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*St. Mary's Episcopal Primary and Nursery School*

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Where great oaks  
from little acorns grow

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*Standards and Quality Report  
Session 2021-22*

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## Introduction

St Mary's Episcopal Primary School Standards and Quality Report 2021-22 provides a measured and proportionate record of the main achievements, *as far as is possible*, of the school this session under the current climate of Covid-19.

The report evaluates the progress the school has made as far as feasibly possible, 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;

- Fire Safety Audit
- Early Years Environmental Audit
- Parental Feedback of remote learning
- Parental Home Learning and Engagement Survey May 2020
- Positive Behaviour Protocol feedback
- Staff undertaking tests of change linked to Health and Wellbeing
- 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
- Self - Evaluation of Quality of child care during Covid-19 (5.1,5.2 & 5.3)
- School Improvement Partnership termly meetings
- Parental Engagement
- Pupil Council evaluation



- Annual school sport award self-evaluation
- Digital Learning audit and evaluation
- Evaluation of reading across the school
- Audit of reading in school

In May 2021 we set ourselves the following aims:

- All children will demonstrate improved application of literacy (READING) and numeracy skills from early to second level.
- Develop further opportunities for play based learning across the whole school.
- All children from Nursery to Primary 7 will build on existing strategies to support their social and emotional wellbeing

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

- Raising Attainment and Achievement
- Employability and Creativity
- Health and Wellbeing

## 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. We currently have a Primary 1/2 & 3, Primary 4/5 and a Primary 6 /7. Our term time nursery has capacity for 16 children.

We did not receive PEF this session, however we have received Government funding to support recovery curriculum, this was focussed on raising the lower 20% to support closing attainment gap which has been even more impacted by Covid. Targeted pupils were also given support by additionality of a Support for Learning Teacher.

During this session children have experienced classroom teaching and learning for a whole school session since March 2020.

As restrictions changed and there was increased impetus on Risk Assessments, our whole team demonstrated adaptability and flexibility to ensure everyone's safety was of paramount importance. Throughout the course of the year staff have gone above and beyond to maintain consistency for our young people within our most challenging year yet due to staff absence as a result of Covid-19.

Our whole team agreed that our main areas of focus were the safety and wellbeing of pupils, staff and families. In school, learning changed along the way, however we kept to Health and Wellbeing, Literacy and Numeracy whilst ensuring our children's and families' needs were met.



## Motto, Vision, Values and Aims

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

**Our Vision:**-*Learning for a better world*

**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 mind-set*
- *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.



**Priority 1 - Raising attainment and Achievement**

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

| National Improvement Framework Priorities  | HGIOS 4 & HGIOELC Quality Indicators  | Regional Improvement Collaborative Priorities  |
|--|---|--|
| <ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy.</li> <li>Closing the attainment gap between the most and least disadvantaged children.</li> </ul> <p><b>Key drivers of improvement</b></p> <ul style="list-style-type: none"> <li>Assessment of children’s progress</li> <li>Performance information</li> </ul> | <p>1.2 Leadership for learning<br/>                     1.5 Management of resources to promote equity<br/>                     2.2 Curriculum<br/>                     2.3 Learning teaching and assessment<br/>                     2.4 Personalised support<br/>                     2.5 Family learning<br/>                     2.6 Transitions<br/>                     2.7 Partnerships<br/>                     3.1 Improving/ensuring wellbeing, equality and inclusion</p> <p><b>Specific to HGIOS 4</b><br/>                     3.2 Raising attainment and achievement</p> <p><b>Specific to HGIOELC</b><br/>                     3.2 Securing children’s progress</p> | <ul style="list-style-type: none"> <li>Develop collaborative approaches which build staff capacity to deliver high quality literacy learning experiences for all.</li> <li>Work together to strengthen and improve teacher confidence, understanding and teaching of numeracy.</li> <li>Work as a collaborative to strengthen the quality of the ELC workforce to support the quality dimension of the expansion.</li> <li>Provide professional learning that helps drive forward collaborative leadership at all levels.</li> <li>Ensure performance information and improvement approaches support raising attainment for all.</li> </ul> <p style="text-align: center;"><b>Children’s Services Plan Outcomes</b></p> <p><b>Some key outcomes are:</b></p> <ul style="list-style-type: none"> <li>The attainment gap relating to poverty, additional support needs and looked after children and young people is reduced.</li> <li>All children thrive as a result of nurturing relationships and stable environments in their own school and community.</li> <li>Children, young people and their families are respected as equal partners in decision making and planning.</li> <li>Children’s and young people are mentally and emotionally healthy.</li> </ul> |



