St Mary's Episcopal Primary School

"From Little Acorns Mighty Oaks Grow"
Standards and Quality Report
Session 2017 - 2018

Introduction

St Mary's Episcopal Primary School Standards and Quality Report 2017-2018 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 2017
- Staff undertaking test of change based on feedback to children September 2017
- Self Evaluation of Attainment and Achievement on going since September 2017
- Validated Self-Evaulation March 2018
- Evaluation of sharing our learning events using the touch screen survey November 2017,
- Parental Engagement Sessions
- Staff survey of I see, I think, I wonder
- Pupil Council focus group June 2018
- Digital schools self-evaluation August 2017
- Annual school sport award self evaluation

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.

This session has been exceptionally challenging for St Mary's, from a staffing perspective. The learning community coped admirably with several members of staff in the school and nursery having prolonged periods of absence as a result of personal circumstances. One of these absences included the Headteacher and as a result the school ran with an Acting Headteacher from October 2017– May 2018. These absences have had a significant impact on St Mary's Primary School capacity for school improvement this session.

Our Parent Council also saw the change of their Parent Council chair this session and several additional changes to the Parent Council committee.

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 . These values permeate all of the learning at St Mary's and form the foundation of our Right Respecting School ethos.

School Priority 1 :- Application of Numeracy	
90% of children will demonstrate their ability to apply numeracy strategies with improved speed and accuracy 90 % of children will demonstrate their ability, either through oral or written methods, to apply numeracy strategies in at least 4 different themed contexts	
National Improvement Priority • Improvement in attainment, particularly in literacy and numeracy. **Key Driver for Improvement** • Parental engagement • Assessment of children's progress • School improvement	**HGIOS Quality Indicator & HGIOELCC** **Q.I 2.3, 2.5 and 3.2** Integrated Children's Service Plan Outcomes • Raised attainment for all young people leading to positive destinations.

Progress:	This session has seen us continue to embed the use of Big Maths "learn'its" and "progress drives" from early to second level. The majority of children are making good progress with their numeracy skills and speed of recall. All class teachers, as of May 2018 are now using Maths Recovery phases to support early identification of children who are not on track with their maths. In conjunction with the support for learning teacher targeted support is then provided for these children either as a 1-1 input or as part of small groups. This is supported by support for learning assistants. We have made little progress this session with regards to improving children's confidence in their numeracy application in a wide range of contexts. The use of holistic assessments are being used in the early years and these supported confident and accurate professional judgements, at early level, over children's achievements and attainment as part of learning community and local moderation groups. Whilst the school has introduced themed maths weeks at regular intervals in the school calendar these, as yet, do not support effective opportunities for children to apply their maths. Learner independence and confidence in the application of their numeracy knowledge remains an 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.
Impact:	An average of 89% of our children have achieved their expected level in numeracy with an average of 30% of our children achieving ahead of the expected time. This is an increase of 6% on last session. Almost all children speak proudly of their improvement in their mental agility and have commented on this as one of their learning journey achievements. Parental engagement sessions and quality assurance visits confirm there remains a high level of anxiety amongst our children with regards to their perceived ability to apply their maths skills. There was a slight correlation with this perceived level of anxiety and the outcome of the first year of the Scottish National Assessments (SNSA). Whilst the majority of our children in Primary 1, 4 and 7 perform in the average to above average range, there was a discrepancy with some of our Primary 4 teacher judgement data and our SNSA data, which we felt could be explained by children feeling exceptionally anxious performing these assessments. Tracking progress in early years
Next Steps:	• In conjunction with our parent focus group, we have planned to run mindfulness maths courses using Jo Boaler's material for pupils, parents and staff. • Our maths focus weeks and paired maths scripts will be used to try and address childrens' and parental anxieties in maths and thus have a positive impact on children's ability to apply their numeracy and maths knowledge with greater independence. • In the nursery, an early years tracking and profiling tool kit will be introduced to support targeted early intervention in the early years. This will also support educators in identifying numeracy and mathematical concepts that children need experiences in.

