ST MARY'S RC PRIMARY SCHOOL (EDIN)

Standards and Quality Report: 2022-2023

' 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 **across the BGE** 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 **behaviour** 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
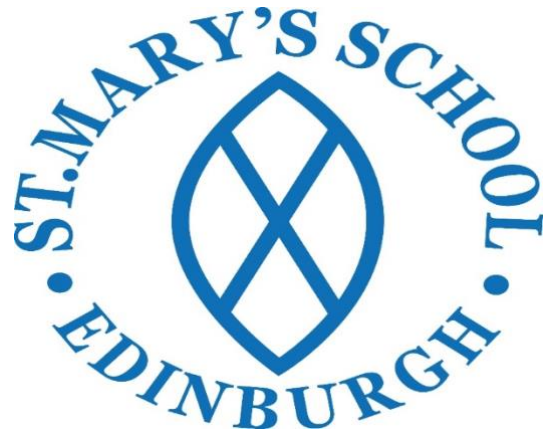
Context of the School

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 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 13 classrooms, a gym hall is also used as a dining hall, a library, a playroom, a support for learning and nurture base, a pupil support officer 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 a decking area for younger pupils and the other also with a decking area (which now needs replaced) and a large soft pore play surface.

QI 1.3 Leadership of Change: Developing a shared vision, values and aims relevant to the school and its community, Strategic planning for continuous improvement, Implementing improvement and change

What have we done?

Developing a shared vision, values and aims relevant to the school and its community:

- Our vision evolves through ongoing reflection and debate across the school and community. This session we have involved our stakeholders in evaluating our vision and aims, to ensure consensus on what our community feels is most important to our learners: kindness, happiness, resilience and acquisition of key literacy and numeracy skills.

Strategic planning for continuous improvement:

- We protect time for professional dialogue, collegiate learning and self-evaluation, so that all members of our school community can contribute to our plans for continuous improvement. Young people and our parents/carers continue to collaborate on school priorities.
- Staff at all levels take responsibility for implementing change and promoting equality and social justice across all their work.
- 100% of teaching staff have engaged in Differentiation CLPL led by Edinburgh Learns Team from the Teachers' Charter CLPL.

Implementing improvement and change:

- Staff at all levels demonstrate an increased commitment to implementing change which promotes equality, equity and social justice. This session all staff attended parent - led sessions on gender equality.
- Regular opportunities are planned for within the collegiate calendar to ensure time for practitioners to reflect on and moderate practice (3 x 1.5 hours)

How well are we doing? What's working well for your learners?

Developing a shared vision, values & aims relevant to the school and its community:

- All staff have demonstrated a clear understanding of the socio-economic context of the school.
- Attainment meetings with class teachers demonstrate that all staff understand the importance of data analysis in identifying gaps for learners and subsequent planning of interventions.
- A recent survey undertaken with parents indicates that parents have an understanding of the school's vision but not all feel included in decision making relating to school matters.

Strategic Planning for continuous improvement:

- All teaching staff participated in The Edinburgh Learns Teachers' Charter focusing on Differentiation. SCE showed that almost all classes were differentiating by process and environment. This has had a positive impact on staff knowledge and understanding of the 4 areas of differentiation

and how to meet the diverse needs of pupils in their classes. Choosing 2 pupils in each class to focus on to support writing led to increased achievement in writing for those pupils.
- Staff regularly review data in tracking meetings to monitor the impact of interventions and reduce any poverty related attainment gap.
- The involvement of young people and parents in the school improvement process has led to increased engagement and ownership.

Implementing Improvement and Change:

- Staff collaboration and reflection sessions have led to sharing of effective practices and professional growth.
- The pupil officer support base and the nurture space have contributed to a more inclusive and supportive learning environment with the majority of learners and their parents and carers reporting improved wellbeing.

How do we know? What evidence do you have of positive impact on learners?

- Discussions with focus groups of pupils show that almost all pupils can articulate the school vision and aims.
- Positive feedback from staff, parents/carers and learners regarding the school vision, values and aims.
- Improved attendance rates for identified learners.
- Learner conversations with SLT show that most pupils feel their learning is suited to their needs.

What are we going to do now? What are your next improvement priorities in this area?

