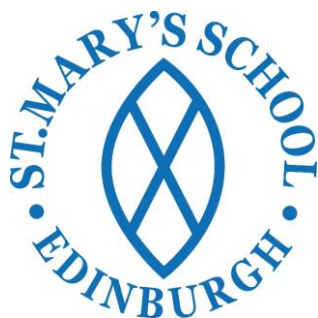


# ST MARY'S RC PRIMARY SCHOOL (EDIN)

## Standards and Quality Report 2020/2021

How Good is our School?

ST MARYS RC PRIMARY SCHOOL  
EDINBURGH



***'Forward Together in Christ: we can, we will, together'***

**# Growth # Resilience #Community**

### **Vision**

At St Mary's we are dedicated to educating our young people in an inclusive, stimulating and challenging environment preparing them for life-long learning. We will provide this in a secure, happy and welcoming environment where Christian and Catholic values are cherished and where staff, pupils and parents work in partnership to achieve common goals.

To achieve this vision, it is essential that we develop a structured curriculum that ensures all children are provided with opportunities that recognise and celebrate their uniqueness, develop their full potential, allow them to fulfil their aspirations within and beyond the school gates and prepare them to meet the challenges of the 21st century.

**Values:** wisdom, justice, compassion, integrity, love – are all gospel values. Our gospel values are at the heart of all we do. As a Catholic school we are committed to supporting the development of the whole pupil; spiritual, moral, social and cultural. Our school ethos, articulated in our school motto, 'Forward Together in Christ' gives the highest value to these aspects of development by providing an overall atmosphere that is both nurturing and challenging. Our Curriculum recognises the need to provide opportunities for the development of personal responsibility and these key human aspects of learning are supported through:

- Enriching the curriculum in all appropriate areas with an emphasis on spiritual, moral, social and cultural development

- Taking every appropriate opportunity to acknowledge, value and appreciate the various cultures of our pupils and to encourage them to appreciate and value the cultures of others
- Positive/Restorative discipline approaches
- Arranging regular events of the school as a community and using such occasions to encourage and reinforce the values on which the school is based
- Ensuring that staff and adults within the school provide positive role models for pupils
- Having high aspirations for all pupils
- Using a, 'Growth Mindset' approach
- Key emphasis on the acquisition of literacy and numeracy skills

### **Context Of The School**

St Mary's Primary School is a denominational, Roman Catholic School, which serves the area of east central Edinburgh. It was built in 1833. It is situated in a three storey Victorian building. The school has had extensive internal and external works over the past three sessions. The school serves a catchment area of owner occupied and rented accommodation. Pupils attending the school comprise a broad social and cultural mix. Sharing the external parts of the building are an after - school care club and a small playgroup. Both of these are managed and run independently of the school but foster close links with our school community. The main building accommodates 14 classrooms, a gym hall is also used as a dining hall, a library, a playroom, an Art room, a support for learning base and a pupil support assistant base. There is an outdoor garden area at the back of the school and pupils also have access to two large playground areas, one with climbing apparatus and a decking area for younger pupils and the other also with a decking area and a large wet pore play surface.

A new Depute Head teacher was appointed in December 2020. There was an Acting Headteacher in post on Fridays. 2 new P1 teachers were appointed December & January.

<b>Name of Setting: St Mary's RC Primary School (Edin)</b>
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<b>Standards &amp; Quality Report</b>
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<b>1.3 Leadership of Change</b>
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| <ul style="list-style-type: none"> <li>- Developing a shared vision, values &amp; aims relevant to the school and its community</li> <li>- Strategic planning for continuous improvement</li> <li>- Implementing improvement and change</li> </ul> |
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| <ul style="list-style-type: none"> <li>• Our vision evolves through ongoing reflection and debate across the school and community. We protect time for professional dialogue, collegiate learning and self-</li> </ul> |
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evaluation, so that all members of our school community can contribute to our plans for continuous improvement. Staff at all levels take responsibility for implementing change and promoting equality and social justice across all their work.

- Leading change in online teaching was a significant challenge but led to staff improving their digital skills and knowledge of relevant educational apps/digital teaching tools.
- Parents continue to be consulted and there is very good communication between home and school. Parents have been consulted this session on remote learning, 'Equalities', homework and themes for improvement this session which will be included in plans for improvement next session.
- Improving writing has been a priority this year and pupils and staff have started to engage with new PM writing resource to ensure that pupils have an understanding of the different genres of writing and expectations around these. Pupil voice: 'It's helped a lot. At the start, writing tasks didn't really make sense – so this has helped me a lot', 'Helps to understand what to write; title, introduction, characteristics, evaluation', 'I know how to write a description and understand to write it in the present tense.'