### **Progress and Impact**

Learning and teaching is appropriately differentiated as learners progress through benchmarks, ensuring targeted support where required. Depth of learning and retention of strategies. Tracking meetings follow coaching methods to ensure teachers can identify ways to incorporate support needs and utilising strengths of support staff to engage learners.

As our whole staff team know our children well it was evident that even during times of returning to full classroom learning, learners were able to progress and attainment in numeracy remained high this year. This was evidenced from teacher judgement and ongoing assessment.

An audit of numeracy and mathematics resources has prompted investment into the purchase of teaching resources with a focus on progression through the levels. These will be added to a bank of resources on offer to teach to the Benchmarks and support teacher judgement of a level across all stages.

Moderation of reading allowed for increased confidence in professional dialogue over evidence of progression across each stage, thus teacher confidence in reporting ACEL data.

All classes accessed Big Writing using assessment and leader of literacy ensured progression across all stages. This approach will be embedded into practice next session

Pupils who are not yet on track in P1 and P4 have all made continued progress within the Curriculum Pathways and, with exception of the pupils on individual learning plans, are projected to leave Primary school having achieved second level across all areas of the curriculum. A main impact on learning within the P1, 2, 3 classroom has been the addition of an Early Childhood Educator who has worked alongside the class teachers to specifically support transition and work with targeted pupils within the Early Years. This has been the result of Covid Funds.

In addition all pupils in their preschool year in our Nursery are making steady progress and are all on track to achieve Early level in Primary 1 next session. The evidence gathered supporting pupil progression using the Play and Learning Framework clearly outlines the children's strengths.

### **Next Steps**

Data Champion will share information to empower class teachers to make robust assessment of pupils' attainment and make use of the range of data available to all teachers. Increased confidence in mathematical application. Potential to work across learning community.

Class teachers share good practice – numeracy and mathematics. Consistency of expectations across all stages. Gathering of evidence to implement targeted support.

Early Years – Rainbow Numeracy as a resource linked with Leckie and Leckie activities from Early level to link to Play and Learning Framework. Focus on listening skills based on framework linking to vocabulary and signs. Use of LIFT to support educators confidence in children's next steps in learning

Literacy – embed consistent approach across whole school and pupils to be confident in their next steps.



**Priority 2 - Creativity and Employability**  
 Further develop opportunities for play based and skills based learning across whole school.

