## Standards and Quality Report 2020-2021

## Establishment Name: St Bernadette’s RCPS

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| **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 2020 was 125. Our associated denominational high school is St. Modan’s RC High School.  **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 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; * develop the skills for learning, life and work that they will need to thrive in the workplace. | Diagram  Description automatically generated |  |  |  |  | | --- | --- | --- | | A picture containing shape  Description automatically generated | Our Values   |  | | --- | | Our children understand that these Gospel Values underpin our relationships and set out our expectations of how we live and work as a family.   * Forgiveness * Hope * Compassion * Justice * Love * Gentleness | | |  | | **The Socio-economic Context**  ‘The gap between children from low-income and high-income households starts early. By age 5, it is 10–13 months. Lower attainment in literacy and numeracy is linked to deprivation throughout primary school.’ (Closing The Attainment Gap in Scottish Schools – Joseph Rowntree Foundation)  The Scottish Index of Multiple Deprivation (SIMD) is the measure that the Scottish Government uses to identify which children are likely to come from a high or low income household. According to this measure, 54 learners out of 125 are in SIMD 1-2, the most deprived households. This represents 43% of all our learners. | | |
| **Section B2 – Performance Information** |
| **Attainment:**  2020-21 was a challenging year as we welcomed the children into school in August after the first lockdown. We then had the second lockdown and the campus had a further short period of remote learning. Two classes had additional periods of self-isolation and individuals had their own periods of Covid-related absence. This year’s figures have dipped, reflecting the impact of these cumulative absences.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Year | Listening & Talking % | Reading % | Writing % | Numeracy % | | 2017-18 | 88 | 79 | 75 | 86 | | 2018-19 | 91 | 82 | 82 | 86 | | *2019-20* | *84\** | *81\** | *75\** | *84\** | | 2020-21 | 89 | 74 | 66 | 75 |   *We do not break the figures into Early, First and Second Levels as the cohorts are small – this is in line with Scottish Government practice.*  *\* estimated by the authority on the basis of National Assessments and previous performance.*  **Tracking the Attainment Gap:**  A concerning aspect of our results is that, while the attainment of children living in higher income areas (SIMD 3-10) has been stable, the attainment of children living in lower income areas (SIMD 1-2) has deteriorated significantly in Reading, Writing and Numeracy.   |  |  |  |  | | --- | --- | --- | --- | | Year | Children in SIMD 1 & 2  Achieving Levels  **Listening & Talking** | Children in SIMD 3-10  Achieving Level  **Listening & Talking** | Attainment GAP  **Listening and Talking** | | 2017-18 | 80% | 92% | 12% | | 2018-19 | 86% | 94% | 8% | | 2020-21 | 86% | 91% | 5% |  |  |  |  |  | | --- | --- | --- | --- | | Year | Children in SIMD 1 & 2  Achieving Levels  **Reading** | Children in SIMD 3-10  Achieving Levels  **Reading** | Attainment GAP  **Reading** | | 2017-18 | 70% | 84% | 14% | | 2018-19 | 67% | 89% | 22% | | 2020-21 | 59% | 88% | 29% |  |  |  |  |  | | --- | --- | --- | --- | | Year | Children in SIMD 1 & 2  Achieving Levels  **Writing** | Children in SIMD 3-10  Achieving Levels  **Writing** | Attainment GAP  **Writing** | | 2017-18 | 65% | 81% | 16% | | 2018-19 | 67% | 86% | 19% | | 2020-21 | 49% | 84% | 35% |  |  |  |  |  | | --- | --- | --- | --- | | Year | Children in SIMD 1 & 2  Achieving Levels  **Numeracy** | Children in SIMD 3-10  Achieving Levels  **Numeracy** | Attainment GAP  **Numeracy** | | 2017-18 | 90% | 84% | -6% | | 2018-19 | 81% | 89% | 5% | | 2020-21 | 63% | 88% | 25% |   One part of the explanation of the widening attainment gap may be the impact of differing levels of engagement in the Google Classroom; 42% of our children living in lower income areas (SIMD 1-2) did not engage consistently in the Google Classroom tasks as opposed to 13% of children living in higher income areas (SIMD 3-10). The table below shows the relationship between attainment and engaging in the Google Classroom during Lockdowns.   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | **Talking & Listening Attainment** | **Reading**  **Attainment** | **Writing**  **Attainment** | **Numeracy**  **Attainment** | | Children who engaged on at least 50% of days | 89% | 82% | 75% | 84% | | Children who engaged on fewer than 50% of days | 88% | 53% | 41% | 53% |   **Attendance**  Our attendance was 93.88% which is lower than our annual average of 95-96% but this figure reflects the anxieties of families around Covid. |

