tackling challenges they would normally not attempt.” During our curriculum showcase evening, our children shared a range of numerical teaching and learning strategies offering our parents an insight into “how things are taught nowadays.”

### Impact:
- An average of 83% of our children have achieved their expected level in numeracy with an average of 30% of our children achieving ahead of the expected time. 70% of our parents feel that there has been good or very good progress in meeting this outcome. Almost all children speak proudly of their improvement in their mental agility and have commented on this as one of their learning journey achievements. 80% of our parents enjoyed our curriculum showcase evening “a great deal” with half of them feeling that they learned most from our numeracy room. A survey of our p4-7 pupils with regards to their feelings around maths, still illustrates that there remains a high level of anxiety amongst our children in maths and this is an area that will address next session.

### Next Steps:
- Learner independence and confidence in applying their numeracy knowledge is the next area requiring targeting. Parents would also like continued guidance and advice on how best to support their children with their perceived challenges in maths at home.
### School Priority 2: Improved standards of written work

Almost all (90%) of written work will contain correct grammar and spelling for age and developmental stage, in line with the school’s literacy framework.

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### Progress:

All staff implemented a small test of change within their own classes, with a view to improving standards of written work. Two programmes demonstrated the greatest impact; teaching spelling through graphemes and phonemes in Primary 5/6 and the introduction of the pen licence to encourage consistent use of joined script and raise expectations over the application of spelling and grammar knowledge.

Staff now use a literacy plan to identify key learning outcome in literacy. A holistic assessment task is incorporated into these plans to support assessment of children’s progress.

### Impact:

Achievement in literacy remains high with 83% of our children achieving their expected literacy levels on or before the expected primary stage. 100% of our children read for enjoyment and can comment on stories that they like or dislike and why. On entering the library all of our children know how to select, loan and return their own book. This has been possible through fortnightly visits to our local library, and the introduction of Snack and Story throughout the school. Staff comment anecdotally of improved vocabulary usage in children’s own written work. Our focus on improving the application of spelling in all written work resulted in significant improvements in Primary 5/6, where 90% of our children, demonstrated an increase in their spelling age by at least a year. More importantly all of these children demonstrated improved application of their known spelling strategies in their written work. The use of graphemes and phonemes to support spelling at first and second level will continue to be used next session. The introduction of the Pen licence for children working towards their 1st level in literacy ensured increased motivation and raised standards of writing across all of Primary 3 / 4 Pen licences will be awarded to 60% of the children in Primary 4 and to 1 child in primary 2 and 1 child in Primary 3. Parental report comments also support that this improvement has been recognised by our parent body.

### Next Steps:

Our revised planning format has supported staff with improved confidence and engagement with the new Literacy benchmarks and has supported us in our journey to improve pace and progression of children’s writing across the school. This is an area that we will continue to develop next session where we will introduce a more robust system to ensure children are aware of the consistent high expectations and standards of written work across the stages. This will take the form of a zero tolerance list of writing expectations that will be placed in the front of children’s jotters.

This will also support children in developing their skills of editing and uplevelling their own writing which will become a focus in our improvement plan next session. Staff will also focus on ensuring that children are provided with feedback that results in progress towards writing targets. This will be supported by all staff revisiting the use of Assessment is for Learning Strategies and the robust use of rubrics to support children in making progress towards success criteria, without placing a ceiling on what they can achieve.
**School Priority 3: Profiling and Reporting on Our Learning Journey**

90% of children will be able to engage in a dialogue focussed on their learning progress with staff, pupils, parents and carers

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### Progress:

We were hoping that 90% of our pupils would be able to engage in a dialogue focused on their learning progress with peers and known adults. Our change to our format for reporting to parents placed an emphasis on our children’s voice and about our children leading the dialogue with their parents about their progress. Our e-profile system formed the basis of this, with snapshots of children’s learning being entered into their profile regularly. This e-profile is able to be viewed by parents at home and families are encouraged to enter learning and achievements out with school onto this profile. Our children also delivered a curriculum evening for our parents with the goal of demonstrating “How we learn nowadays.” This evening was co-constructed with a parental focus group in order to meet the needs of our parent body.

### Impact:

During our parent evenings, parents are now toured around the child’s learning space prior to meeting with their child’s class teacher having viewed their child’s profile in advance. Our parents now have constant access to snapshots of their child’s learning journey through their child’s e-profile. Of our 31 families that responded to our touchscreen survey 94% of them liked our “reporting on our learning journey” format with 100% of them responding that their child was able to tell them about their learning. 84% of the respondents also felt that their children did this confidently or very confidently. This increased to 88% by our February parents evening. By November 97% of our parents felt that they had a good or very good understanding of their child’s progress. These statistics were mirrored by the quality and consistency and correlation of children’s, parents and staff comments in “My Year of Learning” reports. All of our children demonstrated that they know themselves as learners exceptionally well identifying clearly their strengths and next steps in learning. This highlights the ownership and involvement all our children have in planning and reflecting their own learning. And provides us with the perfect spring board for encouraging children to identify their next steps. Our curriculum workshop was well received. All most all parents felt it supported their understanding of our curriculum design and rationale in addition to helping them develop their understanding of how literacy, numeracy and interdisciplinary learning are taught in St Mary’s. Our children felt that the evening “helped parents understand how we worked and learned” (p5 M.T) “I think the grown-ups now understand well what we are doing, we all do well. I liked teaching them” (p3 R.W) This showcase event also supported our children in developing their confidence “in how to explain this to parents, there was lots of information” (p4 A.B)