School Priority 2:- **Leadership of Learning in Literacy**	
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 their literacy outcomes.	
National Improvement Priority • Improvement in attainment, particularly in literacy and numeracy. • Closing the attainment gap between the most and least disadvantaged children. **Key Driver for Improvement** • Leadership	**HGIOS Quality Indicator & HGIOELCC** **Q.I 1.2, 1.3 1.5 2.3 and 3.2**
	Integrated Children's Service Plan Outcomes • Raised attainment for all young people leading to positive destinations.

Progress:	Our Pupil equity fund spend was used to introduce Read Write Inc into our early years classroom with training attended and resources purchased to support its implementation. This has also provided our Principal Teacher with a valuable leadership opportunity. We have reviewed the learning and teaching of literacy in the early years, building on the excellent creative practice in the nursery. Creativity, as an effective tool for children to lead their learning was recognised as part of our school V.S.E visit "In the nursery creativity is at the heart of play and all aspects of learning, where children speak positively about their nursery and their rights. Children are involved in planning for their own learning through play." The recognition of the impact of play based learning will be a focus of the principal teachers leadership activities next session as we build on this practice throughout the early level. All staff participated in a series of learning community learning sessions introducing and supporting the use of improvement methodologies. Staff were encouraged to employ the strategies to identify a small test of change that would impact on improvement in children's literacy progress and literacy feedback. Two programmes demonstrated the greatest impact; implementing a universal approach to feedback throughout the school using tickled pink and green for growth colour coding and implementing a writing presentation rubric from early to first level. For targeted children the use of personal Ipads has been introduced this to support children's literacy learning. Notability, clicker docs, book creator and inspiration are all used routinely to support learner engagement and literacy success.
Impact:	Achievement in literacy remains high and this session our children surpassed our Literacy expectation demonstrating a 10% increase with regards to their literacy attainment. Our targeted Read, Write Inc approach accompanied by a change in pedagogical practices in the early years has closed the attainment gap in our literacy. 92% of our children are achieving their expected literacy levels on or before the expected primary stage. Pupil learning conversations support quality assurance observations that children's literacy engagement remains high in all classes. Our Principal Teacher was also successful in gaining her Lead Next qualification as a result of her action research and school level leadership on play-based learning in the early years. This has increased our school's capacity to lead change and improvements in our establishment and will continue to impact on school improvements next session. We have proven that our literacy curriculum impacts positively on pupil progress, attainment and achievement. With recent staff changes and new staff joining the school next session it will be important that these curriculum methodologies and their implementation remains of a high quality.

Next Steps:	• Coaching, mentoring and quality assurance practices should be employed to ensure that the universal strategies and targeted approaches continue to be implemented across the school. • As part of a learning community initiative next session we will provide CLPL training to support effective use of digital technologies and improved digital literacy teaching and learning. • More effective use of technology will support continuing high levels of literacy engagement and learner motivation. • In the early years consideration will be given to developing an electronic tracking and monitoring system to improving the targeting of learning and teaching to support children's progressions in learning.

Priority 3:- **Values based Leadership**
• Deepen our learning communities understanding and application of our school's core REACH values to improve the learning environment for everyone
• Link the Global Goals with our responsibility group actions promoting learning for a Better World and supporting children in reflecting on who and what inspires them to achieve "Their Inspiring Purpose"
• Ensure greater resilient and independent learners

National Improvement Priority	HGIOS Quality Indicator & HGIOELCC
• Improvement in attainment, particularly in literacy and numeracy.	**Q.I 2.2, 2.5, 3.1**
	Integrated Children's Service Plan Outcomes
Key Driver for Improvement	• Health and wellbeing outcomes are improved for children and young people
• School Leadership	
• Parental Engagement	

Progress

Whilst we embarked on reworking our parental engagement charter and a parental focus group was established to support this review, there has not been significant progress in fulfilling this priority due to key staff members absence.

As a school, through the World's largest lesson, we raised awareness of the Global Goals with all of our children. We have continued to focus on these by linking key global goals with each of our four responsibility groups. We have used the Learning for Sustainability compass rose as a planning tool within our Interdisciplinary Learning Plans, to help children try and engage with the global citizenship. We will continue to build on this next session and try and widen the children's understanding of their role as a global citizen.