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| **Section B2 - Review of Progress to March 2020** | |
| **School Priority One: Literacy & Numeracy** | |
| **NIF Priority 1:**  Closing the attainment gap between the most and least disadvantaged | **School Improvement Priority/Priorities:**  Learners will be supported to recover from the impact of the Covid-19 Lockdown on learning. |
| **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**   * We achieved our goal of having most children attaining the appropriate Level in Listening & Talking and Numeracy but narrowly missed this goal in Reading. In Writing, the majority of children achieved the appropriate Level. This reflects our experience of children being less engaged in writing throughout the periods of remote learning. * A third teacher undertook an intensive course of study as ‘Maths Champions’. This means that we have three teachers who can share their learning with colleagues in order to ensure consistency across the school in Maths learning experiences. This training leads to Professional Recognition by the GTCS. * We continued our partnership working with Speech and Language Therapy, both as therapy partners and looking at our communication environments. * In response to staff discussions on writing and, as a result of our collaborative work with Speech and Language Therapy, a Colourful Semantics project was started in P4. The aim of this project is that P4 children are more confident in their understanding of sentence structure. The professional learning from this project will then be applied in other classes in 2021-22. * As a result of staff collaborative learning and the school’s collaboration with families, we were able to deliver experiences that families found more supportive of home learning, leading to more engagement during lockdown. * Targeted small group and one-to-one support was provided in Literacy and Numeracy. * As a result of our new Support for Learning teacher establishing herself with children, families and colleagues, we have contextual dyslexia profiles for almost all of our children with dyslexia. These reports are particularly valuable in the context of the transition to secondary and the transition between stages. * We have been revising our staged intervention processes in relation to the new guidance and that has led to greater accuracy in the number of children being recorded as being on Staged Intervention.   **Next steps:**   * We will be working with the Regional Improvement Collaborative and a partner school to develop our writing and improve attainment. * We will be working with the Regional Improvement Collaborative on moderation and assessment in Numeracy. * We will continue working with Speech & Language Therapy on introducing Colourful Semantics throughout P1-5. * We will have new learning support assistants working with our PEF targeted children. One of these assistants will receive specialist training on small group interventions in Literacy and Numeracy. * We will be using the new Progress resource for recording ongoing assessments. This will allow us to build on the children’s strengths and identify areas for development. * We will be using digital technology to assist in assessments, using Kahoot and Google Forms. | |

