
St. Mary's Episcopal Primary and Nursery School



Where great oaks
from little acorns grow

*Standards and Quality Report
Session 2018 - 2019*

Introduction

St Mary's Episcopal Primary School Standards and Quality Report 2018-2019 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 2018
- Fire Safety Audit March 2019
- Parental Engagement Survey November 2018
- Anti-bullying Questionnaire
- Staff undertaking test of change based on feedback to children September 2018
- Self-Evaluation of Attainment and Achievement on going since September 2018
- Self-Evaluation of Learning, Teaching and Assessment on going since Sept 2018
- Self-Evaluation of Personalised Support and Leadership of Change
- Validated Self-Evaluation March 2018
- School Partnership meetings
- Evaluation of sharing our learning events
- Parental Engagement and Focus Sessions
- Pupil engagement with SIP and planning – Graffiti boards and sticky dots
- Pupil evaluation of REACH logo
- Pupil Council evaluation
- Annual school sport award self-evaluation

In May 2017 we set ourselves the following aims:

- Improvement in employability skills and sustained positive destination.
- 90% of our children will be able to articulate their skills for life learning and work and how these may apply in the wider world.
- 90% of our families will know what they can do to support their children with their developing employability skills.

The drivers to achieve these aims formed the basis of our whole school priorities:

- Numeracy and attainment
- Digital Literacy
- Parental engagement and family learning
- Leadership at all levels

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 68/83 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 seen changes at St Mary's Episcopal whereby a new Headteacher was appointed and started August 2018.

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

School Priority: 1 Improved application of numeracy skills from early to second level	
<ul style="list-style-type: none"> 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 Targeted children will articulate reduced anxiety when tackling new or unfamiliar maths activities 	
National Improvement Framework Priority Improvement in attainment, particularly in literacy and numeracy.	HGIOS4 Quality Indicators and HGIOELC 2.2 Curriculum 2.3 Learning teaching and assessment 2.5 Family learning 3.2 Raising attainment and achievement 3.2 Securing children's progress
Key drivers for improvement <ul style="list-style-type: none"> Parental engagement Assessment of children's progress 	Integrated Children's Services Plan Outcomes <ul style="list-style-type: none"> Raised attainment for all young people leading to positive destinations.
Progress:	<p>This session has seen us focus on Paired Maths format. Whole staff training helped build confidence and capacity across the staff team. Focus was on the 'tutor' and 'tutee' roles for the learners and almost all children were able to confidently talk about the process and how this has supported their understanding of problem solving strategies. In addition to this there was a whole school focus on having a growth mindset in relation to numeracy and mathematics with the introduction of Growth Mindset Superheroes across all stages (Nursery to Primary 7).</p> <p>Almost all children felt that because time was spent on understanding the various strategies they were able to use them more effectively. Further work will continue next session looking at how mindfulness can support Growth Mindset as we are not there yet with regards to building children's confidence in their numeracy application in a wide range of context. The whole school shared strategies and approaches at our family learning event focussing on Paired Maths and Growth Mindset to support parents understanding and the language of maths.</p> <p>This year we have shared the Progression Pathways for the appropriate level in numeracy with parents at the start of the year. Our sharing learning context has ensured that all teachers are supporting high level messages of "at the end of this session your child should have..." this has then formed the basis of parental dialogue about progress within / achievement of a level.</p> <p>Further work will follow next session to ensure that we embed themed maths weeks, culminating in a holistic maths assessment created by another staff member using SSLN maths skills framework, mathematics rich tasks and national benchmarks as key tool for planning the assessment.</p>
Impact:	<p>At Primary 1, 89% of children have achieved first level and with targeted support and early intervention this should increase as the class move through school. In Primary 4 and 7, 100% of children have achieved their expected level in numeracy with 44% of children in Primary 7 achieving ahead of time.</p> <p>Almost all children speak proudly of their achievements in numeracy. Children who are being supported by Support for Learning Teacher who is using Maths Recovery framework in the outside environment report that they are all feeling more confident with their abilities.</p> <p>Parental engagement sessions, feedback form learners and quality assurance visits indicate there is still a level of anxiety amongst our children with regards to their perceived ability to apply maths skills. Therefore continued focus on holistic assessment and health and wellbeing to promote a positive mindset with regards to numeracy.</p>
Next steps:	<ul style="list-style-type: none"> All staff to undertake training with DoBeMindful as part of our learning community's joint improvement. Embed Growth Mindset Superheroes and use of holistic assessments to build confidence in children applying their numeracy and maths knowledge with increased independence. Embed Paired maths approach in relation to financial education with all staff utilising the resources available through the National Improvement Hub. New criteria to be share with staff to assess learners