- Teacher reflections indicate the next area of focus in the Teachers' Charter will be 'Skills' – *Edin Learns CLPL*
- Foster a culture of continuous improvement where all members of the school community feel empowered to contribute to positive change and how they are involved in decision making within the school – *communicate clearly, 'you said, we did' so that all parents feel involved in decision making.*
- Further develop the school's vision and aims to incorporate importance of the expressive arts and to review the curriculum in terms of 'play' opportunities throughout the school – *curriculum review 0.2 authority support/termly planning*
- Adapt curriculum rationale and curriculum diagram to reflect staff/parent/pupil views - **HT**

How you would evaluate this QI using the HGIOS 4	4

QI 2.3 Learning, Teaching and Assessment: Learning and Engagement, Quality of Teaching, Effective Use of Assessment, Planning Tracking and Monitoring – *Including evaluative comment on progress made with the Teachers' Charter*

What have we done?

Learning and Engagement:

- Instrumental Music progression created P1-P7
- Digital Schools – Empowered learning priority roll out in P6 and P7
- Use of Leuven scale we reflect on pupil engagement and discuss alternative pathways/supports if needed
- Transition Teacher supported writing in P7

Quality of Teaching:

- Differentiation – research action plans – staff looking at own practice / research /sharing practice

Effective use of assessment:

- Use of Sum Dog – how can we use more effectively? Training session arranged with Sum Dog trainer
- Skills – staff reviewed school's own skills cards to use alongside visual timetables

Planning, Tracking and Monitoring:

- We continue to review our tracking systems to monitor and evaluate leaners' progress to ensure a focus on equity and success for all learners

How well are we doing? What's working well for your learners?

Learning and Engagement:

- Data from tracking meetings using the leuven scale enabled us to identify barriers to engagement to learning. Additional support from PSAs and/or PSO was then directed to individuals and groups.
- Reviewing our music instrumental progression led to more consistency in music provision across the school and increased engagement in pupils.
- Empowered learning roll out has enabled all pupils in P6 & P7 to have equity of experience and increased staff and pupil confidence in using technology to enhance learning experiences.
- Transition teacher led to increased engagement by P7 pupils reluctant to complete extended writing tasks

Quality of Teaching:

- Shared classroom experiences evidence that the majority of learners are able to describe their learning and what it is they need to do to be successful in their writing.
- Some classes co-created success criteria.
- Tasks are appropriate to challenge or support pupils and shared class experience evidenced high levels of engagement.

Effective use of assessment:

- All teaching staff engage with benchmarks to ensure appropriate assessment opportunities are planned for as part of ongoing learning and teaching.
- All staff report they are clear about the range of assessment evidence that should be considered when making judgements on pupils' attainment
- The majority of pupils can talk about what they are good at what they need to do to improve in writing.
- Almost all teaching staff engaged in moderation activity with learning community colleagues where they planned a listening and talking experience. Staff feedback indicated that all have an increased understanding of quality Listening & Talking experiences.
- More staff are using Sumdog assessments to highlight focus areas for next steps in learning.

Planning, Tracking and Monitoring:

- All staff are engaging fully with data for their pupils to inform next steps in learning and support effective transitions. This ensures continuity and progression for all learners.
- Cohorts of learners and individuals have been identified to ensure gaps in learning are being addressed through planning and delivery of interventions.

How do we know? What evidence do you have of positive impact on learners?	
- Positive feedback from pupils re opportunities for personalisation and choice - Learner focus groups show an increased understanding of expectations in different genres of writing - Learners are benefitting from increased use of digital learning in lessons evidenced in shared classroom experience - Increased staff confidence in planning quality listening and talking activities	
What are we going to do now? What are your next improvement priorities in this area?	
- Continue to work towards gaining digital schools award - review provision across the school – *CAT x 1 + In-Service* - Staff reflections on Teachers' Charter indicate next focus area is, 'Skills' – *CAT x 2 +In-Service* - Learning Community will continue to review role of Transition Teacher to ensure any attainment gaps are addressed effectively – *LC HTs* - PTs across learning community will meet to create good practice guide around planning for listening and talking – *LC PTs* - Review arrangement of E's & O's across- stages within each level – *August In-Service* - Maintain effective planning with Transition Teacher – Learning Community HTs/ Transition teacher	
How you would evaluate this QI using the HGIOS 4	4

QI 3.1 Ensuring Wellbeing, Equality and Inclusion: Wellbeing, Fulfilment of Statutory Duties, Inclusion and Equality – *Including Leadership for Equity and The Promise*

What have we done?

