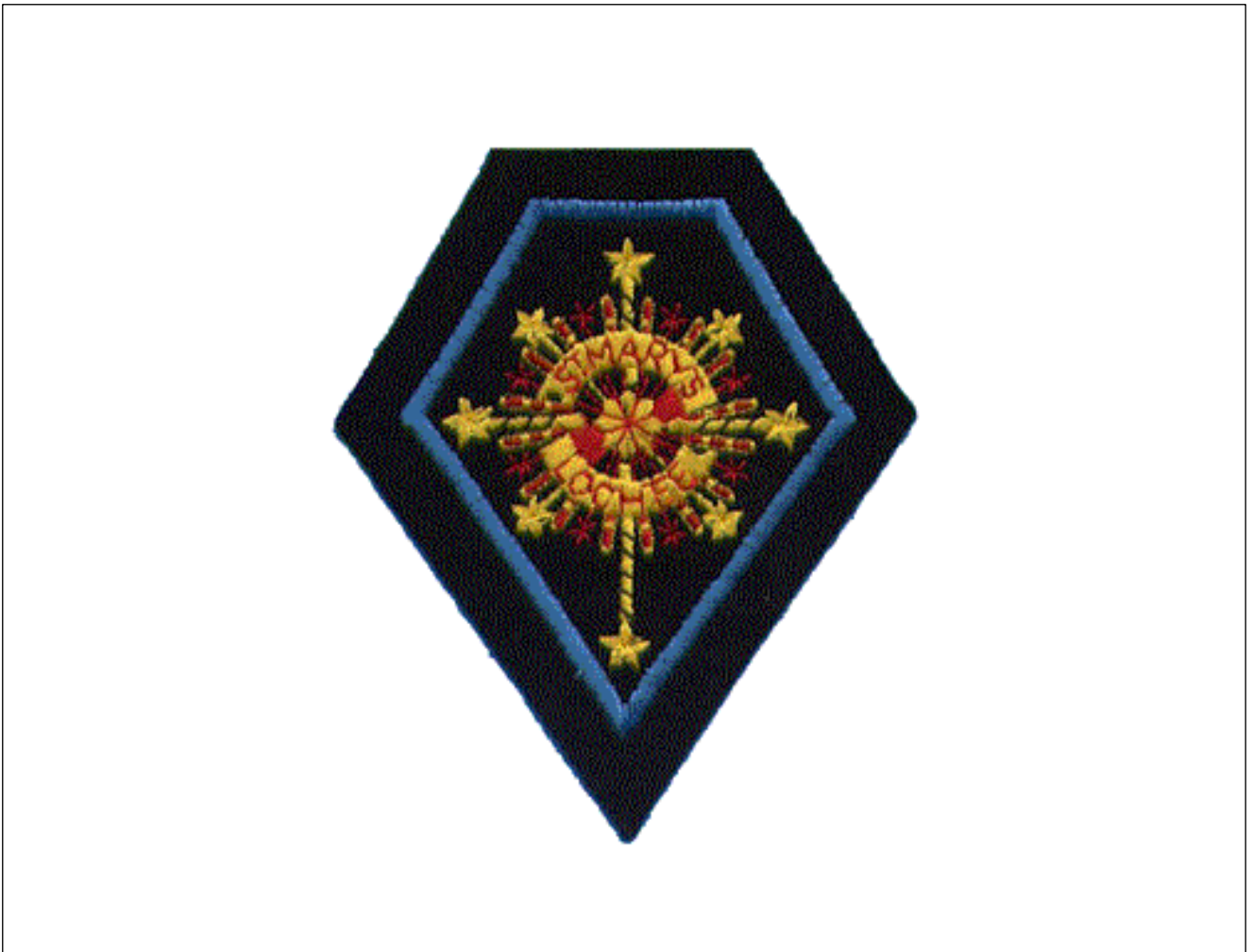


**St Mary's RC Primary School**

**School Improvement Report  
Session 2018-2019**



St Mary's RC Primary School

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This document shares and celebrates the improvements in our School and embraces all ages and stages.  
It is based upon our School Improvement Plan for session 2017 - 2018

### **School Aims:**

Our vision is for all in St Mary's: *'To be the best we can be'*. Our school community will work together to promote a culture of mutual respect and lifelong learning where children are happy, motivated and have high self-esteem and confidence to enable them to realise their full potential. The aims of St Mary's are:

- to provide high quality, challenging and enjoyable learning experiences that allow every child to achieve their full potential.
- to promote effective partnerships with home, school, parish and partner agencies in order to support the development of the whole child.
- to promote an ethos, within a secure, trusting and Christian environment, where everyone is included, valued equally and respected
- to provide a wide range of opportunities where both achievement and effort is recognised.
- to support and encourage children to have high expectations in their learning and behaviour.
- to grow as a Catholic community where gospel values, prayer and worship are central.

