

Standards and Quality Report 2021-2022

Establishment Name: St Bernadette's RCPS

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 2022 was 105. 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.



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 for identifying the places in Scotland where people are experiencing disadvantage across different aspects of their lives. According to this measure, 46 out of 105 are in SIMD 1-2, the most disadvantaged households. This represents 44% of all our children.

Section B2 – Performance Information

Attainment:

In 2021-22, our children's attainment rose in Listening and Talking, Reading and Writing and was maintained in Numeracy across P1, P4 and P7.

| 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 |
| 2021-22 | 92 | 84 | 69 | 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:

I am reporting on our attainment gap using the calculation method used over the previous four years to ensure that we are comparing like-for-like results. In that method, I compare the attainment of our children living in SIMD 1-2 to that of our children against those living in SIMD 3-10.

| 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% |
| 2021-22 | 89% | 86% | 3% |

| 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% |
| 2021-22 | 78% | 96% | 18% |

| 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% |
| 2021-22 | 67% | 76% | 9% |

| 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% |
| 2021-22 | 56% | 77% | 21% |

It must be noted that it is difficult to identify trends in a school with year groups ranging in size from 9 to 23.

Attendance

Our attendance fell again as Covid infections and anxieties continued. This year's total, 91.9% is approximately 4% down on our pre-Covid attendance. At first glance, there is only a small difference in attendance between families experiencing the most and least disadvantage, with children in SIMD 1 & 2 having an attendance figure of 89% and children in SIMD 3-10 having an attendance of 91%. However, 39% of children living in SIMD 1 & 2 have an attendance rate lower than 90% whereas only 27% of children in SIMD 1 & 2 have an attendance rate lower than 90%.

There was no significant link between SIMD and very good attendance; 43% of children living in SIMD1-2 and 42% of children living in SIMD 9-10 had an attendance rate of 95% or more.

There was a clear link between attendance and attainment with children who have a higher attendance rate enjoying more success.

| Attendance | Reading | Writing | Listening & Talking | Numeracy |
|---------------------------|------------|------------|---------------------|------------|
| Less than or equal to 90% | 57% | 57% | 87% | 63% |
| More than or equal to 95% | 77% | 69% | 92% | 79% |
| Attainment Gap | 20% | 12% | 5% | 16% |

Section B2 - Review of Progress to May 2022

School Priority One:

Belonging: By May 2022, our children and families survey findings will show an increase of at least 10% in the participants' sense of being empowered in the development of our community.

NIF Priority:

- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people

NIF Driver:

- School Leadership
- Teacher Professionalism
- Parental Engagement
- School Improvement

HGIOS4 QIs:

- 1.3 Leadership of change
- 3.1 Ensuring wellbeing, equity and inclusion
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Progress:

Families' survey Sept '21 and May '22

- The percentage of families who felt confident in supporting their children's learning rose from 80% to 91%.
- The number of families who responded to our Families' Survey rose from 20 to 34.
- The percentage of families who identified themselves as partners in their children's learning rose from 95% to 97%.
- The percentage of families who agreed that their children should apply their learning at home rose from 90% to 94%.
- 100% of families felt that they could approach school staff with a concern, question or suggestion.
- 100% of families felt that they would be listened to.

P5-7 children's survey Aug '21 and May '22

- The percentage of children who feel that they are listened to by staff rose from 87.7% to 92.3%.
- The percentage of children who feel that they are listened to by peers rose from 70.2% to 84.6%.
- The percentage of children who feel that staff want to know what they think rose from 78.9% to 80.8%.

- The percentage of children who feel that other children want to know what they think rose from 66.1% to 75%.
- The percentage of children who feel they can make a difference to their class rose from 78.5% to 82.7%.
- The percentage of children who want to help make our class a better place to be rose from 85.4% to 92.3%.
- The percentage of children who want to help make our school a better place to be rose from 83.9% to 96.2%.
- The percentage of children who want to help make our town a better place to be rose from 80.3% to 86.5%.
- The percentage of children who believe they have talents that can help them to make a difference rose from 66.7% to 73.1%.

Impact:

- P7 and P6 have had the opportunity to take on the responsibility of caring for a P2, P1 or nursery buddy – this has allowed them to mature and helped some to truly consider what it takes to be a role model.
- Peer Mediators are on duty over every playtime and lunchtime. These children received training to help other children to resolve arguments and difficulties.
- Our P6 children have been trained as Junior Parking Attendants and are hugely enjoying the opportunity to work with the police on keeping our school community safe.
- We ran a very successful pilot programme with our Wellbeing Support Worker for families. The response of the families involved in the ‘Supporting Your Child’ group was extremely positive.
- Our Laudato Si Inauguration took place and our P7s raised money for a number of important causes through their Lenten Fundraising.
- Our P7 and P6 children led assemblies by praying the Rosary and the Stations of the Cross. Children who have never volunteered to read in front of the school, had the confidence to lead us.
- Our P4/3 children made videos demonstrating how the Numeracy homework packs could be used. These are posted on the Home Learning Google Classroom and are helping children and families from P1-P4.

