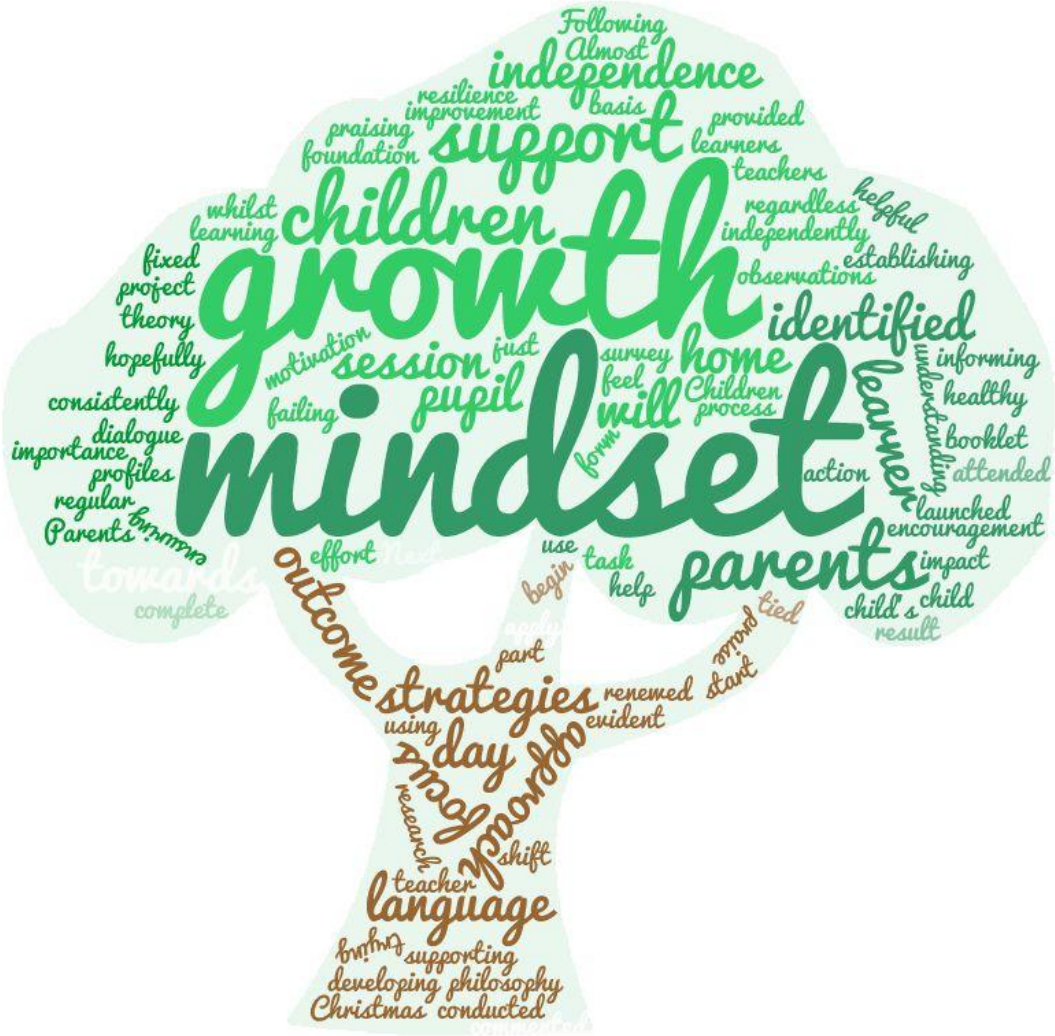
St Mary's Episcopal Primary School



Standards and Quality Report
Session 2015 - 2016

St Mary's Episcopal Primary School

How good is our leadership and approach to improvement?

1.2 Implementing improvement and change

This session almost all teaching and nursery staff members have lead on a whole school development. These include learning for sustainability, leading literacy, establishing a growth mindset culture, piloting working within a small school network to map out curricular progression across first level science, and participating in a test of change with regards to child and parental engagement in nursery planning.

Our next step is to ensure more robust measures when planning for improvement. Next session all staff will engage in professional enquiry using the test of change model to measure the impact of their improvements.