| National Improvement Framework Priorities  | HGIOS 4 & HGIOELC Quality Indicators  | Regional Improvement Collaborative Priorities   |
|--|---|---|
| <ul style="list-style-type: none"> <li>Closing the attainment gap between the most and least disadvantaged children.</li> <li>Improvement in employability skills and sustained, positive destinations.</li> </ul> <p><b>Key drivers of improvement</b></p> <ul style="list-style-type: none"> <li>School leadership</li> <li>Teacher professionalism</li> <li>Parental engagement</li> <li>Assessment of children’s progress</li> <li>School improvement</li> </ul>   | <p>1.1 Self-evaluation for self-improvement<br/>                     1.3 Leadership of change<br/>                     1.5 Management of resources to promote equity<br/>                     2.2 Curriculum<br/>                     2.3 Learning teaching and assessment<br/>                     2.4 Personalised support<br/>                     2.5 Family learning<br/>                     2.6 Transitions<br/>                     2.7 Partnerships<br/>                     3.1 Improving/ensuring wellbeing, equality and inclusion</p> <p><b>Specific to HGIOS 4</b><br/>                     3.2 Raising attainment and achievement<br/>                     3.3 Increasing creativity and employability</p> <p><b>Specific to HGIOELC</b><br/>                     3.3 Developing creativity and skills for life and learning</p> | <ul style="list-style-type: none"> <li>Work as a collaborative to strengthen the quality of the ELC workforce to support the quality dimension of the expansion.</li> <li>Ensure performance information and improvement approaches support raising attainment for all.</li> </ul> <p><b>Children’s Services Plan Outcomes</b></p> <p><b>Some key outcomes are:</b></p> <ul style="list-style-type: none"> <li>The attainment gap relating to poverty, additional support needs and looked after children and young people is reduced.</li> <li>All children thrive as a result of nurturing relationships and stable environments in their own school and community.</li> <li>Children, young people and their families are respected as equal partners in decision making and planning.</li> <li>Children’s and young people are mentally and emotionally healthy.</li> </ul> |
| <p><b>Progress and Impact</b></p> <p>All children have access to appropriate technology to support their learning. Ipad and Chromebooks available for all pupils, impact evident in pupil feedback and increased confidence accessing digital literacy.</p> <p>Early Years’ practitioners have made effective use of digital literacy to support transitions and parental partnerships. All parents in nursery engage with the platform and provide feedback on learning.</p> <p>All children reflect on their learning journey and help plan next steps. Differentiated criteria across the stages and Early Year’s staff have started transferring information from Dojo onto learning journey to build on evidence from whole school aspect.</p> <p>All children from Nursery to Primary 7 have participated in a variety of outdoor learning opportunities linked to almost all curricular areas, almost all children have shared their enjoyment of outdoor learning. Evidence of improvement in ability to develop skills, resilience and readiness to learn. Natural Health Award achieved by pupils has impacted on their sense of achievement, all have shared how proud they feel and have shared this with home. Early years have also achieved RHS School Gardening Awards Level 2.</p> <p>Children will feel included in decision making and be supported by others to make right choices to support their social interactions and understanding of others.</p> |   |   |
| <p><b>Next Steps</b></p> <p>Consult with pupils to explore measures of confidence in digital literacy, next steps and recognition of achievements.</p> <p>Increase all educators’ knowledge of Froebel and how this relates to our school. Make direct links to pedagogy and share with community. All teachers to explore creative approaches across whole school by attending CPD.</p> <p>Evaluate outdoor learning protocol.</p> <p>Early years working with P1,2,3 from August next session to strengthen transition.</p> <p>Build on Natural Health Award and School Gardening Award</p>  |   |   |



Priority 3 - Health and Wellbeing

All Children from Nursery to Primary 7 will be able to build on existing strategies to support their social and emotional wellbeing

