

St. Mungo's R.C. Primary School

Standards and Quality Report

2019/20



School Context

St. Mungo's RC Primary School is a denominational primary school serving the families of East Clackmannanshire. We have 142 children; this session class organisation has been 6 classes. We are supported by a Support for Learning Teacher, EAL Teacher, P.E. and Art specialist.

At present we are temporarily relocated within Alloa Academy, we are self-contained within one floor of the building. This move took place in April 2018 and it has been decided that this will be the case for the medium term, 3-5 years.

As a Catholic school our values are rooted in the Gospel. Our community has agreed that, Our Values are: Compassion, Truth, Forgiveness, Gentleness, Tolerance, Peace and Integrity. As a community we recognise that all Gospel values are rooted in Love.

Our Vision and Aims also reflect our Catholic identity.

As a Catholic School our vision is to create a safe and caring environment where we can grow in love and faith. To provide support and challenge to help us develop skills and knowledge which will allow us to embrace the future.

Where we aim to:

- Establish an inclusive culture of self-respect where every child can celebrate their uniqueness and use their God given talents.
- Promote an ethos of high expectations and continual improvement where all learners are encouraged to be the best they can be.
- Provide high quality teaching to ensure the engagement of all learners; enabling them to contribute effectively and confidently.
- Provide a faith community based on Gospel Values, where we regularly participate in Liturgies, Sacraments and prayers to nurture faith.
- Promote respect for the faith and cultures of others.
- Develop a sense of wonder about the world we live in; recognising our responsibilities within it.
- Work in partnership with parents, parish and others to enhance and strengthen the learning experiences provided for our children

Supporting the community through Covid.

Preparation

All pupils were issued with a, 'pack' ensuring they had access to the materials they required to engage in learning. This pack included directions to access Google classroom and other online learning. Prior to lockdown the school ensured that all children could access Google Classroom. In addition to individual classes a whole school class was established; where assemblies and whole school information was shared.

Keeping in touch.

During school closures the school kept families informed through Google Classroom, twitter, groupCall and email. The SMT regularly contacted families to ensure appropriate levels of support. Class teachers coordinated online class meets to allow children to join for updates and to stay connected. Assemblies were shared on Google classroom.

Staff held weekly online meetings, moderating learning, providing support and keeping connected.

Supporting Learning

Teachers updated classwork daily. Routines were established where all work was posted in the morning allowing children to access work when suited them best. Families were consulted on the effectiveness of google classrooms through an online questionnaire and practice was adapted throughout. Family learning grids were introduced to support active learning where all family members could participate. Some families were provide with devices and Wifi. Throughout lockdown the school provided learning packs to families who found online learning challenging.

Support for Learning

The Support for Learning Teacher, ensured that children were given appropriate resources to support interventions which were in place in school. Mrs Rowe took responsibility for updating and monitoring this as well as communicating with families.

Reporting

Families were encouraged to contact teachers through the Google classroom platform as well as being reminded of school and teacher email addresses. Families were invited to request a wellbeing phone call to discuss their child's progress and wellbeing in line with Local Authority guidance.

Contingency

In line with Local Authority and National Guidance we have contingency plans in place which will support if:

- A child has to self-isolate due to displaying symptoms or testing positive for Covid
- A high level of Staff absence affects the work of the school
- In the event of local or national lockdowns

Performance Information

Reported below are the predictions we had made for achieving literacy and numeracy in P, P4 and P7. This prediction was based on the results of National Assessments – SNSAs, class assessment and Teacher Professional Judgement. These figures show that we are maintaining levels in literacy with a rise in numeracy. The attendance figure fell from 94.9%; however this figure only reflects part of the year.

Teacher Professional Judgement Achievement of CfE level at P1, P4 and P7	Due to size of some classes figures have been reported across the school.
Literacy	82%
Numeracy	85%
Attendance	94.2%
Exclusions	0

Teacher Professional Judgements were not submitted to Scottish Government in response to COVID.

Scottish Attainment Challenge

Clackmannanshire is an Attainment Authority and as such has benefited from additional funding from the Scottish Government to tackle the poverty related attainment gap.