School Priority: 2 Leadership of Learning:- Digital Literacy

- All children will recognise increased confidence and capabilities within digital literacy and apply these skills in a range of curricular areas.
- Digital leaders across our learning community will collaborate and mentor staff and pupils within their own establishments.

National Improvement Framework Priority

- Improvement in employability skills and sustained, positive destinations.

HGIOS4 Quality Indicators and HGIOELC

- 1.2 Leadership for learning
- 1.3 Leadership of change
- 2.3 Learning teaching and assessment
- 2.7 Partnerships

Specific to HGIOS 4

- 3.3 Increasing creativity and employability

Specific to HGIOELC

- 3.3 Developing creativity and skills for life and learning

Key drivers for improvement

- School leadership

Integrated Children’s Services Plan Outcomes

- Raised attainment for all young people leading to positive destinations.

Progress:

All teaching staff have participated in Digital Literacy training and have accessed Barefoot resources in their teaching practice.

One member of staff has participated in Google Classroom training and a date has been set early next session to build capacity within the staff team.

One member of staff has participated in STEM training and is helping build capacity within the staff team.

Lunchtime STEM club focussing on SCRATCH, coding and Sketch Up

Our learning community has formed a collaboration group and all teachers are able to use digital technologies more confidently to enhance teaching and learning experiences.

All our Primary 7 pupils were school digital leaders this year and they are confidently using Google classrooms. Leadership of learning was evidenced by senior pupils teaching staff and cascading learning to P5 & 6 pupils.

Staff sessions were set aside to ensure all staff were confidently updating and understanding the importance of tracking and monitoring

Learning and teaching enhanced in 3 classrooms this session with the installation of new Promethean panels.

Impact:

Increased staff confidence in accessing and using resources to support learning and teaching. Acknowledgement within our school community from parental feedback (Question of the Month) that learning opportunities and experiences are broad and enjoyable. They take account of children’s interest supporting effective pupil learning in digital / STEM and we will continue to build on this next session.

Continuity of communication within our community has allowed for shared understanding of processes as reported by parents.

Next steps:

Introduction of Google Classrooms across P4 – 7

Ensure planned sessions to focus on digital literacy at school level and within the Dunblane Learning Community

Continued emphasis on tracking and monitoring across the whole school

Investigate purchase of Chromebooks to support teaching and learning.

School Priority: 3 Parental Engagement and Values based Leadership

- 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
- Ensure greater resilience and independent learners

National Improvement Framework Priority

- Improvement in children and young people’s health and wellbeing.

HGIOS4 Quality Indicators and HGIOELC

- 2.2 Curriculum
- 2.5 Family learning
- 2.7 Partnerships
- 3.1 Improving/ ensuring wellbeing, equality and inclusion

Key drivers for improvement

- School leadership
- Parental engagement

Integrated Children’s Services Plan Outcomes

- Health and wellbeing outcomes are improved for children and young people.

Progress:

Whole school focus on REACH values throughout the year. New school logo representing values created by a pupil and voted on by school community. Continuation of work still to be done to bring this more out into the whole school community to ensure that we are all living by these values.

