## Standards and Quality Report 2023 - 24

## 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 2024 was 98. 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 for identifying the places in Scotland where people are experiencing disadvantage across different aspects of their lives. According to this measure, 40 out of 98 of our children are living in SIMD 1-2, the most disadvantaged households. This represents 41% of all our children. The number of children in SIMD 9-10, the most advantaged households, is 22. This represents 22% of all our children. | | |
| **Section B2 – Performance Information** |
| **Attainment:**  In 2022-23, our children’s attainment rose in all areas of Literacy and Numeracy.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Year | Listening & Talking % | Reading % | Writing % | Numeracy % | | 2021-22 | 92 | 84 | 69 | 75 | | 2022-23 | 88 | 88 | 71 | 81 | | 2023-24 | 98 | 95 | 86 | 86 |   *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. This year, I am calculating the Attainment Gap using the national figures for children living in SIMD 9&10 to ensure consistency in measuring the Attainment Gap as we have a relatively small number of children living in SIMD 9&10 with wide variations between classes.   |  |  |  |  | | --- | --- | --- | --- | | Year | Children in SIMD 1 & 2  Achieving Levels  **Reading** | Children in SIMD 9-10  Achieving Levels (nationally)  **Reading** | Attainment GAP  **Reading** | | 2021-22 | 78% | 87% | **13%** | | 2022-23 | 83% | 88% | **5%** | | 2023-24 | 79% | 89% | **10%** |  |  |  |  |  | | --- | --- | --- | --- | | Year | Children in SIMD 1 & 2  Achieving Levels  **Writing** | Children in SIMD 9-10  Achieving Level (nationally)  **Writing** | Attainment GAP  **Writing** | | 2021-22 | 67% | 83% | **16%** | | 2022-23 | 67% | 84% | **17%** | | 2023-24 | 68% | 86% | **18%** |  |  |  |  |  | | --- | --- | --- | --- | | Year | Children in SIMD 1 & 2  Achieving Levels  **Listening & Talking** | Children in SIMD 9-10  Achieving Level (nationally)  **Listening & Talking** | Attainment GAP  **Listening and Talking** | | 2021-22 | 94% | 91% | **-3%** | | 2022-23 | 72% | 93% | **21%** | | 2023-24 | 83% | 93% | **10%** |  |  |  |  |  | | --- | --- | --- | --- | | Year | Children in SIMD 1 & 2  Achieving Levels  **Literacy** | Children in SIMD 9-10  Achieving Level (nationally)  **Literacy** | Attainment GAP  **Literacy** | | 2021-22 | 56% | 81% | **25%** | | 2022-23 | 78% | 82% | **4%** | | 2023-24 | 68% | 84% | **16%** |  |  |  |  |  | | --- | --- | --- | --- | | Year | Children in SIMD 1 & 2  Achieving Levels  **Numeracy** | Children in SIMD 9-10  Achieving Level (nationally)  **Numeracy** | Attainment GAP  **Numeracy** | | 2021-22 | 56% | 86% | **30%** | | 2022-23 | 78% | 88% | **10%** | | 2023-24 | 83% | 89% | **6%** |   **Attendance**  Our overall attendance rose by 2.6%, from 92.9% to 95.5%. The percentage of our children who attended school on 90% or more of school days, rose from 74% to 77%. |

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| **Section B2 - Review of Progress to May 2023** | |
| **School Priority One:**   * **Belonging:** Attendance rose from 92.9% to 95.5%. The percentage of our children who attended school on 90% or more of school days, rose from 74% to 77%. | |
| **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:**   * Attendance data was discussed in all meetings about children’s progress: tracking meetings; pupil progress parent meetings and staged intervention meetings. * Attendance data was shared with all parents throughout the year, alongside information on the impact of persistence absence. * The curriculum was further developed to be more engaging for children, through teachers working with the Wee Schools’ Group. * New approaches to writing were embedded. * The emotions tracker was embedded in all classes.   **Impact:**   * Overall attendance rose from 92.9% to 95.5%. * 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 to our school community. * Welcoming rather than questioning approaches to late or returning children were embedded. * There was awareness raising around neurodiversity in assemblies and house groups. * An online mental health tool to support wellbeing was introduced.   **Evidence:**  Children  Our children are asked to select 1-4 emotions on a computerised tracking tool that the school devised. Children are asked to choose between 1 and 4 emotions from a selection of 13 positive and 13 difficult emotions. This promotes emotional literacy and provides opportunities for teachers to engage children in conversations about how they are feeling and how they can be supported. The results from February to mid June are overwhelmingly positive as shown below.  Emotions Tracker February – mid June 2024  **A green and red graph  Description automatically generated**  Families’ survey Oct 2023  Half of our families responded to our survey. Of those families:   * 100% 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 can approach school staff if I have a concern, question or suggestion.   + I feel that I will be listened to.   Families’ comments March ‘24   * “Teachers take the time to really get to know and understand the children.” * “Focus on wellbeing, emotional support.” * “Small family feeling of inclusiveness.” * “Family orientated.” * “Tight knit community.”   Teacher’s survey May ‘24   * All teachers agreed that:   + attendance has a higher profile in the school;   + teachers have more information about their children’s attendance;   + children are more aware of the importance of good attendance;   + the emotions tracker provides insights that help staff to better support children;   + the discussions arising from use of the online mental health tool were beneficial.   **Next Steps:**   * This was the third year of our 2021-2024 improvement plan. Moving forward, we will continue to build on our success in raising attendance but it will not be part of our School Improvement Plan. | |

