St Bernadette’s RC PS Standards & Quality 2017-18

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| St. Bernadette’s RC Primary is a denominational school serving Alva, Menstrie and Tullibody. We are situated at the foot of the Ochil Hills with views of Stirling Castle and the Wallace Monument from our playground. We have strong links to our parish and local community. The school roll is 125. Our associated denominational high school is St. Modan’s RC High School.School Ethos and AimsOur 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 the skills for learning, life and work that they will need to thrive in the workplace;\* 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.Education ContextThe school is involved with the Scottish Attainment Challenge with an Early Intervention Team Member employed in the school for 2.5 days per week and a Wellbeing Support Worker being employed for one day per week.Four of the six classes in the school were staffed this year by teachers who were not in the school in session 2017-18. This was a challenge and an opportunity.  |

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| School priority 1: raising attainment in numeracy  |
| NIF Priority Improvement in attainment, particularly in literacy and numeracyClosing the gapsNIF Driver School Improvement Assessment of Children’s progress Performance Information Parental Engagement | HGIOS? 4 2.3 Learning, teaching and assessment 2.5 Family Learning 3.2 Raising Attainment and Achievement |
| Progress and impact: * There were only 5 sessions working with the Lornshill teacher over a so no tangible impact was made.
* The purchase of concrete materials and games has led to teachers providing more opportunities for experiential and play-based learning.
* Lynne McBain’s work with us on verifying our TPJ in relation to the SNSA at P4 and P7 was very useful in helping us on our journey towards establishing confidently that a child has achieved a level.
* The cluster moderation at St Modan’s was reassuring for staff in relation to establishing confidently that a child has achieved a level.
* Family engagement has been promoted through a Numeracy Home Learning workshop and a Numeracy Sharing our Learning session.
* SumDog has been bought in and has been used at home and at school. Maths Recovery has built children’s confidence and their skills.
* Although there were fewer authority CLPL sessions than had been planned, school-based CLPL has led to an increase in children’s engagement with their learning. In particular, the interleaving model of teaching Maths has been effective. This has led to a rise in Numeracy attainment.
* Attainment is rising and the Attainment Gap has narrowed very slightly.

Next Steps:* The school is engaging with the local authority’s PT of Numeracy and Maths to further develop engaging pedagogies in Numeracy and Maths.
* The school will continue to employ 0.5FTE Learning Assistant to provide targeted Literacy, Numeracy and Health & Wellbeing support to individual learners and small groups.
* The school will employ 0.4FTE Teacher to provide targeted Literacy, Numeracy and Health & Wellbeing support to individual learners and small groups.
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| School priority 2: raising attainment in literacy  |
| NIF Priority Improvement in attainment, particularly in literacy and numeracyClosing the gapsNIF Driver School Improvement Assessment of Children’s progress Performance Information Parental Engagement | HGIOS? 4 1.2 Leadership of Learning 2.3 Learning, teaching and assessment 2.5 Family Learning 3.2 Raising Attainment and Achievement |
| Progress and impact: * P1 have introduced a carousel system that has promoted child-led play in Literacy. While we are unable to evidence a positive causal impact on attainment, we are confident of the impact on children’s wellbeing.
* PEF-funded Literacy games are being used more in P1 and P2 and are engaging learners. Children are consolidating more formal learning in play. Most children are achieving success. Play-based learning has not been widely embraced in Literacy in P3-P7. Nessie Dyslexia is an exception with children in all classes accessing the online Literacy game. Our learners are very engaged by it and early indications are that most are making good progress.
* Family engagement has been promoted through our well attended Sharing our Learning session.
* Word Aware training has been undertaken and classes have a Word of the Day at least twice a week.
* Provision of a PEF-funded Learning Assistant was offset by the absence all year of our permanent Learning Assistant. However, we were able to provide 1:1 and small group instruction for all children identified in regular tracking meetings as not making sufficient progress. Timetables are reviewed after tracking meetings to ensure that support is being appropriately targeted.
* Attainment has risen significantly in Literacy in comparison to the children’s ability to read pre-RWI. For example in Easter 2016 the majority of children in P1 were not able to read cvc words confidently. At Easter 2018 most children in P1 were able to read cvc words confidently.
* Overall attainment for PEF- targeted children has risen.

Next Steps:* Clicker 7 is being purchased to assist children in writing.
* The school is engaging with The Strathclyde Reading Project.
* The school will continue to employ 0.5FTE Learning Assistant to provide targeted Literacy, Numeracy and Health & Wellbeing support to individual learners and small groups.
* The school will employ 0.4FTE Teacher to provide targeted Literacy, Numeracy and Health & Wellbeing support to individual learners and small groups.
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| School priority 3: raising attainment through a programme of targeted interventions that promote our children’s wellbeing and readiness to learn. |
| NIF Priority Improvement in children and young people's health andWellbeingNIF Driver Teacher Professionalism Parental Engagement School Improvement | HGIOS? 4 QIs 2.1 Safeguarding & Child Protection 2.4 Personalised Support 2.5 Family Learning 2.6 Transitions 3.1 Ensuring wellbeing, equality and inclusion |
| Progress and impact: The introduction of House Groups was welcomed by children and their families. They provided a vehicle for* promoting our Catholic Identity
* promoting Gospel Values
* creating vertical groups that a child will remain in throughout their time at St B’s
* rethinking Golden Time as an opportunity for shared play, P1-P7
* promoting pupil voice
* providing further leadership opportunities eg House Captain, Vice-Captain
* introducing a House Tokens system to reward children for demonstrating our Gospel Values