#### **Next steps:**

- ***Embed new writing resource. Continue to moderate.***
- ***Focus pupil groups can articulate understanding of school aims: growth, resilience, community in relation to, 'Equalities' development work started this session.***
- ***'Launch' revised, 'Equalities' policy at start of session to ensure all in community understand policy and procedure around anti-bullying and tackling racism.***
- ***Continue with plans for Outdoor Learning.***
- ***P1 and P2 staff continue to build on good practice in play- based learning.***

### **2.3 Learning, Teaching and Assessment**

- Learning and Engagement
- Quality of teaching
- Effective use of assessment
- Planning, tracking and monitoring

- Assessments were agreed across the whole school on return from home learning period last session which helped to inform planning, any support required and identifying any gaps in learning. This led to majority of pupils making expected progress in core subjects of numeracy, literacy and health and wellbeing.
- This session we have continued to identify individual pupils and target groups to support, monitor and track progress, with a particular focus at P4 & P6 stages using our, 'Closing the Gap teacher'. Close tracking of pupil progress led to changes in those attending second block of teaching sessions with the closing the gap teacher due to progress made in the first block.
- Engagement in remote learning from Jan-March was high with almost all pupils accessing online learning and the majority submitting work. Feedback from parents was very positive during this period: 'Appreciate adapting to suit parents', 'Engagement and interaction is great', 'Going really well!'. Pupil voice: 'Going well,

way better than before', 'Like being talked through the day', 'More like school this time'.

- '5 Minute Numeracy Boxes' were introduced this session as a result of the success of purchasing, '5 minute Literacy boxes' to support identified children across P1-P2 and some new pupils in P3. This has resulted in P2 pupils who hadn't yet achieved Early Level achieving early level and ensuring that the majority of P1 pupils were on track by the end of P1.
- Colourful semantics introduced this session to support our new EAL pupils across P1-P2 with vocabulary and sentence building has had significant impact in improving language skills.
- SNSA assessments: assessments were planned as per previous year for P7s in December and this session also for P4s in December. This timing allowed for staff to reflect on their judgements of pupils and to plan for teaching of identified areas in subsequent terms. P1s continue to be assessed in May.
- Assessment across curricular areas is consistent, relevant and progressive to each stage. Tracking folders with contents direction is strong and time allocated to share with colleagues.

#### **Next steps:**

- **Continue with focus to improve writing and non - fiction writing in particular, using new resource**
- **Purchase additional, '5 Minute Numeracy Boxes'**
- **Ensure consistency in planning of OL to ensure equity of experience across the school**
- **Proceed with Digital Schools Award programme – staff will engage in CLPL/SCE**
- **Staff will engage in Edinburgh Teacher's Charter programme building on good practice in learning & teaching**
- **P5 staff to engage in CLPL for Numeracy & Maths**
- **Overview of Learning & Teaching policy on Aug in-service particularly to help new staff**
- **Increase pupil responses from Wellbeing survey re feedback: in response to the question asking if teachers talk about how to make work better, 21% replied saying no, with more children responding negatively in P4-6. Look to improve on this %.**

#### **3.1 Ensuring Wellbeing, Equity and Inclusion**

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

- SLT and SFL teacher meet regularly to discuss pupils and plan supports /interventions in relation to wellbeing of pupils.
- Pupil Wellbeing Survey: The report indicated there are lots of positives, children enjoy being at school (86%), they are happy with who they are (95%), have good friends (94%) and feel their teacher cares about them (96%).The report also showed that 90% would ask for help if they needed it and that 97% of pupils feel adults treat everyone fairly. Children appear to demonstrate resilience with 93% saying that when they find something hard, they keep trying and 94% saying they learn from their mistakes.

