

Standards and Quality Report 2022 - 23

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 2023 was 108. 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, 43 out of 108 are in SIMD 1-2, the most disadvantaged households. This represents 40% of all our children. The number of children in SIMD 9-10, the most advantaged households, is 23. This represents 21% of all our children.

Section B2 – Performance Information

Attainment:

In 2022-23, 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 %
2020-21	89	74	66	75
2021-22	92	84	69	75
2022-23	88	88	71	81

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.

Tracking the Attainment Gap:

Our School Improvement Plan every year prioritises reducing the difference in attainment between our most and least disadvantaged pupils i.e. SIMD 1&2 and SIMD 9&10. It should be noted that in a small school, with small cohorts, the attainment gap can fluctuate significantly depending on the size of the classes and the individual strengths and needs of the children who happen to be in P1, P4 and P7 in any given year. This year, I have chosen to write my PEF targets in terms of raising the attainment of children in SIMD 1&2 rather than narrowing the gap.

Year	Children in SIMD 1 & 2 Achieving Levels Listening & Talking	Children in SIMD 9-10 Achieving Level Listening & Talking	Attainment GAP Listening and Talking
2021-22	94%	92%	-2%
2022-23	72%	100%	28%

Year	Children in SIMD 1 & 2 Achieving Levels Reading	Children in SIMD 9-10 Achieving Levels Reading	Attainment GAP Reading
2021-22	78%	92%	14%
2022-23	83%	100%	17%

Year	Children in SIMD 1 & 2 Achieving Levels Writing	Children in SIMD 9-10 Achieving Levels Writing	Attainment GAP Writing
2021-22	67%	69%	2%
2022-23	67%	50%	-17%

Year	Children in SIMD 1 & 2 Achieving Levels Numeracy	Children in SIMD 9-10 Achieving Levels Numeracy	Attainment GAP Numeracy
2021-22	56%	84%	28%
2022-23	78%	100%	22%

Attendance

Our overall attendance rose by 1%, from 91.9% to 92.9%. 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 91.9% and children in SIMD 9-10 having an attendance of 93.6%. However, 30.9% of children living in SIMD 1 & 2 have an attendance rate lower than 90% whereas only 26.1% of children in SIMD 9&10 have an attendance rate lower than 90%. There was a wider gap in very good attendance: 42.9% of children in SIMD 1&2 had an attendance of 95% or more whereas 52.2% of children in SIMD 9&10 had an attendance 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%	79%	54%	79%	71%
More than or equal to 95%	89%	79%	89%	81%
Attainment Gap	10%	25%	10%	10%

Section B2 - Review of Progress to May 2023

School Priority One:

Belonging: The attendance of a targeted group of children will increase by 5%.

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

Actions:

- All families receive termly updates on their child's attendance.
- All staged intervention meetings begin with the child's attendance and attainment levels.
- Teachers discuss attendance with families, as appropriate.
- The administrator phones the families of all children who are absent without a reason having been communicated. The headteacher follows up the absences of targeted children with a phonecall.
- The school works creatively with families to improve attendance e.g. providing uniforms and other clothing.
- The school works with an associated secondary school to have a joint approach and meeting to support attendance for families with children at both schools.
- Class Dojo was introduced to keep families better informed about their children's learning.
- We have introduced a participatory budgeting project to involve children and families in decision-making.

Impact:

- Overall attendance rose from 91.9% to 92.9%.
- The average attendance of the targeted group rose from 78.8% to 81.7%.
- Our families continue to feel that they and their children are valued members of our school community.
- Our children continue to report a strong sense of belonging and having influence at school.

Evidence:

P4-7 children's survey May '22 and May '23

- The percentage of children who feel liked at school rose from 76% to 85%.
- The percentage of children who feel known at school rose from 87% to 96%.
- The percentage of children who feel cared for at school rose from 81% to 95%.
- The percentage of children who feel safe at school remains very high, moving from 93% to 91%.
- The percentage of children who feel they can make a difference to their class remains high, moving from 80% to 81%.
- The percentage of children who want to help make our class a better place to be remains high, moving from 91% to 89%.
- The percentage of children who believe they have talents that can help them to make a difference rose from 72% to 78%.

Families' survey May '22 and May '23

- 100% of families who responded agreed with the statements:
 - Our school looks after my child/ren well.
 - Our school teaches my child/ren well.
 - Our school cares about my child/ren.
 - Our school cares about my family.
 - Our school communicates well with me about school information.
 - I am a partner in my child/ren's learning.
- 100% of families who responded answered yes to these questions:
 - Do you feel that you can approach school staff if you have a concern, question or suggestion?
 - Do you feel that you will be listened to?
- The percentage of families who replied yes to this question rose from 90.6% to 95.2%:
 - Do you feel that your views have an impact on the decisions made in the school?

Teacher's survey May '23

- All teachers agreed that:
 - attendance has a higher profile in the school;
 - teachers have more information about their children's attendance; and
 - their children are more aware of the importance of good attendance.

Next Steps:

- Maintain our current practices regarding attendance.
- Look at further work with our targeted children, focusing on reasons to be at school and gathering their insights on what makes school a good place to be and how we can build on our strengths.
- Expand our use of our online emotions tracker.

