## Standards and Quality Report 2019-2020

**Establishment Name:**  **St Bernadette’s RCPS**

This report reflects progress made towards achieving our priorities, session 2019-2020, up until schools closed on 20th March. Also included is our response to supporting learners and their families throughout the COVID-19 crisis.

|  |
| --- |
| **Section B1 - School Context** |
| **Our Context**  St. Bernadette’s RC Primary is a denominational school serving Alva, Menstrie and Tullibody. We are situated at the foot of the Ochil Hills, We have strong links to our parish and local community. The school roll in June 2019 was 128. Our associated denominational high school is St. Modan’s RC High School.  2019-20 was an extremely busy year as we settled into our new home in the Tullibody South Campus. Then, in March 2020, the Covid-19 pandemic forced schools to close the buildings and move online.  **School Vision and Aims**  Our ethos is rooted in our Faith. All members of our school community are encouraged to live the Gospel Values, loving and supporting each other while striving to develop our unique gifts and abilities. We aim to enable each of our children to achieve their God – given potential.   |  |  |  | | --- | --- | --- | | Our vision for our children is that they;   * develop the skills for learning, life and work that they will need to thrive in the workplace; * develop a strong connection to their environment and a determination to contribute to it; * are empowered to make choices that enhance their health and wellbeing throughout their lives.   Our Values   |  | | --- | | Our values underpin our relationships and make clear our expectations of how we live and work as a family.  Our children understand that these Gospel Values are our foundation. | |  | |

|  |
| --- |
| **Section B2 – Performance Information** |
| Measuring Performance is challenging because we did not carry out our usual data gathering exercises as we would have done if there had been no lockdown.  In terms of attainment, we have no definitive figures for the attainment of the school. On the basis of ongoing assessment and the results of the Scottish National Standardised Assessments, we had forecast that attainment had risen since June 2019 or been maintained in most categories. Where there had been a dip in the general attainment levels, we had planned support for the individual children identified and that was intended to boost their attainment and therefore the general levels.  We do have an accurate figure for attendance up until the 21st of March, it was 94.2% which is lower than our average of 95-96% but this figure reflects the time of year. At the end of cold and flu season, we expect the attendance figures to dip and then to rise as the better weather arrives and children feel better. |

|  |  |
| --- | --- |
| **Section B2 - Review of Progress to March 2020** | |
| **NIF Priority 1:**  Closing the attainment gap between the most and least disadvantaged | **School Improvement Priority/Priorities:**  Raising attainment and narrowing the poverty-related attainment gap |
| **NIF Driver:**  Teacher professionalism  Assessment of children’s progress | **HGIOS4 QIs:**  1.3 Leadership of change  2.3 Learning, teaching and assessment  3.2 Raising attainment and achievement |
| **Progress and Impact until 20th March 2020**   * Our PEF money was largely spent on employing a part-time Support for Learning Assistant and contributing to the cost of our Principal Teacher. They worked to support the economically children living in SIMD 1-3 who had gaps in their Literacy and Numeracy learning. Children were making good progress as evidenced in their learning before Lockdown. * As there had been changes of staff over the course of the Formative Assessment Teacher Learning Community sessions, the staff decided to go through the whole course in a year – this was new to some staff and a refresher for others. The impact was that staff were more consistent and confident in their use of assessment. In turn, they were better able to identify and support the children who were struggling with particular concepts or activities. * Staff undertook training in Clicker7 and the IDL online resources in order to be better able to support learners through the use of technology IDL. Pupils were then able to use IDL as a learning tool at home during Lockdown. * Staff undertook training in Science and Technology, we also purchased and reorganised resources to plan for a whole school STEM Term during April – June. Although we were not able to put our plans in place, we learned a lot during the process and will be better placed to give our children exciting learning opportunities in Science and Technology. * We purchased new resources in Literacy and worked together to develop new approaches to writing. Our children responded enthusiastically and were writing at greater length and in a more structured way. * We undertook learning conversations to understand how our children experience their classrooms. Teachers were able to build on the positives and address the concerns that children had.   **Next steps:**   * All teachers have a copy of ‘Teaching Walkthrus’ by Sherrington & Caviglioli. They will be working collaboratively to use this resource to improve teaching and learning. Children should experience more effective assessment and teaching. * All teachers have a copy of ‘Growth Mindset Lessons’ by Muncaster and Clarke. They will be working collaboratively to use this resource to refresh our work on Growth Mindsets. Children should feel more confident and willing to try new learning. | |