- PSA – funded through PEF has enabled pupils to be supported in our P2/3 and P5a for identified pupils allowing them to fully access the curriculum.
- Parent & Staff, 'Equalities' working group was established leading to creation of a survey to capture pupil and parent views: 57 responses. Overall a positive picture e.g. majority of responses indicated that school has clear statements on racism, equality, equity & inclusion but about 21 saying don't know re racism in particular – some parents saying children not aware of policies and some saying very aware, children have seen videos, had lessons etc Awards for good citizen 36 say yes there should be, 18 don't know – mixed response re awards most say already awards for good citizenship 40 said yes. What do they learn? Biggest 'don't knows were in relation to knowing if there were diverse materials and do they learn about non - white British /Scottish history – what should they learn? Varied responses – music, sport featured a lot. Only vocabulary with 'no' responses for understanding were for intersectionality and white passing. Majority of parents confident to talk to their children – why am I different, why are people still racist?
- Staff really know pupils and their home circumstances and support has been put in place to help families who may have struggled during lockdowns, including issuing devices, phone calls to parents/carers, hub provision, differentiated work for pupils etc. Pastoral care is excellent and all staff involved with this. Soft starts have been particularly effective with staggered start times and helping pupils with social skills as they returned after lockdowns. Play based and active approaches particularly in early years have really helped with transition back to the school building.

*Supply Cover was bought in again this session to cover the Principal Teacher for time out of class to support identified learners. 'The putty helps and it helps to chat to Miss Fallon.' 'It is very good for ...to have someone to talk to, to have a voice and a sense of agency about what happens to him at school'. 'What an amazing school that we will miss so very much' 'It's good that he has a safe space to talk about the week he's had. He says it cheers him up'.*

#### **Next Steps:**

- ***Agree with parent working group next steps from survey.***
- ***Continue to improve provision of 'diversity' in library- books about different ethnicities, fact and fiction***
- ***Discuss current nurture practices at beg of new session & continue to prepare for re-accreditation of Nurturing Schools Award***
- ***In P5-P7 children were less likely to talk to an adult if they were upset. 25% of pupils say they keep their feelings to themselves- with proportionately higher amounts of children saying this in P4. Focus on these stages next session.***
- ***Continue to track pupils using SIMD index and allocate resources and support***
- ***Whole school ASD training***

### **3.2 Securing Children's Progress**

- Attainment in literacy and numeracy
- Attainment over time
- Overall quality of learners' achievement
- Equity for all learners

- SIMD information is closely analysed and acted upon in discussions between SLT and class teachers. Appropriate and relevant support is allocated where necessary. (see PEF Tracker).
- We issued 35 devices to families and 4 Mi-Fi units for those who requested support and also provided stationery and paper - based materials if requested. SLT made 'check-in' phone calls leading to supports arranged if needed.

- SLT and SFL teacher meet regularly to discuss pupils and plan supports / interventions.
- Our moderation activity ensures all have a shared understanding re pupil achievement of a level – focus areas this year in listening & talking and writing.
- Agreed end of year assessments for spelling, writing, listening & talking and maths has ensured staff and parents understand where the children are in their learning and what they need to do next to improve. This will also ensure continuity into next session in particular.
- Our PEF continues to allow us to release one of our pupil support assistants to develop the library and engage pupils in reading for enjoyment. A 'Click & Collect' service for P4 – P7 was established due to Covid restrictions. Pick lists for pupils to access on class i-pads were created according to AR book level and requests submitted to library and books then delivered to class. Over the school year we have been able to adapt this to be more pupil centred whilst still adhering to guidance/bubbles etc. World Book Day packs for all the classes were made up and included resources so the pupils could take part in activities and join the WBD celebrations online. These were collected by majority of pupils and they received their voucher to claim the free book.
- Library Channel was set up during Lockdown 2 on Teams for general book/library chat and queries. This has been kept open as the pupils have enjoyed leaving reviews and recommendations for each other to read and also suggestions for new titles for the library. Classes P4-P7 now have monitors who visit 2x per week at allocated times. Monitors are now fully responsible for returns/request search/book issue and delivery to their class. This has improved their knowledge of the library stock/genre & classification as well as IT skills and use of the Library Management System (pre Covid pupils could self - issue and it was noticeable that these skills were becoming 'rusty' the longer they were unable to access the library) monitors are encouraged to rotate role to allow all to have a chance to visit. Book boxes in P2/3 & P3 with AR level books suitable to pupils' levels were issued into classes. To begin with these were changed at half term and then following that every 2/3 weeks with more pupil input re- selection.

New books purchased in November with PFC funding and also a number of donations of nearly new popular reads from parents boosted stock to allow better circulation and enable borrowing to increase to 2 titles each whilst still quarantining for 72 hours.