### Next Steps:

The next step will be to improve parental and pupil confidence and understanding of next steps in their learning journey. Next session we hope to build on our successful curriculum evening by providing parental workshops on how to talk to your child about their learning and to increase parental confidence when supporting their children at home. An initial suggestion from our parental focus group would be to use the tutor support materials from our paired maths resource across other curricular areas which would support parents in asking the right questions to allow the children to find solutions to learning challenges themselves.
**Priority 3: Moderation**

To increase staff capacity, capability and confidence in their professional judgements for children’s achievements and progress in literacy.

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**Key Driver for Improvement**
- School Leadership
- Teacher Professionalism
- Assessment of children’s progress
- Performance information

**Integrated Children’s Service Plan Outcomes**
- Raised attainment for all young people leading to positive destinations.

**Progress**

Teachers across the Dunblane Learning Community (D.L.C) have continued to develop working relationships, in trios, engaging in moderation of Literacy. Trio partnerships have included focused professional dialogue and moderation at all stages of the teaching and learning process including planning, peer learning visits and teacher judgement of achievement of a level.

The DLC Moderation Group has continued to evolve, including staff across all three schools. One of the group members is the local authority Quality Assessment Moderation Support Officer, (QAMSO) and several other members are Additional Practitioners who have engaged in moderation at national level with Education Scotland.

All most all staff have engaged in two cycles of Literacy moderation this session; both with a focus on writing, but in response to national guidance the second session was adapted to focus on moderation through the use of holistic assessments. During each cycle staff have moderated evidence of writing to reach agreements, and confirm teacher judgement, of achievement of a level.

Teachers have been introduced to the concept of Holistic Assessments, how this links to current practice and trialled planning proformas to support the development of Holistic Assessment tasks.

In response to initial feedback from staff, staff in our learning community participated in a coaching CPD session, led by Sean Nash, to support them in developing their confidence in participating in courageous conversations with colleagues. From the session, a GROW model has evolved and this has formed the basis of the moderation dialogue.

**Impact**

Staff within our learning community moderation group have supported the delivery of collegiate sessions to all staff to share knowledge and ensure consistency in understanding of the moderation process and national developments. This has helped support the development of leadership at all levels and improved staff ownership of the process, increasing the capacity within our learning community to use moderation as a tool to ensure continuous improvement. Most of the learning community staff (74%) value moderation and how this supports their developing capacity and confidence within their teaching practice. Comments from staff and the increased level of participation in the trios demonstrate that they feel it is ‘Good to help each other moderate writing’ and that ‘It’s been helpful working with a teacher from a different school—seeing their marking ladders was good.’ where they ‘Really enjoyed sharing ideas with trios and visiting class lessons’ This has played key role in improving our capacity as a learning community to agree standards for achievement of a level and supported the learning community in ensuring that results published are a true reflection of children’s abilities. This process has also allowed staff to reflect on what is required of all of our learners and has increased awareness of standards and expectations for all of our learners.
Progress and Impact of Pupil Equity Fund

As a result of whole school evaluations, we have identified the need to improve the standard of our literacy foundations in the early years. We have tried ourselves to create a literacy programme for that takes account of spelling, grammar, early skills for cracking the reading code, and frim foundations for fluid hand writing. This has met with some success. However, following extensive research and participation in workshops and we have decided to invest in the Read Write Inc programme for our early years hoping that this will provide a consistent approach to the teaching of reading and writing across the school and will improve the pace of learning and teaching. The ongoing assessment will ensure that the needs of all children are met and the option of 1-1 tutoring will provide early support for those children that need it.

Feedback from January 2017 evaluations demonstrated progress in the development of professional confidence when moderating where, amongst the respondent, staff report increased confidence when
- Moderating within a level, across levels and across schools.
- Moderating at their level (Early, First, Second)
- Providing evidence to support professional judgements of achievement of a level.
- Engaging in challenging conversations regarding achievement of a level.

Next Steps
Staff reported that they were less confident when moderating evidence at a different level, or for some a level they had not taught previously and commented on wanting ‘More working together with colleagues in same role’ and to, ‘Continue to work with colleagues on same level/role to progress further.’