School Priority Two:

Believing: By May 2022, our children’s survey findings will show an increase of at least 10% in the children’s sense of being engaged and empowered in their learning.

NIF Priority:

- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in attainment, particularly in literacy and numeracy

Improvement in employability skills and sustained, positive school-leaver destinations for all young people

NIF Driver:

- School Leadership
- Teacher Professionalism
- School Improvement

HGIOS4 QIs:

- 1.3 Leadership of change
- 2.3 Learning, teaching and assessment
- 3.1 Ensuring wellbeing, equity and inclusion
- 3.2 Raising attainment and achievement / securing children’s progress

Progress:

This was the priority in which our performance was mixed; our children felt more empowered in their learning but the number who found it engaging actually fell. This may be due, to a large extent, to our emphasis on raising attainment and reducing the attainment gap. As a staff team, we recognise that we prioritised more formal learning in our determination to see attainment rise and the attainment gap narrow in 2020/21. Covid guidelines also played a part in keeping learning more seat-bound. The exception was in the P2/1 who embraced play. As the survey was lengthy and detailed, we asked only the P5-P7 to complete it.

P5-7 children's survey Aug '21 and May '22

- The percentage of children who believe they can learn through play remained the same, 86.5%.
- The percentage of children who find learning interesting remained around the same - from 84.7% to 84.6%.
- The percentage of children who find their learning interesting fell from 89.8% to 75%.
- The percentage of children who feel they can do their work well fell from 72.9% to 63.4%.
- The percentage of children who keep trying when learning gets hard fell from 96.6% to 88.5%.
- The percentage of children who think learning is important fell from 94.9% to 88.5%.
- The percentage of children who believe they can get better at their learning fell from 96.6% to 88.5%.
- The percentage of children who believe they can learn through mistakes rose from 88.1% to 88.5%.
- The percentage of children who are willing to ask for help rose from 88.1% to 88.5%.
- The percentage of children who always try their best rose from 88.1% to 96.2%.
- The percentage of children who make decisions about their learning rose from 69.5% to 88.5%.
- The percentage of children who like learning with others rose from 77.9% to 88.5%.
- The percentage of children who like learning on their own rose from 66.1% to 76.9%.

Impact:

- We know from our surveys on writing, that although the focus on functional writing was beneficial, our children missed creating personal and imaginative pieces of writing. This will inform our planning for writing next year.
- The reintroduction of the mini-Sensory Gym was successful and the children involved reported being better able to focus on, and engage in, their learning after sessions. Their teachers and families also recorded an impact.
- The local authority's small group intervention programme raised attainment and was also effective in motivating most of the children who took part.
- Creating Numeracy videos for the P1-4 children was exciting for the P4/3 children and boosted their confidence in Maths.
- Our children won the Small Schools' Athletics Shield!

School Priority Three:

Building Blocks: By May 2022, the Attainment Gap in Literacy and Numeracy will have narrowed by at least 10%.

NIF Priority:

- Closing the attainment gap between the most and least disadvantaged children
- Improvement in attainment, particularly in literacy and numeracy
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people

NIF Driver:

School Leadership
 Teacher Professionalism
 Parental Engagement
 Assessment of Children's Progress
 School Improvement
 Performance Information

HGIOS4 QI:

1.3 Leadership of change
 2.3 Learning, teaching and assessment
 3.1 Ensuring wellbeing, equity and inclusion
 3.2 Raising attainment and achievement / securing children's progress

Progress:

- The Attainment Gap results for P1, P4 and P7 children narrowed as shown below:

| | Gap in 2020-21 | Gap in 2021-22 | Reduced by |
|---------------------|----------------|----------------|------------|
| Listening & Talking | 5% | 3% | 2% |
| Reading | 29% | 18% | 11% |
| Writing | 35% | 9% | 26% |
| Numeracy | 25% | 21% | 4% |

Although, the above table indicates our success in meeting the goal in Reading and Writing, it must be noted that it is difficult to identify trends in a school with year groups ranging in size from 9 to 23.