| National Improvement Framework Priorities   | HGIOS 4 & HGIOELC Quality Indicators  | Regional Improvement Collaborative Priorities  |
|---|---|--|
| <ul style="list-style-type: none"> <li>Closing the attainment gap between the most and least disadvantaged children.</li> <li>Improvement in children and young people’s health and wellbeing.</li> </ul> <p><b>Key drivers of improvement</b></p> <ul style="list-style-type: none"> <li>Teacher professionalism</li> <li>Parental engagement</li> <li>Assessment of children’s progress</li> </ul>  | 1.1 Self-evaluation for self-improvement<br>1.3 Leadership of change<br>1.4 Leadership and management of staff/ practitioners<br>2.1 Safeguarding and child protection<br>2.4 Personalised support<br>2.5 Family learning<br>2.6 Transitions<br>2.7 Partnerships<br>3.1 Improving/ensuring wellbeing, equality and inclusion<br><b>Specific to HGIOS 4</b><br>3.2 Raising attainment and achievement<br>3.3 Increasing creativity and employability<br><b>Specific to HGIOELC</b><br>3.2 Securing children’s progress<br>3.3 Developing creativity and skills for life and learning | <ul style="list-style-type: none"> <li>Work as a collaborative to strengthen the quality of the ELC workforce to support the quality dimension of the expansion.</li> <li>Provide professional learning that helps drive forward collaborative leadership at all levels.</li> </ul> <p><b>Children’s Services Plan Outcomes</b></p> <p><b>Some key outcomes are:</b></p> <ul style="list-style-type: none"> <li>The attainment gap relating to poverty, additional support needs and looked after children and young people is reduced.</li> <li>All children thrive as a result of nurturing relationships and stable environments in their own school and community.</li> <li>Children, young people and their families are respected as equal partners in decision making and planning.</li> <li>Children’s and young people are mentally and emotionally healthy.</li> </ul> |
| <p><b>Progress and Impact</b></p> <p>Young Leaders of Learning Pilot was successful in Dunblane Learning Community. Pupils created and shared a Google Questionnaire for P4 – 7 classes and almost all children feel included in decision making and planning. In addition pupil focus on Equity and Equality evidenced on feedback that they have what they need to learn or feel confident that teachers are there to support. Children also identify school as a safe environment to learn, can communicate with others and be given the support required.</p> <p>All achievements linked to REACH Values and this ethos is constant throughout the school to provide a real sense of community.</p> <p>All teachers ensured robust assessment to report ACEL throughout the year and responded to needs of pupils with additional support needs.</p> <p>All staff completed RESTORATIVE Approaches training and have started to implement this with pupils who are also building resilience in restoring issues with use of Fix It Folder. This pupil led approach is successful and will be rolled out to all classes with pupils taking on a leadership role.</p> <p>Whole school transition week was a great success. Comparison of pupil feedback evidenced all almost all children are ready to progress to new learning environment and enjoyed the opportunity to work on a shared project with new class over the course of a week.</p> |   |  |
| <p><b>Next Steps</b></p> <p>Reintroduce Mind of My Own as previously started in 2019/20 session and ensure all teachers are confident using this to inform HWB, data and pupil voice.</p> <p>Embed successful Health Week and Transition Week for future sessions.</p> <p>Ensure pupil responsibility groups are valued and built upon.</p> <p>Reconnect with community and work with Parent Council on key actions.</p>  |   |  |





## Progress and impact of Pupil Equity Fund:

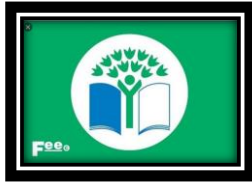
Our school did not receive PEF this session.

Additional Scottish Government funding to support Covid-19 was allocated to our school for this session with more allocated for 2021/22. Funds were used to increase SLA hours across the school ensuring all classes have access to SLA time. All teachers reported importance of small group work and the positive impact this had on focused work with targeted pupils. SLAs attended early and first level numeracy training to support recovery with specific children who were requiring additional support. Additionality of Support for Learning teacher allowed continued focus for targeted pupils - impact is seen in ACEL data at P1, 4 & 7 and tracking data across whole school.

Next steps - Covid funding to continue increase class teacher allocation for next session.

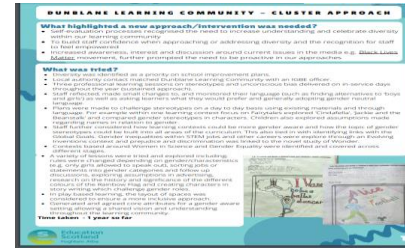
## Wider achievements:

We are proud that our school was able to celebrate wider achievements this year, this gave a real boost and sense of pride to our community.



6<sup>th</sup> Green Flag

Further recognition as identified as a school to share good practice



Education Scotland Recognition of Learning Community approach to improving gender balance and equalities.