Almost all of the children accessing the Wellbeing Support Worker are more settled in class and/or less anxious. Children all report enjoying the sessions and some of their parents have taken the opportunity to chat with Margo about possible strategies for supporting their children.The Cluster Team Around The Family project has resulted in a protocol and accompanying paperwork that is being trialled in 2 establishments. This work will be further developed next year and a Social Worker will be providing support to the Cluster in relation to this project. The work with Liz Owen, our Educational Psychologist has led the staff to work on the first Nurture Principle; Children’s learning is understood developmentally In terms of attainment. Almost all of the children in SIMD 1-2 who worked with the Sensory Circuits and/or Wellbeing Support Worker programmes made progress from October to April.Next Steps:We will work with the Educational Psychology Service to introduce the Neurosequential Model in Education and Readiness for Learning initiatives.We will develop the Sensory Gym to support more children.* The school will continue to employ 0.5FTE Learning Assistant to provide targeted Literacy, Numeracy and Health & Wellbeing support to individual learners and small groups.
* The school will employ 0.4FTE Teacher to provide targeted Literacy, Numeracy and Health & Wellbeing support to individual learners and small groups.
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| School priority 4: Children will develop their creativity skills, digital literacy and employability skills through the four contexts of learning. |
| NIF Priority Improvement in employability skills and sustained, positive school leaver destinations for all young peopleNIF DriverSchool leadership Teacher professionalism Parental engagement | HGIOS?4 QIs 2.7 Partnerships 3.2 Raising attainment and achievement 3.3 Creativity and employability |
| Progress and impact: SumDog was a real success with parents reporting that their children were ‘buzzing’ and very excited. Children are very keen to use it in school and many use it at home with P6/7 becoming particularly competitive earlier in the year.Our Digital Ninjas became proficient in using Glow email, Sway and making quizzes. They introduced ‘The Hour of Code’ to the rest of the school and supported other classes in using IT more effectively in learning. They also populated a new school website. Unfortunately, due to illness, the trainer’s input became very unreliable and the children became upset and resentful at having sessions cancelled at no notice.They taught P6/7 how to set up Glow and Glow groups and how to use Glow. Glow is now being used in P5-7 for the setting and submission of homework. They have the school website active but they need to be adding more up to date information.P6/7 worked with Active Schools and Joe Clark on becoming Young Leaders, They were engaged and very much enjoyed the programme. They worked together to create their own games to take into the playground. Mrs Mackie our EIT worked with P6/7 to create a timetable and organise games for in the playground.Roberston’s the developers of the new school came in to work with classes. P1-4 have had a talk on building site safety and how to stay safe. P5-7 worked on a collaborative problem-solving project to construct a giant tetrahedron in May. P 5-7 worked collaboratively to create an Enterprise project in October/ November. They contacted Virgin Money and received £125 to start off their topic. The children worked in groups of 4 across the two classes. Children decided the products that they wanted to sell to the other children in school. They bought the products, promoted and sold these. They kept track of their profit/ loss and their ingoings and outgoings. They then paid back Virgin Money the £125, and had a profit of £280, they gave £50 to the Gate charity and then had a celebratory Pizza Party. Primary 6/7 lead our SCIAF charity project. They decided what activities the school would do to raise funds. There was to be one activity a week throughout Lent. They advertised the events and sent out letters to parents and helped to organise the events. We introduced House Groups rooted in our Catholic Identity. The whole school community was very much involved in the set up and contribution to this. Golden Time was shortened and became a House Activity. The children also decided what games they would like for Golden Time activities and purchased these. When the children were allocated their House Group, they were then asked to contribute ideas for a Participatory Budgeting project from PEF funding. The children were to work together in their Houses to decide what they wanted to spend the PEF funding on and have been allocated a budget of up to £1000. They were to decide what they wanted and how this would benefit the whole school. They have advertised their pitches and will showcase them to parents on the Open afternoon and Evening, and parents and partners have to decide what House Group they want to vote for. Some Primary 7 children worked with Kev and Linz from the Community Garden to reduce our food waste in school. They are our Waste Warriors. On the week that this started the children ensured that all food waste went in to the correct bins. They measured and recorded the information. From the data they gathered they presented their finding to an assembly in how to reduce food waste in school. The same activity will be run again in May and the results will be compared. The children will train up P6 children to take Waste Warriors forward. Our work on Bikeability and Walking to School has led to more children travelling to school by foot or by bike/scooter.Next Steps:We will continue to use IT to promote learning through the purchase of software such as Sumdog, Clicker 7 and Nessie Dyslexia. This will improve children’s confidence in using IT.All children will be signed up to Glow Parents and local companies will be involved in House Group skills development activities. |

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| Quality indicator  | School self-evaluation | Inspection evaluation |
| 1.3 Leadership of change | Good | Good |
| 2.3 Learning, teaching and assessment | Good | Good – NumeracySatisfactory - Literacy |
| 3.1 Ensuring wellbeing, equity and inclusion | Good | Good |
| 3.2 Raising attainment and achievement | Good | Good |