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| **School Priority Two:**  **Believing:** | |
| **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:**   * Teachers planned collegiately within the school to deliver interesting and engaging Literacy lessons. * Teachers planned collegiately, beyond the school in The Wee Schools Group, to develop exciting and engaging interdisciplinary learning experiences. * Teachers implemented our emotions tracker so that they can support children who are experiencing difficult emotions. * P6 and P5 have participated in the Mind Moose online mental health programme. * Our children have participated in more sporting events – they won the Small Schools’ Athletics Shield and the Scobbie Cup!   **Impact:**   * The emotion tracker shows that the children are overwhelmingly experiencing positive emotions at school and the month-on-moth results show that the ratio of positive:difficult feelings is increasing.   **Evidence:**   * The month-on-month emotion tracker results, below, show that our children are increasingly positive from the beginning of March to the middle of June.  |  |  | | --- | --- | | A green and red graph  Description automatically generated | **March 2024**  Top 3 positive emotions selected **642** times.  Top 3 difficult emotions selected **166** times.  The top three positive were selected **3.9** times as often as the top three difficult feelings. | | A graph of negative emotions  Description automatically generated | **Mid April – mid May 2024**  Top 3 positive emotions selected **878** times.  Top 3 difficult emotions selected **214** times.  The top three positive were selected **4.1**times as often as the top three difficult feelings. | | A green and red graph  Description automatically generated | **Mid May– mid June 2024**  Top 3 positive emotions selected **987** times.  Top 3 difficult emotions selected **198** times.  The top three positive were selected **5** times as often as the top three difficult feelings. |   Teachers’ survey May ‘24   * Teachers reported feeling more confident that interdisciplinary learning experiences were engaging. * Teachers reported that children were responding enthusiastically to the new writing approaches. * Teachers reported that collegiate planning of Literacy and Numeracy was developing their skills and confidence in planning engaging learning experiences. * Teachers reported that the Emotions Tracker was prompting valuable, nurturing conversations with children.   **Next steps:**   * This was the third year of our 2021-2024 improvement plan. Moving forward, we will be working on neurodiversity and inclusion. | |

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| **School Priority Three:**  **Building Blocks:** Children’s attainment in Writing increased from 71% to 86%. | |
| **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:**   * A new writing resource was introduced across the school. * Teachers and support assistants were trained in the new resource. * The school participated in the National Writing Programme. * Children were surveyed on their attitudes to writing and the results were shared to inform teachers’ planning. * The use of speech to text technology was expanded for learners with additional support needs.   **Impact:**   * Children’s attainment in Writing increased from 71% to 86%. * 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.   **Evidence:**  The Attainment results for P1, P4 and P7 children are shown below:   |  |  | | --- | --- | | Year | Writing % | | 2021-22 | 69 | | 2022-23 | 71 | | 2023-24 | 86 |   **Next steps:**   * The National Writing Programme will be extended to this year’s P5/4 and P4/3. P7/6 will be part of the Clackmannanshire Writing Programme. | |

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| **Section B3 - Evaluation of Quality Indicators** | | |
| **Quality Indicator** | **School Self-** | **Inspection Evaluation** |
|  | **Evaluation (1-6)** | **Date: No inspection yet** |
| 1.3 Leadership of change | 4 |  |
| 2.3 Learning, teaching and assessment | 4 |  |
| 3.1 Ensuring wellbeing, equity and inclusion | 4 |  |
| 3.2 Raising attainment and achievement | 5 |  |

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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 2022-23, St Bernadette’s received £18,360 in Pupil Equity Funding. That was spent in the following way:   * £1942.00 Contribution to HR & Finance costs * £2,751.00 Resources for PEF Priority One: Raising attainment in writing of children living in SIMD 1 & 2 * £1964.22 Staffing for PEF Priority Three: Raising attendance of children living in SIMD 1 & 2 * £11702.78 Resources for PEF Priority Two: Raising attainment in numeracy of children living in SIMD 1 & 2   Attendance was stabilised at 90% for children living in SIMD 1 & 2.  Writing attainment rose to 68% for children living in SIMD 1 & 2.  Numeracy attainment rose to 83% for children living in SIMD 1 & 2.  **Next steps:**  We will spend the majority of our PEF funding on staffing to raise attainment in writing. | | |