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| **School Priority Two: Health & Wellbeing** | |
| **NIF Priority 2:**  Closing the attainment gap between the most and least disadvantaged children | **School Improvement Priority/Priorities:**  Raise attainment through supporting our learners to see themselves as empowered partners in learning |
| **NIF Driver:**  School Leadership | **HGIOS4 QIs:**  3.1 Ensuring wellbeing, equity and inclusion |
| **Progress and Impact**   * Children are making more reference to growth mindset as a result of all teachers delivering a series of Growth Mindset lessons at the beginning of the session and referring to the concept throughout the year. * Teachers used Outdoor Learning as a vehicle for increasing the motivation of learners and developing their independence. * The headteacher and class teacher worked together to introduce Cooperative Learning strategies into the P7 class in order to make lessons more engaging, learning more active and relationships stronger. * As a result of staff collaborative learning and the school’s collaboration with children, we were able to deliver experiences that children found more engaging than in the previous lockdown. * As a result of the online survey in August 2020, teachers were able to reflect on their classroom practice in order to empower children to feel more engaged and motivated. The survey findings below do show an increase in children’s interest in their learning and their willingness to ask for help. This increase was not as significant as intended and we will need to continue our work in this area. * We started partnership working with Clackmannanshire Schools Support Service, Wellbeing Scotland Counselling and Clackmannanshire’s Complex Learning Needs Outreach Team to meet the support needs of individuals so that they feel more confident and successful. * We continued to work with the Inclusion Support Service, Speech and Language Therapy, the English as an Additional Language Service, the Early intervention Team and our Wellbeing Support Worker to meet the support needs of individuals so that they feel more confident and successful. * Despite the Covid restrictions, staff worked hard to ensure that children were able to take the appropriate next steps in their individual Faith journeys, undertaking the Sacraments of Reconciliation, Confirmation and the Eucharist. * As a result of our prioritising Health and Wellbeing, the percentage of children who reported feeling unsafe in class fell from 8% to 6% and unsafe in the playground fell from 12% to 10%. This was despite the stress of a further lockdown; the campus moving to remote learning as a response to the Delta Variant; and individuals and classes having additional periods of self-isolation. * Children were involved in decision making on issues such as the planning of the leavers’ event and the ‘shopping list’ for the playground equipment and the siting of playground equipment. * Families were phoned regularly throughout the lockdown to ensure that we were meeting children’s needs. * Children who were not engaging in online learning during the second lockdown were invited into the school hub to try to keep them involved in learning but some of the families felt that this was not appropriate for their children. * Our Wellbeing Support Worker, Inclusion Support Teacher and English as an Additional Language Teacher continued to support children and families through phonecalls during the second lockdown. * The school began to use Sway newsletters as a communication tool to ensure that families were informed about, and felt more involved with, the work and life of the school. The Sway data shows that they are being well read and the Parent Council when consulted were very positive about the impact of the numerous photographs contained in the Sways. Children were excited to have their photographs taken because they knew they would appear in that week’s Sway.   **Views of Children - Survey Feedback – August 2020 and June 2021**   * In August 2020, 63% of P4-7 children said that they were interested in their learning. * In June 2021, 67% of P4-7 children said that they were interested in their learning. * In August 2020, 64% of P4-7 children said that they were willing to ask for help. * In June 2021, 72% of P4-7 children said that they were willing to ask for help.   **Views of Children - Survey Feedback During Lockdown**   * 75% of children responding said that there was just the right amount of work. * 75% of children responding said that there was just the right amount of challenge in their work. * 75% of children responding said that they enjoyed the Google Classroom. * 75% of children responding said that they enjoyed Google Meets.   **Children’s Comments - Survey Feedback During Lockdown**   * *I like doing all the work with my mum she helps a lot and makes it fun.* * *I like the maths video and the quiz at the end. We did that this week.* * *I like learning every day and seeing my friends on Google meet.* * *I like videos of my teacher, sumdog, epic books.* * *I like that we can all still communicate through google classroom.* * *I like how it's easy to log on and see everything for the day.*   **Views of Families - Survey During Lockdown:**  When asked about what was going well with online learning, families’ responses included:   * *My children seem to be enjoying the google meets and I think having the timetable that you can follow (or change timings to suit) is very helpful.* * *My child is accessing the work independently and enjoying the variety of activities. I much prefer current method to a grid last time as it seems to engage her more. I was concerned the recent change to posting it all the night before would impact but it really didn’t- you are all amazing. Thank you!* * *Good visibility of timetable and class work. Google classroom is relatively easy to navigate around and use. It’s plain to see that all teachers and staff are working very hard to keep our children educated as if they were in the classroom. Keep up the incredible work* * *The structure of the lessons. They particularly enjoy the individual sessions that are unlocked at each point in the day, that cover each different subject. It allows them to fully focus upon one subject before heading for the next topic. The google meet session is helpful if they’re looking for support and to catch up with friends.* * *Tasks are always explained clearly and any questions are responded to quickly.* * *It is very well structured and having the teacher online allows the children to ask questions. Also the zoom calls are a great way to keep in touch and see the others on their class.*   **Next steps:**   * We will continue to gather children’s views on their learning in order to improve their learning experiences. * We will be resuming our Parents & Pupils as Partners to give P7 children a forum for decision-making. * We will be reviving the House system and Pupil Council, using Google Meets if necessary. * We will be using the new Progress assessment recording system to record wider achievements, allowing children to develop their confidence through non-academic successes. * We will continue to promote Growth Mindsets in order to ensure that children believe in themselves as learners. * We will be working to employ more playful pedagogies from P1 to P7 in order to make learning more engaging. * Involve children as decision-makers in our joint campus work on traffic and the development of the grounds. | |

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| **School Priority Three: Digital Literacy and Creativity** | |
| **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**   * Teachers used Google Classroom for homework throughout the session to ensure that children and families knew how to sign on and use the Google Classroom. * Digital devices were provided for all of our families who required one to be able to access home learning and the Google Classroom. * In response to the queries we were getting from families during our surveys, we created a guide to how we use the Google Classroom at St Bernadette’s. * Teachers worked collegiately to raise their own skill levels and to make digital learning more engaging. As a result, the feedback from families and children was very positive (as reported in Priority 2). * Children were given access to a wide range of educational software resources including SumDog, White Rose Maths and Epic Books. * Through the teachers’ use of software tools such as Mote and Loom, learning experiences were personalised and made more meaningful for children (as reported in Priority 2). * As a result of their collective research and professional dialogue, teachers were able to use more features of the Google Classroom such as Google Slides and, as a result, learning experiences were more differentiated. * As the teachers’ use of Google Classroom became more sophisticated, they created instructional videos and held Google Meets that the children could successfully interact with their teacher online. As a result, 96% of children responding to a survey during the second lockdown said that knew how to hand in work to be assessed and how to get help from their teacher. * As the teachers’ skills in the Google Classroom increased, pupils’ skills and confidence increased. * The class sets of iPads and laptops are almost always in use now as the skills and confidence of the whole school have increased and our software packages are being used more effectively. * We have been exploring the use of voice-to-text software particularly for children with additional support needs. * As a result of having an Art teacher visiting for most of the year, our children enjoyed more opportunities for developing their creativity. * Drama was used more widely as a way to explore texts, increase comprehension and add depth to writing.   **Next steps:**   * Targeted IT workshops for the families of the children who did not engage in online learning to support them in supporting their children with home learning at all times – not just during lockdowns. * Partnership working to seek support for those families who have been most adversely affected by the pandemic. * Increased use of online tools to make learning more playful e.g. by using Kahoot or Google Forms as assessment tools. | |