- **i. Loans by Gender**

Over all loans for the period, 2204 (p4-7)  
Slightly higher for girls borrowing

- **ii. Loans by Fiction/Non-Fiction**

88% Fiction

12% Non-fiction

pupils preferring/selecting Fiction through Click & Collect borrowing, could be due to choosing from list rather than in person. Pupils in library are often assisted to find Non-fiction books of interest.

- **iii. Loans by Year Group**



class sizes and slower book turnaround due to more complex/longer novels being read will mean less loans over the period for the upper school classes

- **iv. Loans by Month**

Beginning with part month in August, building to regular use and then very low loans over Jan/Feb with only Hub school children borrowing during Lockdown 2. Increasing again when school re opened fully.

- **v. Overall Catalogue Breakdown**

81% Fiction 19% Non-fiction

Link to above with reduced Non-fiction borrowing.

We need to add to Non-fiction section. Pupils want to borrow AR levelled books and many of our Non-fiction titles are not AR.

- **vi. Catalogue Breakdown Non-fiction**

Half of all Non-fiction Natural Sciences. Animals and Nature are the most popular category with pupils and we purchased a number of new titles at pupils request here. Followed by Arts, Technology and History.

### **Attainment in Literacy & Numeracy: June 2021**

**P1:** R:87.5%    W:85.4%    L&T:87.5%    N&M:87.5%

**P4:** R:90%    W:83.3%    L&T: 91.7%    N&M:85%

**P7:** R:79%    W:83%    L&T:83%    N&M:86%

### **Interventions: Support for Learning:**

In P3 43% of children receiving intervention no longer require support from SfL

In P4 36% of children requiring no longer require support from SfL

In P5 17% of children receiving intervention no longer require support from SfL

***P2 & P5 stages will be a focus for support in Numeracy and Writing next session.***

### **Next Steps:**

- ***Review attendance procedures in light of authority revised policy ensure all staff are aware re any changes***
- ***Continue to track pupils using SIMD index and allocate resources and support***
- ***Boost library stock in other categories. Possible order from Brown's books as the books are AR levelled so suitable stock could be added***
- ***Continue to focus on writing across the school using PM resource***
- ***Purchase additional, '5 Minute Numeracy Box' sets***



Quality Indicator Grades	School	Nursery	HMI/Care Inspectorate
Leadership of Change	4		
Learning, Teaching & Assessment	4		
Wellbeing, Equality & Inclusion	5		
Raising Attainment & Achievement	4		



## Equity and Best Value

### Pupil Equity Fund

- What were the approaches taken pre-lockdown to improve outcomes for targeted children?
- What impact did you record?
- What does your needs analysis conclude about addressing inequality for Session 21/22?

#### 2020-21:

- Parent Forum Council Equity Fund in place to enable all learners to benefit from school excursions/school materials if needed
- Snacks available for children who do not have any
- Bringing 'fancy' toys and electrical gadgets into school is dissuaded.

#### **Use of resources including digital resources, and equity of access**

- In all classes, learners are provided with pencils, jotters, paper and colouring materials.
- 1:1 iPads are in place in P7 where each learner is given the use of an iPad for their P7 year. iPads are also available in all other classes and these can be accessed by all learners in each class.
- Financial assistance was offered to parents who were unable to afford, 'Epic day'
- Supply cover for PT to provide pastoral support for identified pupils
- Supply PSA bought in to enable other PSA to be placed in library to continue development work

#### **Addressing inequality for session 21/22:**

***Need to ensure all can access AR/school library. School issued 35 devices to families during lockdown with some keeping in place in the home on return to school. Anticipate more request may come next session. Some indication that parents need signposting to financial supports/wellbeing support – appointment of a pupil support worker to help support identified pupils and families.***

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FOR SESSION 2020-21, THE PUPIL EQUITY FUND HAS TOTALLED £56,285

THIS INCLUDED A CARRY-FROWARD OF £26,591 FROM THE PREVIOUS SESSION(S)  
OF WHICH £27,086 HAS NOW BEEN SPENT.

THERE IS A CURRENT CARRY-FORWARD OF £29,200 TO SESSION 2021-22.

THIS SPEND IS DEEMED EXCEPTIONAL AND THE PLANS FOR THIS SPEND ARE  
OUTLINED IN THE SCHOOL RENEWAL PLAN FOR 2021-22

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