This session we have been supported by:

- A full time Early Intervention Worker – working with children and their families in Primary 1 – 3, supporting learning and health and wellbeing.
- A Welfare Scotland counsellor, working with children from P4 – P7, engaging with families to ensure positive health and wellbeing.
- We have continued to participate in the Equitable Literacy Programme, which is driven by the work of Professor Sue Ellis from Strathclyde University
- Undertaken year 2 of the FoCaL project with Speech and Language Therapist, supporting development of spoken and written language and enhancing the communication environment.
- Engaged in CLPL provided by Improving Outcome Principal Teacher for Numeracy, Literacy and Health and Wellbeing.
- All staff have engaged in CLPL aimed at developing staff knowledge and understanding of Readiness for Learning, this has involved inset delivery by Educational Psychologists as well on online training in staff's personal CLPL.
- Staff have completed Tapestry Programme to enhance Learning and Teaching by developing knowledge and understanding of Assessment for Learning. This has supported leadership of Learning.

Next session we will:

- Continue with the above

Pupil Equity Funding

The school received £50,000 in additional funding from the Scottish Government. The purpose of this additionality is that the school community can invest in interventions to tackle the poverty related attainment gap at a local level.

This session we:

- Employed a 1.5 FTE Learning Assistant to support delivery of literacy, numeracy and health and wellbeing.
- Production of Aladdin – however this could not go ahead due to COVID lockdown and will be carried over to next session.
- Three teachers have engaged in training to support high quality Learning and Teaching through the OSIRIS OTI programme.
- Subscribed to Sumdog – online numeracy and spelling resource
- Enhanced our ability to provide nurturing experience
- Supported development of Technology – Primary Engineering Challenge

Our spending plans for next session include:

- Additional staffing – Learning Assistant, Class Teacher
- Support development of Outdoor Learning
- Enhancing work of the Scottish Attainment Challenge

School Priority 1: Learning and Teaching

Outcomes: Improve learning and teaching to ensure that all learners have high quality learning experiences through staff engaging in a range of CLPL to further enhance pedagogy. As a result, all pupils will make at least a year's progress over the school session. This will be measured through phased and standardised assessments.

NIF Priority
Closing the gap between the most and least disadvantaged pupils.

NIF Driver

- Teacher Leadership
- Assessment

HGIOS?4 QIs

- 1.3 Leadership of Change
- 2.3 Learning, Teaching and Assessment
- 3.2 Raising Attainment

Baseline Measurements:
NGRT, Writing Levels, Reading Levels, SNSA, SaLT Assessments, Phased Assessments in Numeracy

Actions

Three members of staff have engaged in Osiris programme Outstanding Teaching Intervention. Team teaching of writing allows for coherent and consistent approach to teaching of writing across the school.

SaLT working in P1 – P3 to support development of oral communication and supporting the development of this to written communication. This year has focussed on more targeted interventions with identified children and building capacity within school staff.

Purchase of additional novels to support adapted reading approaches.

Adaptation of pedagogy at Early Level to support play based learning.

Adapted procedures for quality assurance ensuring an empowered model.

Timetable established and adapted to support Learning Assistants delivering individual and small group interventions.

Two members of staff engaged in and completed Tapestry Leaders' Training – All staff completed Tapestry project within school.

Evidence and Impact

Due to COVID – 19 much of the baseline assessments were not able to be re-administered in order to measure impact.

Three teachers completed OTI programme and are applying for professional recognition.

Two members of staff achieved professional recognition for engaging in Tapestry programme.

SNSA results show: 90% of P1 children on track, P4 72% and in P7 85% of children were on track.

Next Steps

- Staff who have completed Tapestry programme and OTI programme to lead on further developing learning and teaching across the school
- All staff to continue to engage with local authority colleagues to further develop the teaching of Literacy, Numeracy and Health and Wellbeing
- Health and Wellbeing will be a major focus during recovery stage
- Consider intervention for 2016 cohort as dip in SNSA results for this group.

<p>School Priority 2: Developing the Curriculum</p>	
<p>Outcomes:</p> <ul style="list-style-type: none"> Learners will experience improved learning and achievement through an aspirational curriculum. Self-evaluation will rate curriculum as good or very good. 	
<p>NIF Priority Improvement in attainment, particularly in literacy and numeracy</p> <p>NIF Driver</p> <ul style="list-style-type: none"> School Improvement Teacher Professionalism Assessment of Children's Progress 	<p>HGIOS?4 QIs</p> <p>1.3 Leadership of Change 2.2 Curriculum 2.3 Learning, Teaching and Assessment 3.2 Raising Attainment</p>
<p>Baseline Measurement School review rating of curriculum session 18/19. School self-evaluation</p>	
<p>Actions Devised policy and procedures for delivery of 1+2 Revisited planning of Literacy and Numeracy in line with Local Authority Revisited planning and coverage of Social Studies Investigated IDL planning, building on learning and experiences from Skills Academy Adapted planning of topic to incorporate pupil voice</p> <p>Evidence and Impact Due to COVID – 19 much of the baseline assessments were not able to be re-administered in order to measure impact. Procedures in place for allowing pupil voice to be integral to planning of topics Children's feedback was positive to this approach, children more engaged with learning. Themes for IDL identified allowing for greater flexibility in topics Greater links between skills academy and IDL, allowing for application of skills. French Fortnight planned making links with Equitable Literacy programme; not delivered this session in full due to COVID Science fortnight planned and delivered – staff had the opportunity to plan IDL with science focus.</p> <p>Next Steps</p> <ul style="list-style-type: none"> Consider curriculum rationale in response to COVID and recovery. Further develop Outdoor Learning to support Curriculum delivery Revisit R.E. progression Pathway Revisit Health and Wellbeing Progression Pathway Work with Cluster colleagues to further develop Digital skills Continue to develop Literacy and Numeracy Participate in STEM development work with Authority 	