Wellbeing, Equality and Inclusion:

- Continued building in resilience themes into school assemblies with pupils now choosing which themes to focus on
- All classes now have 'nurture' areas
- 'super starts' for pupils instead of 'soft starts' unless for identified pupils
- Sharing materials with school community to support resilience and health and wellbeing
- House meetings are now more child - led
- Parent equity fund used to support identified families /pupils
- Tickets for school events issued to identified families /pupils
- P5-P7 Pupil Equalities group share issues at assemblies
- PSAs take social communication groups and agreed interventions to promote inclusion
- All staff have completed mandatory Equalities Training
- HT has participated in Leadership for Equity Training and reviewed PEF plan to ensure support is directed to narrow any PRAG
- 2 parent led sessions on Gender Equality
- Reviewed the 4 capacities with all pupils
- Reviewed behaviour policy in line with updated CEC Relationships, Learning and Behaviour Policy

Fulfilment of Statutory Duties:

- We have reviewed our attendance procedures to ensure that accurate and robust data is gathered and that appropriate interventions are planned to improve attendance for all learners
- We have reviewed our systems around supporting our care experienced young people and ensure all staff are aware of The Promise

How well are we doing? What's working well for your learners?

Wellbeing, Equality and Inclusion:

- Children report feeling more included in school decisions re improvement
- Use of PEF has resulted in more targeted interventions closely tracked and reviewed for impact by SLT/PSO. Evidence indicates that nurture groups and 1:1 sessions, use of LIAM programme and Lego therapy have led to targets being achieved for groups and individuals
- Pupil focus group discussions show that pupils are aware of their rights and why we have a pupil equality group
- All staff have increased understanding around relationships, learning and behaviour authority policy

Fulfilment of Statutory Duties:

- All members of SLT/Support staff are aware of which children are care- experienced
- The authority's conferences on attendance has led to increased focus on targeting supports and engaging families improved attendance for identified pupils
- An identified trusted adult is in place for our care experienced pupils who has on overview of their needs and education planning

How do we know? What evidence do you have of positive impact on learners?

- Very positive feedback from most parents/carers particularly around family support
- All staff reported increased confidence in relation to understanding issues around gender equality and in particular from the church perspective
- Boxall data
- Data from PSO tracker
- Feedback from child planning meetings indicate that families feel supported

What are we going to do now? What are your next improvement priorities in this area?

- Ensure zones of regulation is embedded and consistently used across the school – **CTs**
- Develop a 'DYW' room – **PT/HT**
- Focus on improving late coming – **PSO/HT**
- Re-engage with parent equality group – **HT**
- Maintain pupil equity group – **HT**
- Use Leadership for Equity framework to identify priorities – PSO/HT
- Plan Young Carer training for staff – **PSO/Jennifer Lewis**
- Complete ASL Relationships, Learning and Behaviour training – **In-service**

How you would evaluate this QI using the HGIOS 4	4

QI 3.2 Raising Attainment and Achievement Attainment in Literacy and Numeracy, Attainment over Time, Overall Quality of Learners' Achievement, Equity for All Learners - *Including progress made on Stretch Aims*

What have we done?

Attainment in Literacy and Numeracy

- We have continued to identify individual pupils and target groups to support, monitor and track progress, with a particular focus at P3 & P6 stages using PEF for an extra teacher.
- SNSA assessments were planned as per previous year for P7s in December and January for P4s. This timing allows for staff in P7 and P4 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.
- '5 Minute Numeracy Boxes', '5 Minute Literacy Boxes' and '10 Minute Boxes' continue to be used well to support identified children across P1-P2 and any new pupils in P1-P3.
- Single focus on improving writing this term through the CLPL on differentiation has ensured quality discussion and reflection.
- Our continued focus on reading and fostering a culture of reading for enjoyment through continued investment in our library and book stock ensures that reading remains a priority for all in our school.

Attainment over time

- Staff continue to RAG pupil attainment termly to ensure timely interventions and support. SLT meet with staff termly to discuss progress and agree 'stretch' pupils.
- Moderation activity in our cluster focused on Listening and Talking where colleagues planned learning experiences including assessment opportunities.

Overall Quality of Learners' Achievement

- Our updated tracking system tracks across the curriculum including wider achievement to ensure that all pupils have opportunities to attend clubs. Use of the LOG referral system has enabled families to book spaces for their children at clubs outwith school.
- We have a number of staff led after school clubs to enhance our strong partnership with active schools as well as using 3rd party organisations for areas outwith active sports remit.
- Our school won the Edinburgh Evening News Award for Sustainability
- We won a social enterprise award in recognition of our community skills fair with P2, P4/5 and P5 classes
- Our choir are the Edinburgh & Lothians Champions in the Frisson Foundation Competition
- Some of our staff and pupils are representing the school at an event with her majesty the Queen in relation to their flax project in collaboration with local gardening group

Equity for all learners

- 'Talking Time' groups have been introduced in P1 to support EAL and ASN learners.
- Our Pupil Support Officer supports care experienced and ASN pupils as well as identified individuals and groups for literacy and numeracy.
- Our PSO works with identified pupils and families to ensure any barriers to learning are supported.