Our new Parent Council Chair has lead on an extensive parental consultation around parental engagement and parental roles and responsibilities and this has fed into the actions on this sessions school improvement plan. This recent parental engagement work has also supported an implementation plan around how parental awareness and engagement with our school values can be supported and improved.

The Headteacher has attended the Columba 1400 leadership academy which focusses on developing a values based leadership at all levels within the school community. This experience did not take place in October as planned, but at the end of May 2018, thus preventing significant impact of this experience at this time. Work has begun on returning our school REACH values to the core of our curriculum with all class teachers making this the focus of their transition projects.

Impact

A series of parental engagement sessions were offered at a wide range of times and locations and 12% of our parental population were represented at this. Despite the low numbers the consultation has provided us with many ideas to support and develop parental engagement in our school as reflected in this sessions School Improvement Plan.

As part of our school V.S.E it was recognised that there is a very strong nursery community with home links evident throughout the nursery environment. "The setting values the contribution that parents/carers and families make to children's learning," and this high level of supportive parental engagement will be built upon within our school next session. The work on the global goals has not had the impact we anticipated on our children, next session we will endeavour to make the links between children's actions and the impact on achieving the global goals more explicit. The responsibility group outcomes and how these link with the global goals and our school values will be shared with parents in school learning contexts and form part of our wider achievement agenda.

Next Steps

• Return our school REACH values to the heart of our Curriculum
• Deepen our learning communities understanding and application of our school's core REACH values to improve the learning environment and in line with our Right Respecting School ethos
• Make explicit links with our school Values and the Global Goals during responsibility time actions promoting learning for a Better World
• We will endeavour to support children in making explicit links between their actions locally and globally through a more structured format to learning and teaching during responsibility time.

School Priority 4:- **Developing the Young Workforce**
Create a skills progression and embed within our curriculum to support development of skills for life learning and work and increased awareness and progressive development of creativity skills

National Improvement Priority	**HGIOS Quality Indicator & HGIOELCC**
• Improvement in employability skills and sustained, positive destinations. **Key Driver for Improvement** • Parental Engagement • School Improvement	**QI 2.2, 2.5, 2.7 3.3** Integrated Children's Service Plan Outcomes • Raised attainment for all young people leading to positive destinations.

Progress:	As a learning community, we have created a skills framework that will ensure that all of our children and young people have a common vocabulary in connection with skills for learning, life and work. These identified skills are accompanied by Icons and will allow all learning community stakeholders to engage our learners in a dialogue about their core skills progress. Next session all of our learning community schools will implement the use of the skills framework. This will also be reflected in the Primary 7 profiles. Our school has invested in a class set of ipads and all of our staff have received training on how to utilise various apps, in addition to developing understanding of how to utilise google classrooms and other collaboration tool kits. This has provided a good foundation for developing digital literacy skills for our pupils and children. Our revised parents evening structure, which provides parents with the opportunity to engage their child in supported dialogue about their learning journey continues. This session, due to many staff changes, impacted on the confidence with which our children shared the learning journey.
Impact:	90 % of our families agreed that our parents' night format helped our families to understand the learning and achievements of their child and all of our parents felt that their children could discuss their learning with them. However there was a dip in the confidence of our children sharing their learning both in the classroom and on their e-profile. There was also a 20% drop in our parents feeling that they had a very good understanding of their child's next steps and progress. During our V.S.E it was acknowledged that Learning experiences in our school are broad and enjoyable and take account of children's interests supporting effective pupil learning including digital technology, STEM approaches and outdoor learning. We recognise that these skills are essential in equipping our children for life, learning and work and will continue to build on this in a targeted fashion next session, through the focus on developing all stakeholders digital literacy skills and our learning community skills framework.
Next Steps:	• In conjunction with our parent council, we will share with parents, progression pathways in numeracy and literacy, helping develop parents knowledge and understanding of targets and next steps. • Context for learning letters at the start of the session will provide parents with high level messages about what it is expected our pupils at each stage, what they will learn and achieve throughout the session. This will be referred to throughout the session. • A skills framework will be integrated into the school curriculum and pupil profiles creating a common language of skills for life learning and work within our learning community. • Skills will be integrated into a skills passport to support home school partnerships with the language of skills. • All Children and families will have the opportunity to participate in a Youth Scotland award (HiFive, Dynamic Youth) providing a focus to wider achievements and attainment. Level 2 children will be able to reflect on who and what inspires them to achieve "Their Inspiring Purpose".