RHS School Gardening Awards Level 2



Natural Health Award



Comments from pupils, parents, stakeholders, staff:

### What makes St Mary's unique?

Pupils - the fun activities, we are such a small school, I am who I want to be, it's a small group, it's size, it's very small, people and the adults, lots of kind teachers, we all have different needs, it's different, all the teachers, a lot of things, it's a very nice school, the teachers how they teach, it's a small school, it's easy to get new friends, the teachers and the people, Eco friendly, REACH values, eco school, everything, we can all be kind and we're perfect



The school feels like a family, very nurturing, support for not only children but the parents too. Love the composite classes and the additional life learning that offers. The small school during the pandemic has been particularly good and reassuring for parents.

To learn, pupils must feel nurtured and enjoy the environment they are in, and I think small schools are a special place for this. Each person is recognised as an individual. As it is a small community, differences are more easily accepted and it encourages pupils to cooperate and get along.

The staff team knows and supports every child as an individual, adapting teaching to children's needs and interests. The children across the different year groups get to know each other really well, with the older children supporting the younger ones. There are lots of opportunities for parents/carers to get involved and support the school, and you really feel part of a warm and welcoming school community.



| Quality Indicator                                   | Key Strengths   | Areas for improvement   |
|---|---|---|
| <b>1.3 Leadership of change</b>                     | <p>Strong team approach with a commitment to improvement.</p> <p>All staff engaged in self-evaluation for school improvement</p> <p>Parental engagement in planning for improvement</p> <p>Effective leadership opportunities for staff and pupils across the whole school and nursery</p>  | <p>Continue to build profile of school and nursery within our community.</p> <p>Continue to build on staff, parental and community involvement in supporting improvement through effective engagement in self-evaluation process – Reconnecting following mitigations</p> <p>Further develop learning participation in evaluation of learning and planning next steps</p>                                     |
| <b>2.3 Learning, teaching and assessment</b>        | <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 Google Slides</p> <p>Continue to embed moderation of children’s learning in practice</p>                                      |
| <b>3.1 Ensuring wellbeing, equity and inclusion</b> | <p>Ethos of care and support</p> <p>Health and Wellbeing is foundation of school curriculum</p> <p>Effective use of technology and adapted curriculum to support children with additional support needs.</p> <p>Creative approaches to ensuring that all pupils have equity to fulfil their potential.</p>  | <p>Ensure sustainable approaches to both targeted and universal interventions are embedded and understood within the whole school community.</p> <p>Further develop children’s knowledge and understanding of wellbeing indicators and embed this as an integral feature of school life.</p> <p>More robust use of data to track and ensure pupils are supported whilst also working with other agencies.</p> |
| <b>3.2 Raising attainment and achievement</b>       | <p>School data supports that almost 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>Early Years Play and Learning Framework elements to be introduced beyond Primary 2.</p> <p>Tracking of wider achievements</p> <p>Further strengthen parental partnerships and community links.</p> <p>Embed the use of assessments to support teacher judgement.</p>   |



## Evaluation of school's capacity for continuous improvement:

We have a very good understanding of our local context. At St. Mary's we pride ourselves in our sense of community. This year our Young Leaders of Learning participated in a pilot project with Dunblane Primary School and Newton Primary where they shared work at a Business Meeting attended by headteachers from all primary schools across Stirling. Our whole staff team contributed to dialogue based on challenge questions across quality indicators in our SIP.

Our Dunblane Learning Community work effectively together, we recognise our unique standing in our community and work together to share a united approach that makes a difference to all stakeholders. This is evident in Gender Equalities, The Black Curriculum and Restorative Approaches this session.

Next session we have a strong staff team who will take forward key areas of the SIP to ensure progress as well as strengthening and empowering our team for the benefit of their own continuous improvement journey.

### Key priorities for improvement planning 2022-23

#### 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

Develop further opportunities for creative approaches to learning across the whole school.

#### Priority 3 - Health and Wellbeing

Ensuring wellbeing, equality and inclusion.