School Priority Two:

Believing: Our children's survey responses will show a 5% increase in the children's sense of enjoyment, engagement and confidence 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

Actions:

- Staff reviewed previous children's survey findings to familiarise themselves with our children's views on learning.
- Teachers were asked to complete termly learning conversations with children.
- We have adapted and developed our mini-Sensory Gym programme in conjunction with Occupational Therapy. We are including the climbing frame, immersive room and craft activities as part of the intervention.
- Soft Start and Fun31 have been introduced to boost children's enjoyment and attendance.
- The curriculum has been widened to include more practical and experiential learning to boost children's enjoyment and attendance.
- The use of Chromebooks has been extended to all children in P4-P7.

- Our children have been leading learning in our assemblies, creating and presenting Google slideshows on a range of topics.
- We have been raising awareness of UNCRC and relating it to our Gospel Values and Laudato Si Goals.
- Our children have participated in more sporting events – they won the Small Schools’ Athletics Shield again!

Impact:

- Our children’s survey responses showed a one percent rise in the children’s sense of enjoyment and confidence in their learning, rising from 81% to 82%.

Evidence:

P5-7 children’s survey May ‘22 and May ‘23

- The percentage of children who feel they can do their work well rose from 85 to 91.
- The percentage of children who believe they can get better at their learning rose from 89 to 93.
- The percentage of children who believe they can learn through mistakes rose from 87 to 91.
- The percentage of children who are happy to ask for help rose from 77 to 85.
- The percentage of children who keep trying when learning gets hard remains high, moving from 89% to 91%.
- The percentage of children who always try their best remains high, moving from 96% to 97%.

Next steps:

- We will extend our knowledge of software that enhances learning through games and creative problem-solving.
- Extend our children’s knowledge and understanding of Growth Mindset to build confidence, particularly in those children with the lowest confidence scores in the survey.

School Priority Three:

Building Blocks: Children’s attainment in Writing and Numeracy will increase by at least 5%.

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

Actions:

- Small group and one-to-one support was provided to all learners who were not on track.
- PEF funding was allocated to staffing – this allowed us, with additional finance from Clackmannanshire Council, to provide 25 additional hours of small group and one-to-one support for learning directed at children in SIMD 1-2.
- Teachers spent more collegiate activity time planning together to ensure progression.
- Teachers undertook professional learning sessions on the use of assessment, formative and summative.
- Reading pens and talk-to-text headphones were used to support learners, especially dyslexic learners.
- Assessment data was analysed more rigorously to inform planning, using the Didbook system.

Impact:

- The results for Reading, Writing and Numeracy have increased by 4%, 2% and 6% respectively.
- Our attainment is above the national average in all aspects of Literacy and Numeracy.
- The poverty-related attainment gap in Listening & Talking increased by 30% from -2% to 28%.
- The poverty-related attainment gap in Reading increased from 14% to 17%.
- The poverty-related attainment gap in Writing was reversed from 2% to -17%, meaning that children in SIMD 1-2 outperformed children in SIMD 9-10.
- The poverty-related attainment gap in Numeracy decreased from 28% to 22%, a decrease of 6%.

The poverty related attainment gap is the difference in the average attainment of children living in SIMD1-2 and the average attainment of children living in SIMD 9-10.

Where children living in SIMD 1-2 have higher attainment than children living in SIMD 9-10, the poverty-related gap is recorded as a negative (-) value. Where children living in SIMD 1-2 have lower attainment than children living in SIMD 9-10, the poverty-related gap is recorded as a positive value.

Evidence:

The Attainment results for P1, P4 and P7 children are shown below:

Year	Listening & Talking	Reading	Writing	Numeracy
2021-22	92%	84%	69%	75%
2022-23	88%	88%	71%	81%

	St Bernadette’s RCPS 2023	National figures 2022
Listening and Talking	88%	82.7%
Reading	88%	75.2%
Writing	71%	69.8%
Numeracy	81%	74.7%

Next steps:

- We will implement a new writing resource that is rooted in reading and discussing a range of engaging books.
- Extend our children’s knowledge and understanding of Growth Mindset to build confidence, particularly in those children with the lowest confidence scores in the survey.

Section B3 - Evaluation of Quality Indicators

Quality Indicator	School Self-Evaluation (1-6)	Inspection Evaluation
		Date: No inspection yet
1.3 Leadership of change	4	
2.3 Learning, teaching and assessment	4	
3.1 Ensuring wellbeing, equity and inclusion	5	
3.2 Raising attainment and achievement	4	

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 2022-23, St Bernadette's received £18,360 in Pupil Equity Funding. That was spent in the following way:

- £1873.01 Contribution to HR & Finance costs
- £16,486.99 Staffing for Priority Three: Building Blocks

Our budget was spent on staffing – 0.3FTE of a probationer and 11 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. We are not able to continue this in 2023-24 due to budgetary constraints.

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:

- o Continuation of the successful small group interventions;
- o 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;
- o Interleaving of learning in Literacy and Numeracy i.e. returning regularly to key skills and concepts alongside the teaching of new topics.