|  |  |
| --- | --- |
| **NIF Priority 2:**  Closing the attainment gap between the most and least disadvantaged children | **School Improvement Priority/Priorities:**  Raise attainment and wellbeing through involving families in targeted and universal wellbeing initiatives |
| **NIF Driver:**  School Leadership  Parental Engagement | **HGIOS4 QIs:**  2.6 Transitions  2.7 Partnerships  3.1 Ensuring wellbeing, equity and inclusion |
| **Progress and Impact until 20th March 2020**   * We surveyed our children and families as we moved into the new campus in order to identify and address the issues that were causing them anxieties. We addressed those issues and the children quickly became more settled and confident in the large campus as evidenced in survey responses. * We invited families in to an Open Afternoon touring the new campus and into Sharing our Learning sessions and workshop. The impact was that families were better able to understand how children learn and how they can support their learning. * Two members of staff undertook Circle Time training and passed on their learning to colleagues. The impact was that all classes began to experience regular Circle Time sessions where children were supported to share and discuss their feelings. * All staff undertook Readiness for Learning training modules provided by the Educational Psychology team. This informed the teachers’ support of children with nurturing approaches.   **Next steps:**   * We need to be creative in finding ways to communicate and work with families when they cannot be admitted to school and large gatherings are not allowed. | |

|  |  |
| --- | --- |
| **NIF Priority 3:** | **School Improvement Priority/Priorities:** |
| Closing the attainment gap between the most and least disadvantaged children | Raising attainment and developing creativity through the use of digital technology. |
| **NIF Driver:**  Teacher professionalism | **HGIOS4 QIs:**  2.3 Learning, teaching and assessment  3.3 Increasing creativity and employability |
| **Progress and Impact until 20th March 2020**   * The new campus offers many more opportunities to develop digital learning and we were able to offer the children much more exposure to digital technology, going from 1-2 hours per week to approximately 4 hours per week. * Staff were trained in the use of the new interactive whiteboards and were able to engage children in their learning through the use of games that incorporated the touchscreen feature. The children and staff reported that the new screens were much easier to use that our previous boards and much more engaging. * Staff received training in several pieces of software including Clicker and IDL – the teachers were then able to use these programmes to support learners in Literacy and Numeracy. * The improved internet access made using the laptops a much more pleasant experience and children, and teachers, reported feeling less frustrated in IT lessons. * The increased number of laptops allowed children practise their digital skills more frequently. This stood the children in good stead when Lockdown was imposed – we had all the Google Classrooms set up by the first week of Lockdown and almost all children were able to access the site (younger children needed the help of their families). * We purchased Science resources and staff undertook Science training through SSERC. We planned that a great deal of the learning in the last term would be Science-based with links to Literacy, Numeracy and Technology but were unable to put this into practice due to the Lockdown.   **Next steps:**   * Using Google Classrooms for homework to discover any issues now, in order to prevent a recurrence of previous difficulties – during Lockdown, the feedback from families was that it could be very difficult to find the activities and resources uploaded by the teacher and it was often very hard working out how to upload work to the teacher through Google Classrooms. The extent of these difficulties varied between different types of devices. * Learning how | |

|  |  |
| --- | --- |
| **Section B3 : Supporting learners and their families during COVID-19** |  |
| * We issued each child with a learning pack of Literacy and Numeracy materials. This pack contained login details for the online resources that the school has subscribed to and the login details for Google Classrooms. * Where families had not been able to come into the school, staff delivered the packs to their homes. * For the families whose children found it difficult to engage with online learning, we delivered further packs during lockdown. * Most teachers had their Google Classrooms up and running by the time the school was closed and all teachers had them ready for children on the Monday following lockdown. * Our teachers were uploading new activities and initiating new chats with children every day except the days on which they were working in the hubs. * Our teachers responded promptly to almost every post a child made and were always extre * We monitored the number of children accessing Google Classrooms and introduced new initiatives over lockdown to try to engage the children such as online quizzes, Chat Times, joke sessions etc. * When there was an online initiative such as our Keeping Connected activities or Class Chats, we would publicise it through texts, emails, Tweets, School App notifications to try to involve more families and children. * Where children were not accessing Google Classrooms, we phoned the families and offered guidance but did not pressure families because we knew that they were already under pressure from a number of sources. * Our Wellbeing Support Worker phoned families regularly. * In our phone calls, we focused on the family’s wellbeing as well as any issues they were experiencing with distance learning. * We made it clear that we valued all kinds of learning and encouraged families to share photographs of activities such as baking, playing in the garden, building furniture etc. on the Google Classroom. * We stayed in regular contact with families through texts, Tweets, School App notifications and phone calls - the frequency of calls was responsive to the family’s needs and preferences. * We liaised with Social Work, Action for Children and voluntary agencies in order to provide material and emotional support to families. * We accessed support for families through Education Services such as childcare places in the hubs and free school meal entitlement. | |

|  |  |  |
| --- | --- | --- |
| **Section B4 - Evaluation of Quality Indicators** |  |  |
| **Quality Indicator** | **School Self-** | **Inspection Evaluation** |
|  | **Evaluation (1-6)** | **Date:** |
| 1.3 Leadership of change | 4 Good |  |
| 2.3 Learning, teaching and assessment | 4 Good |  |
| 3.1 Ensuring wellbeing, equity and inclusion | 4 Good |  |
| 3.2 Raising attainment and achievement | 4 Good |  |

***Appendix D2***