1.2 Children and young people leading learning

Following our online survey Of How Good is our School 100% of our primary 3- 7 children agree or strongly agree that our Pupil Council is good at getting things done and that they are listened to. We have established a culture of pupil leadership and pupil voice is central to all improvement. We have strategies in place to encourage children to set targets in literacy and numeracy and work to achieve these, however 13% of our children from this same survey feel they are not spoken to regularly about how to improve their learning. Next session we will engage in a test of change to ensure that children have the skills to lead their own learning and that of others. We will endeavour to focus on higher order questioning to allow learners to engage in a more challenging dialogues with others about their learning including their parents and carers. As part of our commitment to Learning for Sustainability our Eco committee and Pupil Council completed a Grounds for Learning evaluation where we have identified our improvement priorities for next session for our outdoor environment. These include improving opportunities to grow produce, have a quiet area for reflection, developing areas for construction and building activities and the children would “love more areas to hide and climb.”

1.5 Management of resources and environment for learning

In November 2015 our whole school evaluation and audit of our indoor learning environment identified two key areas requiring significant change; the use of space and first impressions. Within our school nursery significant changes were made to the furniture and displays to create greater space and increase learner independence. With support from our Parent Council we have redesigned our school library to create a space that supports reading for information and independent learning. Through revived partnerships with our local library all classes make fortnightly visits supporting children in reading for enjoyment. Children’s skills in selecting texts that are appropriate to their age and ability are now requiring support as a result of all children demonstrating increased engagement in reading.
All classroom walls and displays support pupil learning and independence, with resources clearly labelled. Children will continue to be encouraged to display greater respect and responsibilities for their learning environment.

SIP Improvement Priority 1, 2 and 4	
2.5 Family learning	Engaging families in learning
1.2 Leadership of learning	Children and young people leading learning Professional engagement and collegiate working
1.5 management of resources to promote equity	Management of resources and Environment for learning
• Almost all children will be able to engage in a dialogue focussed on their learning progress with staff, pupils, parents and carers peers.	

- All teachers participate in a small test of change that will impact on attainment in literacy and numeracy

How good is the quality of care and education we offer?

2.2 Rationale and Design and Learning Pathways

This session all our pupils continued to access lively and stimulating learning opportunities within our spiral curriculum framework. The new structure of our interdisciplinary learning experiences are now planned to evidence significant learning in our pupils across the full range of curricular areas. Moderation and professional dialogue at the planning stages has improved teacher confidence in the assessment of children's progress. All classes learning journeys are tracked and monitored to ensure progression and challenge with regard to knowledge and understanding, skills and abilities and personal attributes. All of our learners from nursery to Primary 7 continue to play an integral role in planning and evaluating the impact of their learning contexts. The vision is that this design will support breadth and depth of pupil learning with contexts linked directly to our learning community. Within our nursery we have established a rubric to test these changes and evaluate the impact of this planning method.

We have embarked on a test of change in our nursery to improve tracking and monitoring of learner's experiences and increased parental engagement with the learning process. We are on the 4th cycle and the measurement rubric indicates improvement across all six measures, including improved quality of planning proposals, increased parental engagement and assurance that within each learning context there is breadth and depth of learning for all children.

Across the school, as evidenced by various quality assurance tasks, all staff demonstrate an improved ability to use the language of how much and how well to support professional judgement of children's achievement of a level. This is now directly linked to the Significant Aspects of learning.

2.3 Learning and Engagement

Following an action research project we identified the importance of developing learner independence and resilience. As a result we launched the growth mindset approach as our healthy start supporting our learners and parents in understanding the theory, philosophy and impact of establishing a growth mindset. Parents were provided with a booklet informing them how they could support their child at home by using the appropriate language. Most parents who attended this session commented positively on how helpful this approach was when trying to support their children at home. Almost all of our children use the language of a growth mindset on a regular basis. Whilst the growth mindset survey, conducted at Christmas, identified 45% of our children demonstrating a shift from a fixed mindset towards displaying a growth mindset, we do not feel that this is evident in day to day observations. Children are failing to independently apply the growth mindset strategies to help them begin and complete a task by themselves. Next session we will have a renewed focus on growth mindset ensuring that teachers and parents consistently focus praise and encouragement on a child's process and strategies towards their learning and that this is tied in with the outcome and not just praising effort regardless of outcome. This will form the foundation of pupil teacher dialogue as part of pupil's profiles and support an improvement in learner motivation and independence.