Our new Parent Council has led on an extensive parental consultation in November 2018 based around parental engagement, roles and responsibilities. In addition there has been regular meetings with Headteacher and head of Parent Council to implement actions throughout the year based on findings. Another survey will be sent out at a future date to compare the baseline results. Further parental engagement was supported by Question of the Month, termly focus groups and the sharing of SIP progress through the school newsletter.

Positive links were also fostered with Family Support as we hosted a series of parenting workshops available to the whole learning community.

All children participate in Responsibility groups throughout the school where the focus is on key global goals. Feedback from staff and pupils indicate the format is to be revised to ensure that the number of goals focussed on is limited to ensure sustainability. Changes will be put in place for next session and evaluation will be carried out.

Impact:

Parental engagement sessions were opened up to our parent body over the course of the year however a very low percentage of our parental population were represented. Parental engagement survey had a 54% response from our families. Consultation has allowed us to take forward ideas to support and encourage parental engagement next session.

As this was a year of change at the school the work on global goals being explicitly linked to core values has not had the desired impact, however changes have been factored into taking this forward next session.

Families had opportunity to access a variety of information and attend parenting session to support their wellbeing as well as that of their children.

Next steps:

Build on embedding our REACH values to be at the heart of our curriculum and within the wider community.

More structured approach to responsibility time to ensure the core values are at our heart and make explicit links Global Goals.

Develop family learning session further as identifies by our parents with a focus on health and wellbeing.

School Priority: 4 Developing the Young Workforce

- A skills framework will be integrated into the school curriculum and pupil profiles creating a common language of skills within our learning community
- 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”

National Improvement Framework Priority

- Improvement in employability skills and sustained, positive destinations.

HGIOS4 Quality Indicators and HGIOELC

- 2.2 Curriculum
- 2.5 Family learning
- 2.7 Partnerships
- 3.3 Increasing creativity and employability
- 3.3 Developing creativity and skills for life and learning

Key drivers for improvement

- Parental engagement
- School improvement

Integrated Children’s Services Plan Outcomes

- Raised attainment for all young people leading to positive destinations.

Progress:

A skills framework has been created within our learning community to ensure that all of our children and young people have a common vocabulary in connection with skill for learning, life and work. Additional work commenced at the start of this session with our additional support needs teacher enhance the progression. Further work was carried out by the learning community group to ensure that the framework is ready to be implemented fully next session and the children are able to relate and verbalise their achievements to the skills framework.

All children from P1 - 7 are undertaking a Youth Scotland Hi5 award as well as P5 & 6 pupils completing Inspiring Purpose. The Hi5 award is being carried out in term 4 and from pupil feedback there is an overwhelming positive response to the initiative. We are not able to review the full impact of this on learners yet however we have all identified that must be on going work to ensure sustainability by allowing children the opportunity to build on wider achievement and recognition.

All pupils in P5/6 participated in *Inspiring Purpose*

Impact:

Positive feedback from parents regarding Hi5 initiative and that this has allowed more in-depth discussions at home with regards to learning in school.

Ensure sustainability of achievements.

Next steps:

Ensure sustainability of awards by allowing pupils the opportunity to work towards a Dynamic Youth Award.
Skills Framework to be launched across the whole school next session

Progress and impact of Pupil Equity Fund:

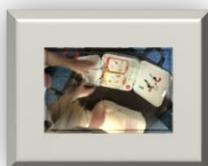
Our Pupil Equity Fund (Maintenance £1,100) was used to support Read Write Inc. that was introduced last session in our early years. This has allowed us to train another member of the teaching team and purchase additional resources following continued review of the learning and teaching of literacy in the early years, building on the excellent creative practice in the nursery.

Achievement in literacy remains high with 89% of children achieving early level by the end of Primary 1. Where necessary early intervention support has been put in place and is making a positive impact there a gap has been identified.

Almost all teaching staff have been training in Read, Write Inc. and this will ensure continuity and high standards within our early years practice. this will also allow for continues implementation of 1:1 Read Write Inc. approaches for targeted children in Primary 3 and 4.