## **Context of the School:**

St Mary's Catchment Area is significantly above the Dundee average, and twice the Scotland average, for income deprivation. Twice as many people resident within the catchment area are employment deprived compared to Scotland as a whole.

68% of our pupils live in SIMD 1 & 2.

34% of our pupils have an entitlement to free school meals.

The roll of the school in June 2019 is 304 children and comprises of twelve classes and a 20/20 nursery class for children aged 3-5. The senior management team in St Mary's comprises of a Head Teacher and a Depute Head Teacher. St Mary's is a catchment primary for St John's RC High School. The school currently supports a number of families open to Social Work involvement and also supports several Looked After Children. Our school has a very strong ethos of inclusion, support and nurture.

The school has a joint Breakfast Club with Ancrum Road Primary School with a capacity of 50 pupils (we have increased this number to 75 spaces through PEF funding. The additional 25 places are solely for St Mary's pupils). There is an Out of School Care Club which provides after school care for pupils from both schools.

Our children and parents regularly express they are happy to come to nursery and school and almost all our staff have high expectations for pupils, reflected in a very positive school ethos. High levels of respect is shown between staff, pupils, parents and partners and our children are very well behaved. All teachers are developing active and co-operative learning strategies, and through professional learning, have developed a range of further teaching strategies e.g. continued development of Assessment is for Learning. All staff can demonstrate confidence in sharing learning intentions and are confident in identifying next steps in learning. All teachers are focussed on providing the best possible learning experiences for our learners and almost all are able to plan effectively, taking children's interests into account and responding to current events.

Almost all of our staff lead extra-curricular activities to promote and enhance the wider achievement of our pupils. Every year our primary 7 children attend a residential trip to Dalguise. Almost all pupils are keen and enthusiastic to take on board opportunities for leadership in school through a variety of different means e.g. Head Boy, Head Girl, Heads of Houses, Pupil Council, ICT Monitors, Peer Mediators, and Librarians etc. Most children talk articulately and with pride about their school and about their achievements. Our pupils engage in an extensive range of cultural, sporting and charitable activities these include Athletics Championships, Cross Country Tournaments, Hockey, Football & Netball teams, MacMillan, SCIAF, Food Bank, Cash for Kids, Funding a Defibrillator for the local community, African Children's Choir etc.

We believe that meeting learners' needs is a strength of our school and our staff are committed to matching tasks and activities to the needs of our learners. Differentiation has been a focus across the school to ensure appropriate pace and challenge for all learners. Class teachers work closely with our highly skilled SfL teacher, other support staff and parents to meet additional needs e.g. through implementation of ABLE plans, targeted 1-1 support and small group support in literacy and numeracy. Positive partnerships with a wide range of different professionals support our pupils to develop and learn. Staff from Multi-Sensory Service, SALT and DEPS work closely with staff, and with parents, to ensure that pupils with barriers to their learning are able to access an appropriate curriculum to meet their needs. A key role of support for learning is to ensure that children's needs are always being assessed and catered for. Some of our children benefit from short, targeted blocks of additional help as well as children who receive continuing support throughout the year.

We use our School & Family Development Worker effectively in reaching out to our most vulnerable families. He also supports individual pupils and groups of children within the school setting helping them to engage in their learning and helping to meet their social and emotional wellbeing needs. Our School & Family Development Worker also supports families who may experience difficulties with their child's attendance.

In our nursery provision, all staff are committed to developing a curriculum that takes account of child initiated learning, using observations, consultations with the children and responsive planning to inform next steps. The ethos in the nursery is very good and there are strong relationships with parents and the wider community. Our portfolios are being developed to ensure that they are relevant, informative and identify next steps in learning. Staff are also using these portfolios to involve children in discussions about their learning journey.

A transition process for entrance into P1 is in place and feedback from parents has been extremely positive. Additionally we have Enhanced Transition procedures in place for more vulnerable children at all stages of transition, with all staff sharing relevant information. Primary 7 pupils transfer to St John's High School and a very effective transition programme is in place to ensure smooth transition for all.