Progress and Impact of Pupil Equity Fund

Our £1,200 Pupil Equity Fund spend was used to introduce Read Write Inc into our early years classroom with training attended and resources purchased to support its implementation. This has also provided our Principal Teacher with a valuable leadership opportunity. We have reviewed the learning and teaching of literacy in the early years, building on the excellent creative practice in the nursery. Achievement in literacy remains high and this session our children surpassed our Literacy expectation demonstrating a 10% increase with regards to their literacy attainment. Our targeted Read, Write Inc approach accompanied by a change in pedagogical practices in the early years has closed the attainment gap in our literacy. We will only receive £1,000 PEF maintenance money next session and this money will be used to train an additional member of staff in Read Write Inc to ensure continuity and high standards within our early years practice. The staff members trained last session will also implement the 1-1 read write inc approaches for targeted children in Primary 3 and 4.and some of this maintenance money will be used to purchase the 1-1 support materials.

Wider Achievements

Our V.S.E recognised our very effective community partnerships supporting wider achievement including strong links with the nearby Episcopal church. "An effective example of this is through ASN Outreach using a life skills programme for a few pupils to produce baking each week for use at the community dementia friendly Memory Café. This provides a real purpose for pupils."

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."

Our Primary 5/6 won Start-Up Stirling's Young Entrepreneurs award

We were pleased to maintain our silver school sport award, narrowly missing a gold award this session.

We have also retained our school's green flag award and look forward to maintaining this good work next session

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Comments from Parents, Pupils and Staff

AWESOME
AMAZING
EPIC GREAT CARING
FRIENDLY
INCLUSIVE
FAMILY

Capacity for Continuous Improvement

Quality Indicator	Key Strengths	Areas for Improvement
1.3 Leadership of Change	- There is a strong team approach with a commitment to improvement - Effective leadership opportunities for children in the school and nursery.	Build on staff and parental ownership and involvement in supporting school improvement through effective engagement in the improvement process.
2.3 learning, Teaching and Assessment	- Learning experiences are broad and enjoyable and take account of children's interests supporting effective pupil learning including digital technology, STEM approaches and outdoor learning. - A P1-P7 planning, tracking and monitoring system is established as part of the school's approach to analysing pupil attainment over time. - Across both the school and nursery creative approaches are embedded	- Continue to engage children and parents in the learners' journey; in particular progress and next steps for learning. - Agree on consistent approach to written feedback in writing/ literacy jotters. - Within the nursery, approaches to each child's learning intentions and progressions should be streamlined
3.1 Ensuring wellbeing, equity and inclusion	- Ethos of care and support - Health and Wellbeing is foundation of school curriculum - Within the nursery there is a particularly strong partnership with parents and a positive ethos - There is effective use of technology and adapted curriculum to support children with ASN	Ensure sustainable approaches to both targeted and universal interventions are embedded and understood within the whole school community.
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	- Establish tracking and monitoring tools that are manageable and appropriate for the nursery setting. - Further embed tracking and monitoring in P1-P7 to increase teacher confidence in professional judgement. - Consider tracking children's wider achievements out of school. - Build on the strong links established by the school within the local community by strengthening partnership working to include all parents.

Evaluation of Schools capacity for continuous improvement
Following our V.S.E in March it was recognised that we know our school well. Our learning community all participate in our continuous self evaluation ensuring that improvement needs are accurately identified and triangulated. Senior members of staff have recently participated in the lead next programme increasing our school's capacity for leading change and improvement. Our Senior E.C.E is embarking on her master level qualification in early childhood education, again building capability and capacity for leading change and improvement in our early years. 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 2018 – 2019

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

Priority 2 Digital Literacy
Increase staff capacity and capabilities when teaching digital and technology skills to improve the quality and of range of digital learning opportunities for all

Priority 3 Parental Engagement and Family learning
Strengthen links and foster genuine collaboration with parental community

Priority 4 Leadership at all levels
Create a common language for learning within a values based culture supporting children to articulate skills for learning life and work