<p>School Priority 3: Partnership and Participation</p>	
<p>Outcome:</p> <ul style="list-style-type: none"> Children's learning experience will be enhanced through improved partnership working with families leading to improved achievement. 	
<p>NIF Priority Closing the attainment gap between the most and least disadvantaged children and young people</p> <p>NIF Driver</p> <ul style="list-style-type: none"> Parental Engagement Assessment of a Child's Progress 	<p>HGIOS?4 QIs</p> <ul style="list-style-type: none"> 2.2 Curriculum 2.5 Family Learning 2.7 Partnership
<p>Baseline Measurement Family Questionnaire 18/19, Children's Questionnaire 18/19</p>	
<p>Actions Continued to provide opportunities for families to explore learning experiences – Learning Together sessions Adapted report format to highlight areas that can be supported at home Probationer Teacher engaged in Professional Enquiry looking at family engagement Introduced school committees for children, to allow them to contribute to the life and work of the school in a meaningful way – this was timetabled monthly and supported by the sports development team. Children were given greater opportunity to choose which topic studied – country topic – this was received well by the children who said they wanted it to last longer.</p> <p>Evidence and Impact Feedback gathered at Learning Together sessions is very positive - families are very keen for this to continue There has been an increase in the percentage of families who feel their views and opinions are sought.56% 2019 – 97% 2020 There has been an increase in the percentage of families who feel they are given useful information to support children's learning at home; from 85% 2019 to 92% 2020. Pupil committees supported development of travel plan, adaptations to Talent Show, participation in sports committee, and management of playground materials. Pupil survey – see below.</p> <p>Next Steps</p> <ul style="list-style-type: none"> Continue to timetable committee sessions Ensure children's voice in choosing and developing topics Continue with Learning Together sessions – engaging with families to explore learning opportunities – the extent to which this can be done will be dependent on current situation restrictions. 	

How Good Is Our School? 4

Education Scotland, 2015

Quality Indicators

Quality Indicator	School Self-Evaluation
1.3 Leadership of Change	Very Good
2.3 Learning, Teaching and Assessment	Good
3.1 Ensuring Wellbeing, Equity and Inclusion	Very Good
3.2 Raising Attainment and Achievement	Good

Pupil Survey Results

In a recent pupil survey, completed by P5/6 and P6/7 children; 86% reported that they enjoyed the learning experiences at St. Mungo's. 50% of those who did not felt lessons were too easy and 50% felt lessons were too challenging.

When asked to rate the school on a 5 star rating on average children rated the school at 4.43.



The nature of the survey tool allows us to identify children who are at risk of not engaging, who do not enjoy learning or feel their opinion is not valued and get of sense of how we can improve.

86% of children feel safe at school. Of those who did not feel safe; 50% were due to the current COVID situation, others were to do with relationships with peers and the school building. Again these issues have been addressed and will be monitored.

The overwhelming feeling of the survey was positive with children being asked to identify what they like best about the school and what if anything would they change.

Children like the sense of family created in the school, they like their teachers and mostly enjoy the learning activities. There were also positive comments about, lunchtime, the astro and the quality of food!

Children made comments about wanting to change the building, points system and the need for a trampoline. Some children wrote that they wouldn't change anything.

In summary, the survey shows that the majority of children are happy at school and engaged in their learning – 98% of children feel responsible for their own learning. There are areas to be addressed and through Critical Collaborative Professional Enquiry, which staff will engage with this session, we will work with the children to further develop their 'voice' to ensure all children feel safe and engaged in their learning.

The best thing about St. Mungo's is...

"You get to learn new stuff."

"I can't say most of it of it is amazing."

"That we are all a big family and everyone is included."