How well we doing? What's working well for your learners?

- Our improved tracking system has increased staff focus on identifying barriers to pupil learning and plan relevant interventions.
- Our support for learning teacher and Pupil support assistants have worked effectively with interventions to support identified learners and groups: Toe by Toe, nurture groups, sensory circuits, social communications groups, LIAM, literacy and numeracy support, 'boost' groups for reading, speech and language support, RWI, Fresh Start, Stareway to Spelling.
- Most pupils met predicted levels of attainment. Leaners who require additional support are making good progress as a result of targeted interventions.
- Borrowing split by gender is much the same and more or less even.
- Loans by month are steady throughout the year and any dips reflect time off for holidays
- Overall loans for the year are 6579 titles
- We purchased £800 of new Accelerated Reading stock from Scotia with their 50% off invite in November
- Approx £300 was for new titles and £500 to replace popular/missing titles
- We are continuing to expand and add to our Non-Fiction stock and Natural Sciences with Animals in particular have had the most new stock added as they were the most requested. Our loan breakdown shows how much these are borrowed and that the majority of those titles are borrowed. Going forward now we access to these stats we could look at improving stock in the other categories in particular Religion and Literature where not all the books on those subjects are being brrowed possibly due to age, not AR quizzed etc.
- The Book Exchange continues to be popular and parents have donated a number of quality books which pupils can take to keep/swap or use if they cannot access the library. Shelving for this is not for books so more accessible/appealing display could be useful in the future.
- The new shelving purchased this session and layout of the library has proved very popular with the pupils and although it is too soon to reflect in the figures this year, we have observed an increase in loans of Languages, in particular Polish language books which pupils are taking to read with family. Overall renewed interest in Non-Fiction as the books are less crowded and easier to see with shelf relocation and new labelling.

How do we know? What evidence do you have of positive impact on learners?

Attainment in Literacy & Numeracy: June 2023 + Literacy overall

_**P1:**_ R:80%   W:77.5%   L&T:75%   L: 70%   N:80%

_**P4:**_ R:81.6%   W:76.3%   L&T: 86.8%   L:63.2%   N:92.1%

P7: *R:91.1%   W:86.7%   L&T:91.1%   L:82.2%   N:84.4%*

- Increased attainment in P7 reading and writing from previous session
- % for attainment in Numeracy remain at 80% or above
- % for attainment in Reading remain at 80% or above
- Average quiz level for pupils in P3-P7 is 84%

Q1: (Dec 1 & 2)

P1: 0

P4: 1

P7: 4

Total P1,4,7: **5**

Prediction to achieve: **3**

Total achieved: **3**

Factors affecting attainment: ***ASN, EAL***

and new pupils

SNSA data:

Numeracy:

P7: most performing significantly higher than the national cohort at the higher bands 10 & 11

P4: more or less performing in line with national cohort

P1: most children performing at expected levels in line with national cohort

Reading:

P7: significant number of learners achieving band 11 and above (41% against 12% of the national cohort).

P4: a significant number of pupils performed higher in the top bands than the national cohort.

Writing: (spelling & grammar)

P7: significantly higher than the national cohort at band 10, 11 and above

P4: performed higher than the national cohort in the higher bands, 8-9 and above.

- **Q5: (Dec 9 & 10)**
- P1: 19
- P4: 18
- P7: 24
- Total P1,4, 7: **61**
- Prediction to achieve:**51**
- Total achieved:**51**

P1 Literacy:

Higher % in band 3 than the national cohort, in line with band 4 with national cohort, lower % in bands 5 & 6 than national cohort

Support for Learning:

In P3 50% of children receiving intervention no longer require support from SfL.

In P4 25% of children receiving intervention no longer require support from SfL.

In P5 50% of children receiving intervention no longer require support from SfL.

In P6 55% of children receiving intervention no longer require support from SfL.

PSO RWI group:

75% of P2 children receiving RWI intervention no longer require support

Writing support group: additional teacher

P3 Writing group – 35% no longer require support.

P4 Writing group – 38% no longer require support.

P6 Writing group – 11% no longer require support.

What are we going to do now? What are your next improvement priorities in this area?