Almost all staff felt that it would be beneficial to share good practice of Holistic Assessments and writing evidence:
- Share examples/create bank of good holistic assessments
- Share examples of good practice from our learning community
- Create bank of holistic assessments
- Would like to see good practice/Share good practice from our and other learning communities.

As a next step there will be additional work completed to support staff in the creation and use of Holistic assessments, ensuring that these are not just assessing what children have been taught, but allow children the opportunity to apply their skills and demonstrate what they are capable of. As a result next steps will be to
- Continue to develop teacher confidence and skills in creating Holistic Assessments for gathering evidence of achievement of a level.
- Make use of Local Authority recording sheets and GROW model when moderating evidence (in line with moderation plan for Local Authority)
- Ensure that each individual school has a moderation calendar which feeds into the DLC moderation calendar.
- Continue to engage all staff in the moderation process and develop teacher confidence and understanding in what a ‘body evidence’ looks like.
- Review arrangements of nursery involvement in moderation process

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Wider Achievements

Our Pupil Council and Parent Council identified the improvement to our outdoor learning environment as one of our biggest achievements this session. Having been successfully awarded Food for Thought Funding and through the exceptional fundraising efforts of our School fundraising committee, we successfully created our barrel orchard and built our Baking Environmental, Relationship, Technology Tavern B.E.R.T.T. This resource will enhance learning outdoors and allow for creative and engaging learning opportunities within the health and wellbeing and technologies curriculum.

We successfully appointed 11 digital leaders this session as part of our work towards our Digital Schools Award. These children have lead our school lunchtime coding club, launched our school app and supported our parents to populate their children’s e-profile. Next session these children will lead on the use of class note in the classroom, supporting collaborative learning within the classroom through the use of the ipad technology.

We have been thrilled with the business partnership we have developed this session with the Pop-Up Design Company, following a whole school workshop from the company our children have applied their graphic design skills to create a real product. We have ten winning designers this session who have created and marketed their own Pop-Up Design. We look forward to building on this next session.

Work has continued to ensure our school develops itself as a communication friendly environment and, through adopting Makaton as one of our school’s additional languages, we have a group of Makaton leaders from P 2-7 that lead on the teaching of our sign of the week throughout our school.

Our success in promoting creativity in the early years has been recognised at a national level and our nursery has been recognised as providing excellent practice in this area through A Care Inspectorate publication “Our Creative Journey.”

Comments from Parents, Pupils and Staff
### Quality Indicator | Key Strengths | Areas for Improvement
--- | --- | ---
1.3 Leadership of Change | • Shared vision and values that reflect views of our learning community  
• Involvement and participation from all stakeholders in informing and implementing change | • Build on staff ownership and involvement in supporting school improvement through participation in action research |
2.3 Learning, Teaching and Assessment | ▪ Quality of learning experiences and taking learning outdoors  
▪ Children’s knowledge of themselves as learners  
▪ Learning community moderation | ▪ Developing teaching skills and capabilities to encourage independent learners and to make thinking visible  
▪ Effective use of feedback, linked to pupil targets  
▪ Effective planning across all curricular areas and use of progression pathways in to report on progress and next steps |
3.1 Ensuring wellbeing, equity and inclusion | • Ethos of care and support  
• Health and Wellbeing is foundation of school curriculum  
• Staff / Pupil relationships and behaviour  
• Use of technology and adapted curriculum to support children with ASN | ▪ Ensuring respect permeates whole learning community and that there is and trusting relationship between all parents, staff and pupils to ensure the best possible outcomes for their children  
▪ Using structure and principles of Wellbeing App to ensure more timely interventions and evaluations of progress for all children |
3.2 Raising Attainment and Achievement | • School data supports that all of our learners are making good progress  
• All of our children are involved in decision making within our school and their learning environments | ▪ Improve children’s application of known numeracy concepts.  
▪ Increase learner independence |
Evaluation of Schools capacity for continuous improvement

Following participation in the Raising Achievement Champions Programme and staff collegiate sessions on how to use the model for improvement, our school’s capacity to evaluate progress and to identify next steps to in order to raise attainment and to close the poverty related attainment gap have improved. All staff are able to participate in a test of change and employ measures to track improvement. Our school continues to increase its capacity for all stakeholders to contribute to the cycle of continuous self improvement.

Key Priorities for Improvement Planning 2017 – 2018

Priority 1: Numeracy
All children will demonstrate increased confidence and ability to apply numeracy skills from early to second level

Priority 2: Leadership of Learning
All children and staff will be able to identify an area for improvement within their work or from feedback and apply a strategy or skill in order to improve

Priority 3: Values
Deeping our learning communities understanding and application of our school’s core REACH (Resect, Enthusiasm, Aspiration Compassion and Honesty) values, particularly RESPECT to ensure a fair, equitable and trusting learning environment for everyone, Ensuring resilient and independent learners

Priority 4: Developing the Young Workforce
Create skills progression through our curriculum to support development of skills for life learning and work and increased awareness of creativity skills