Next session we will not receive any PEF however there will continued focus on literacy and ensuring strengths in teaching and learning using the resources and ensuring we continue to focus on closing the attainment gap.

Wider achievements:



All pupils across the school are successfully completed courses in Emergency Life Support Skills and Water Safety Awareness



Continuation links with Dementia Friendly Dunblane. This has been further strengthened with our link to St Mary's Episcopal Church as we jointly hosted a Memory Café within our community.



We have maintained our Green Flag award this session.

Comments from pupils, parents, stakeholders, staff:



Quality Indicator	Key Strengths	Areas for improvement
1.3 Leadership of change	<p>Strong team approach with a commitment to improvement</p> <p>Effective leadership opportunities for staff and pupils across the whole school and nursery</p>	<p>Continue to work towards nursery expansion 1140 hours in August 2020</p> <p>Continue to build on staff , parental and community involvement in supporting improvement through effective engagement in self-evaluation process</p>
2.3 Learning, teaching and assessment	<p>Consistency in planning for learning and assessment. Ensuring there is a breadth and depth to learners’ experiences as well as ensuring pace and appropriate challenge.</p> <p>Teaching is underpinned by shared school values and vision. All staff take great pride in knowing children well to inform and support well timed interventions and future learning.</p> <p>Quality of learning experiences – having a flexible and adaptable curriculum</p>	<p>Build on range of evidence gathered at key points throughout the year and assessment approaches to ensure breadth of evidence to inform teacher judgement.</p> <p>Build on tracking and monitoring of pupil journey with all teachers tagging experiences and outcomes using Eduprofile.</p> <p>Nursery linking to Playbased learning outcomes to track achievement</p> <p>Clear and consistent links to LI/SC, evidencing; self, teacher and peer feedback for assessment</p>
3.1 Ensuring wellbeing, equity and inclusion	<p>Ethos of care and support</p> <p>Health and Wellbeing is foundation of school curriculum</p> <p>Across the whole school there are strong partners with parents and a positive ethos.</p> <p>Effective use of technology and adapted curriculum to support children with additional support needs.</p>	<p>Ensure sustainable approaches to both targeted and universal interventions are embedded and understood within the whole school community.</p>
3.2 Raising attainment and achievement	<p>School data supports that all our pupils are making good progress.</p> <p>All children are involved in decision making within our school / nursery and their learning environments.</p>	<p>Ensure consistency with tracking and monitoring within the nursery linking Stirling Early Years Play and Learning Framework.</p> <p>Tracking of wider achievements</p> <p>Strengthen parental partnerships and community links</p>

Evaluation of school’s capacity for continuous improvement:

As a whole school we evaluated 2.2, 2.3, 2.4 and 3.2 with parents and pupils. Our learning community is working effectively to refresh positive relationships in line with Respect Me documentation. Almost all staff are trained in Read, Write Inc, a senior member of staff completed 2 days training of Google classrooms increasing our school’s capacity for learning change and improvement. Our Senior E.C.E has successfully completed her Post Graduate Diploma in Childhood Practice from the University of Glasgow and our E.C.E has successfully completed the first year of the M. Ed. in Early Years Pedagogy at Strathclyde University. The Headteacher participated in Columba 1400 leadership academy focussing on developing a values based leadership at all levels within our school community. A senior member of staff has completed diploma in Spanish and has already begun building capacity across the whole teaching team. Our school continues to increase its capacity for all stakeholders to contribute to the cycle of continuous self-improvement

Key priorities for improvement planning 2019 – 20

Priority 1 - Literacy and Numeracy Attainment

All children will demonstrate improved application of numeracy and literacy skills from early to second level

Priority 2 - Employability and Creativity

Create a common language for learning within a values based culture supporting children to articulate skills for learning life and work.

Priority 3 - Digital Literacy

To increase staff capacity and capabilities when teaching digital and technology skills improving the quality of range of digital learning opportunities for all.