- Writing is a priority at Early and First Level – *DHT to meet staff to agree L & T plans/support (staff meeting time x1 per term)*
- Spelling and reading a priority in P2 - *DHT to meet staff to agree L & T plans/support (staff meeting time x1 per term)*
- Outdoor learning – consistency of experience across the school – *review curriculum at In-Set days*
- Improve consistency in quality of pupil discussions about their learning – knowing strengths and areas to improve – *focus group discussions with CTs and SLT – ongoing*
- Going forward re library we could *look at improving stock* in the other categories in particular Religion and Literature where not all the books on those subjects are being borrowed possibly due to age, not AR quizzed etc.
- *A full review and stock check of Non-Fiction* to make sure all books are in the correct categories will allow us to make sure the pupils are finding the books they want.
- *More accessible/appealing display in library for non -fiction will be useful in the future.*

How you would evaluate this QI using the HGIOS 4	4

QI 2.2 Curriculum: Theme 2 Learning Pathways

What have we done?

- ◦ Worked with school nurse and ASL staff in supporting pupils and families.
- ◦ ASL staff delivered training on zones of regulation and sensory circuits.
- ◦ EAL staff delivered training on improving writing for EAL pupils
- ◦ Adapted house meetings to capture all pupil voice re the curriculum.
- ◦ Regular review of learning pathways for identified pupils based on needs, interests and parent and teacher feedback.
- ◦ Collaborated with external partners and community organisations to provide a range of learning experiences and enhance the learning pathways available to our learners.

How well are we doing? What's working well for your learners?

- Learners are engaged and motivated with clear pathways planned that allow them to build on prior skills and develop new skills.
- Learning experiences are planned to develop resilience, creativity and critical thinking.
- Partnerships with external organisations has enhanced curriculum experiences to provide engaging real - life learning opportunities.

How do we know? What evidence do you have of positive impact on learners?

- High levels of engagement for almost all learners as evidenced by shared classroom experience, attendance, participation and feedback.
- Positive feedback from families and learners regarding the learning pathways and experiences offered.
- Successful establishing of partnerships with external organisations and community partners evidenced by pupil feedback and range of learning opportunities offered.

What are we going to do now? What are your next improvement priorities in this area?

- ◦ Use information from EAL training session to take forward one aspect next session – *CAT x 1*
- ◦ Adapt pathways for individuals moving onto next class – SFL/CTs/ASL, DHT & HT – *tracking meetings*
- ◦ Embed zones of regulation approach – whole school – *assemblies, CTs*
- ◦ Identify new pupils for sensory circuit interventions - *Tracking meetings*
- ◦ Review 'play' opportunities across the school – *O.2 authority funding/collegiate planning - termly*

How you would evaluate this QI using the HGIOS 4	4

QI 2.7 Partnerships: Theme 3 Impact on learners (parental engagement only)

What have we done?

- Parent consultations x 2
- Stay & Share sessions x 3
- Termly Learning Journal entries
- Parent Curriculum workshop
- Opportunities for parents/carers to volunteer and contribute to school events, activities and projects
- Continued positive relationships with PFC
- Parent feedback sought at each school event and parent survey issued to inform improvement planning and priorities
- Weekly tea & coffee meet ups
- PSO supporting families

How well are we doing? What's working well for your learners?

- The PFC is now representative of our school community and effectively represents the views and interests of parents/carers- playing a key role in school decision-making and plans for improvement – music therapy student in place next session as a result of parent input
- Learners benefit from a supportive and collaborative community, with parents/carers actively contributing to school events, activities and projects
- Recent parent survey indicated that most parents feel current communication channels are effective although overwhelming at times

How do we know? What evidence do you have of positive impact on learners?

- High levels of parental engagement and satisfaction as evidenced by attendance at school events and subsequent feedback.
- Improved learner outcomes as a result of enhanced parental support
- Positive feedback from learners, parents/carers and staff regarding impact of PSO and SFL staff working with families and individuals

What are we going to do now? What are your next improvement priorities in this area?

• As a result of parent survey review current monthly Newsletter - **HT** • Review learning journal entries to improve consistency across the school to inform parents/carers re how they can support learning at home – **CTs – Staff Meetings** • Regularly review and evaluate the effectiveness of parental engagement initiatives and strategies using feedback to inform ongoing improvements – **SLT/PFC** • Develop additional opportunities for parents/carers to engage in their child's learning, including workshops and information sessions as well as online resources- **SLT/PFC/QIEO input**	
How you would evaluate this QI using the HGIOS 4	4