Impact:

- Clackmannanshire Council provided us with 2.5 days of additional Learning Assistant staffing each week. This member of staff was trained in small group interventions that have proved successful in boosting attainment in children who were working at 6-12 months behind the expected level.
 - All children on the Numeracy programme made progress, ranging from 1 to 14 months in Numeracy, averaging 8 months.
 - All children on the Writing programme made substantial gains too, though they were not measured in months of progress.
- All teachers took part in the Regional Improvement Collaborative Professional Learning on Writing. They worked with teachers in two schools in Falkirk to moderate their planning and assessment of Writing. This led to increased teacher confidence, although children did miss personal and imaginative writing.
- P2/1 children have been at the forefront of our introduction of Play. It was a difficult journey, at times, and we are still finding our way, but the children have been very enthusiastic and attainment has been maintained.
- P4/3 families took part in a Home Learning project, leading to families feeling more involved and informed in their children’s home learning.
- P5 children worked on reciprocal reading strategies and reported that they felt more confident and involved when working in a group.
- P6 and P7 were involved in the Super Power Writing Agency programme and were very motivated to write stories that will form part of an anthology that will be published. Each child will receive a copy, subsidised by school funds. The children’s writing has improved throughout the project.
- Staff have been working on the Didbook Progress Tracking system and are looking forward to developing their use of the system further. The aim of introducing this system is that we will have a real-time digital record of attainment that children, and eventually, families will be able to access. This will enhance our partnership working with families.

Section B3 - Evaluation of Quality Indicators

| Quality Indicator | School Self-Evaluation (1-6) | Inspection Evaluation |
|---------------------------------------|------------------------------|--|
| 1.3 Leadership of change | 4 Good | Leadership at all stages was promoted particularly in the teaching staff and the P6 and P7 children. Teachers successfully led their own projects in introducing the sensory Mini Gym and Play. They also led initiatives in their own classes on spelling, reciprocal reading and homework. Our P6 and P7 children had opportunities as described above to lead the school community in a wide range of ways. |
| 2.3 Learning, teaching and assessment | 4 Good | All of our families agreed/strongly agreed that ‘Our school teaches my child/ren well’ and the percentage that strongly agreed rose from 55% to 63.6%. This judgement was in line with the observations of the senior leadership team and the positive responses in the children’s surveys. |

| | | |
|--|-------------|---|
| 3.1 Ensuring wellbeing, equity and inclusion | 5 Very good | All of the responses in our children's and families' surveys provide evidence of the school's nurturing approaches and creativity in meeting children's needs. |
| 3.2 Raising attainment and achievement | 4 Good | We raised attainment slightly in Listening & Talking and Writing. We raised it substantially in Reading and maintained attainment in Numeracy. We are ambitious for our children and hope to make more progress, especially in Writing and Numeracy next year. However, given the constraints under which we were working, we feel that we worked well with our children and families to raise attainment and narrow the gap. The attainment gap decreased by 11% in Reading and 26% in Numeracy. |

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 2021-22, St Bernadette's received £24,094 in Pupil Equity Funding. That was spent in the following way:

- £1802.28 Contribution to HR & Finance costs
- £3766.22 Resources for Priority One: Belonging
- £3041.46 Resources for Priority Two: Believing
- £15,484.04 Resources for Priority Three: Building Blocks

The largest part of our budget was spent on staffing – 0.3FTE of a probationer and 10 hours of a Support Assistant. This allowed us to have Miss McDonald and Mrs Ogden provide targeted small group and individual support to children living in SIMD 1 & 2. The effects of this are apparent in the narrowing of the attainment gap.

Next steps:

In June 2021, we revised the way in which we design the School Improvement Plan. We created a three year plan that is rooted in our vision for our children.



Belonging:

- Staffing to support the building of our community through:
 - Promoting and increasing attendance;
 - Continuation of our leadership programmes e.g. Peer Mediation, Young Leaders, Buddying, Laudato Si;
 - Whole school planning and delivery of interdisciplinary learning topics;
 - Re-introduction of House assemblies;
 - Re-introduction of Sharing our Learning sessions for families;
 - Re-introduction of Literacy and Numeracy parental workshops;
 - Re-introduction of coffee mornings for families.

Believing:

- Staffing and resources to engage our children in learning through building their belief in themselves as successful learners:
 - We will further embed the Didbook Progress system and allow children to view the judgements and comments so that they feel more informed and empowered regarding their learning;
 - Continuation of Colourful Semantics in partnership with Speech and Language Therapy;
 - Introduction of more playful pedagogies from P1 to P7 that engage and motivate the children as successful learners;
 - Promotion of Growth Mindset, Cooperative Learning and Outdoor Learning;
 - Shared planning of interdisciplinary learning by teachers, leading to a more progressive and cohesive set of experiences for children at all stages.

Building Blocks:

- Staffing and resources to support targeted children who are not yet meeting the expected sub-levels of attainment in Literacy and Numeracy:
 - Continuation of the successful small group interventions;
 - Pupil surveys showed that the children missed the opportunity to do more imaginative and personal writing. We will bear this in mind as we plan the writing curriculum for 2022-23;
 - Interleaving of learning in Literacy and Numeracy i.e. returning regularly to key skills and concepts alongside the teaching of new topics.