2.4 Personalised Support

Our school self evaluation of personalised support identified many strengths in this area particularly with regards to Universal and Targeted support. 98% of our pupils surveyed feel safe and well looked after in our school and know that we will help them to sort out any problems that they have. This session all twelve families who received a tour of our school commented positively on our ethos of care and support and the relationship between staff and pupils. This was also a key theme that emerged from our parental survey on "What makes us Unique?"

Two areas identified requiring improvement as a result of our self evaluation were our use of space and first impressions. Following input from ASN outreach team our whole staff team focussed on creating a

communication friendly environment that would remove some potential barriers to learning. All class teachers have reported changes to classroom wall displays and established class timetables resulting in greater pupils efficiency and calm within the classrooms. The majority of children experience greater ownership of their learning and can find key resources with greater ease. Our environmental audit will be completed again in September 2016 and a comparison made.

SIP Improvement Priority 1, 2 and 3	
2.3 Learning Teaching and Assessment	• Learning and engagement • Planning tracking and monitoring
• All children will demonstrate a smooth progression through CFE levels with appropriate targets and next steps identified, resulting in increased pace of learning	

How good are we at ensuring the best possible outcomes for all our learners?

3.2 Raising attainment and achievement

Through monitoring and tracking of pupil's progress over time, almost all children have demonstrated good progress in most curricular areas. Most of our children have achieved the appropriate level in reading and numeracy for their age and stage. The majority of children have made good progress with their written work, but through our range of self evaluation processes, pupils, parents and staff have identified a need for significant improvement in the quality of all written work. This will become a key priority for next session.
In listening and talking, from nursey – Primary 7, almost all of our children are achieving beyond the level for their age and stage.
Our whole school focus on STEM subjects (Science, technology, engineering and maths) has ensured that almost all children have made excellent progress in technologies and digital literacy. Our primary 5/6 and 7 children have made excellent progress with their ability to create and apply their knowledge of computer programming and we have formed strong partnerships with our parents allowing us to deliver quality learning opportunities for our children, we look forward to building on this again next session.

Through employing the teaching strategies advocated by the Big Maths progression framework learners from Primary 1-7 have made very good progress from their prior levels in numeracy. This has been reflected in the numeracy scores of children at P3, 5 and 7 and through weekly numeracy assessments. The majority of children are able to articulate the mental strategies they have selected to solve a numeracy problem and these children are also able to independently write an appropriate algorithm or diagram to represent their thinking.
The next step for all learners is to improve the ability to apply these numeracy strategies in a range of learning contexts. Consultation with parents, staff and pupils has provided us with suggestions of how we could adapt our curriculum to support a whole school thematic focus on various areas.
Early on in the session our Pupil Council established a rubric of what makes an outstanding lesson. They have systematically used this rubric to asses teaching in various areas of our curriculum. The children from Primary 1- 7 consistently return the rubric reporting all lesson's as at least excellent according to their rubric. The area of improvement identified by the children was ensuring that when children are making an effort within a lesson that this is recognised and acknowledged by the teacher. This will form a focus of learning and teaching in all classes next session.
In an effort to support children in recognising what good learning looks like our Pupil Council also established learning detectives. The nominated child identifies a key learning skill to look out for linked to our whole school learning context. This has been an effective tool in supporting our upper school classes in developing a

knowledge and understanding of what skills are required to become a successful learner, confident individual, effective contributor and responsible citizen. Our primary 1-3 classes have found this challenging and have focussed on what it means to be kind and helpful. Next session additional work will be required on identifying effort, team work and confidence.

SIP Improvement Priority 1, 2 and 3	
3.2 Raising Attainment and Achievement	Attainment over time
2.3 Learning Teaching and Assessment	Learning and engagement
• All children will demonstrate improved application of numeracy skills from early to second level • All children will display improved standards of written work from early to second level • Praise and encouragement of children's progress will focus on a child's processes and strategies towards their learning and tied in with their learning targets and this will be directly linked to their pupil learning profile	