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| **Section B3 - Evaluation of Quality Indicators** |  |  |
| **Quality Indicator** | **School Self-** | **Inspection Evaluation** |
|  | **Evaluation (1-6)** | **Date:** |
| 1.3 Leadership of change | 4 Good | Feedback from families was that the communication with the school throughout the year and the amendments made during the moves to remote learning , in collaboration with children and families, were very good. |
| 2.3 Learning, teaching and assessment | 4 Good | The data shows that where children engaged in the home learning opportunities provided by the school, children’s attainment remained steady despite the lockdowns. |
| 3.1 Ensuring wellbeing, equity and inclusion | 3 Satisfactory | Our attainment gap has grown and, the figures are closely aligned with the engagement of families with the Google Classrooms during lockdowns. Despite all of our efforts, detailed above, we were not able to empower our most vulnerable families to engage in home learning. |
| 3.2 Raising attainment and achievement | 3 Satisfactory | Although attainment has remained stable for children living in SIMD 3-10, attainment for children living in SIMD 1-2 has fallen significantly in Reading, Writing and Numeracy. |

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| **Section C – PEF expenditure** |  |  |
| Pupil Equity Funding is additional funding allocated directly to schools and targeted at closing the poverty-related attainment gap. Funding must provide targeted support for children and young people (and their families if appropriate) affected by poverty to achieve their full potential. Pupil Equity Funding is allocated to schools on the basis of the estimated number of children and young people in P1-P7 registered for free school meals based on family income. For each child whose family has successfully applied for free school meals on the grounds of family income, a school receives £1200.  In 2020-21, St Bernadette’s received £20089.04 in Pupil Equity Funding. That was spent in the following way:   * £1259.47 Contribution to HR & Finance costs * £1132.95 Resources for Literacy and Numeracy * £17997.62 Staffing costs (part of a probationer post and part of a Learning Assistant post)   Staffing costs are very difficult to predict due to pay increases so there was a slight overspend this year.  The resources purchased were Literacy and Numeracy resources that were aimed at engaging learners and making learning more interactive. It was hoped that those children in SIMD 1-2 who are not on track would feel the benefit of resources that reduced the amount of writing in the demonstration of knowledge and understanding.  The staffing costs were intended to allow more intensive targeting of the children in SIMD 1-2 who are not on track but the timetabling of this support was much more difficult this year with Covid restrictions in place. Staff could work in a maximum of 2 classes and had to maintain a 2m distance from all children while wearing a mask. Despite the restrictions, children did receive targeted support that built their skills and confidence.  **Next steps:**  Considering the ways in which we will spend the PEF for 2021/22, we have revisited our vision for our children. The priorities below are part of a three year plan and the Pupil Equity Funding will be used to support these priorities.  Diagram  Description automatically generated  Belonging:   * Staffing to support the building of our community through:   + pupil leadership projects including Laudato Si, Junior Road Safety Officers and revisiting Parents & Pupils as Partners and our house system   + parent groups and workshops, Sharing our Learning events and Parents & Pupils as Partners. * Possibly, the purchase of the Do Be Mindful online resource to build the confidence and lessen the anxieties of staff, pupils and families with focus groups of children who are living in SIMD 1-2.   Believing:   * Staffing and resources to engage our children in learning through building their belief in themselves as successful learners:   + the introduction of immersive and holistic writing approaches through our work with the Regional Improvement Collaborative;   + the introduction of Colourful Semantics in partnership with Speech and Language Therapy;   + the introduction of more playful pedagogies from P1 to P7 that engage and motivate the children as successful learners;   + the promotion of Growth Mindset, Cooperative Learning and Outdoor Learning.   Building Blocks:   * Staffing and resources to ensure that our children are equipped with the skills and knowledge for learning, life and work through:   + the development of assessment strategies, including the use of digital tools;   + the introduction and development of the Progress resource for the recording of assessments;   + targeted interventions for every pupil who lives in SIMD 1 & 2 who is not on track in their learning. | | |