**Attainment Data 2018- 2019**  
(percentages)

	<b>Reading</b>	<b>Writing</b>	<b>Talking and Listening</b>	<b>Numeracy</b>
<b>Primary 1</b> (CFE Early Level)	<b>79%</b>	<b>79%</b>	<b>91%</b>	<b>85%</b>
<b>Primary 4</b> (CFE 1 <sup>st</sup> Level)	<b>84%</b>	<b>73%</b>	<b>88%</b>	<b>78%</b>
<b>Primary 7</b> (CFE 2 <sup>nd</sup> Level)	<b>78%</b>	<b>69%</b>	<b>83%</b>	<b>69%</b>

## Review of Improvement Progress for Session 2018-2019

### School Improvement Priority 1:

#### Raising attainment in Numeracy

##### Progress and Impact:

- Our aim in 2018-2019 was to improve attainment in numeracy and maths. In June 2018, our average attainment level across P1, P4 and P7 was 80%. Our aim was to maintain this level.
- In June 2019 our attainment level across P1, P4 and P7 was 77%.
- All staff trained in Mental Maths strategies by Tom Renwick, parents were also invited to work with Tom to support their children at home – this has had a positive impact on outcomes for pupils.
- New resources purchased for outdoor numeracy e.g. Numicon, fraction baskets, natural measuring equipment etc. to aid learning and teaching. Pupils confidently use these resources to support them in their learning.
- All staff continue to use the full progression framework in numeracy and maths using the citywide toolkit alongside the new organisers & benchmarks to aid planning and learning & teaching. Teaching staff know exactly what they have to teach for each stage and this is ensuring challenge, breadth and progression for all pupils in their numeracy and maths learning.
- Staff developed a programme of core skill for the teaching of numeracy and maths from P1 – P7.
- Staff members supported by Staff Tutor in numeracy helping them to become more confident in different aspects of numeracy. Staff tutor was impressed with the quality of learning and teaching in numeracy and maths across the school.
- Most children are more confident in numeracy and mathematics and most can confidently share strategies they are using.
- PT organised a numeracy and maths day which involved parents, local community and outside agencies. The purpose of this day was to develop skills for learning, life and work. Children were able to see and demonstrate first-hand the numeracy & maths skills required for various jobs.
- Parents were invited into school for a numeracy open morning.
- One member of staff trained in Outdoor Learning in Numeracy and Maths at second level. She went on to train staff across the school.

**Next Steps:**

- All staff to have further training in outdoor numeracy and maths.
- Another member of staff will be trained in Outdoor Learning in numeracy and maths at first level. She will work with the other trained member of staff to develop outdoor learning in numeracy across the school and aid staff in developing resources for use across the school.
- All staff to receive refresher training in Numicon.
- New staff to the school to receive training in Conceptual Understanding of Maths
- Staff Juliet Donaldson developing numeracy and maths skills outdoors.
- To continue to raise the profile of Numeracy and Maths by engaging staff, pupils and parents in National Maths Week, themed numeracy days, open afternoons, 'Read, Write, Count' bags.
- Staff will work on moderation of maths across the school to ensure shared expectations of achievement of a level.
- To introduce Dundee City Council's progression framework for numeracy and maths.

## **School Improvement Priority 2:**

### **Raising attainment in Literacy**

#### **Progress and Impact:**

- Our aim last session was to improve attainment in literacy, with a focus on reading and writing.
- In June 2018, our average attainment level for P1, P4 and P7 reading was 76%. Our aim to increase this to 78%.
- In June 2019 our average attainment level for P1, P4 and P7 in reading was 80% - an increase of 4%. We overtook the target we had set.
- In June 2018, our average attainment level for P1, P4 and P7 in writing was 74%. Our aim was to increase this to 78%
- In June 2019 our average attainment level for P1, P4 and P7 in writing was 74%. We have maintained the previous levels.
- All staff are using The Big Write to develop writing skills. This has had a very positive impact on engagement in writing across the school. Children are now showing enthusiasm when writing. This is to be further developed next session.
- Drive to improve handwriting and spelling across the school. This is to continue to be a focus across the school next session.
- PT organised a literacy day which involved parents, local community and outside agencies. The purpose of this day was to develop skills for learning, life and work. Children were able to see and demonstrate first-hand the literacy skills required for various jobs. This included outdoor learning in literacy.
- A targeted group of Primary 7 pupils, working within 3<sup>rd</sup> level for writing, worked weekly in St John's with pupils from other schools across our cluster, to further enhance their writing skills. This gave the group drive to further improve their writing skills and further upskill their writing.
- P6 pupils buddied P1 pupils for reading, encouraging them to read independently and develop a love of books. They then took part in the Scottish Book Trust Awards.
- Acting PT attended training on reflective reading to improve comprehension skills. She then trained all staff on Inservice Day. This has had a positive impact on developing comprehension skills across the school.
- Targeted support was put in place for pupils requiring additional support for reading. These pupils made significant progress in their reading and this was reflected in our ongoing assessment data.
- Parents were invited into school for a literacy open morning.
- Ruth Miskin (Read, Write Inc) trainers supported the school through 2 development days. This further improved our approach to reading in the early years.
- Primary 3 pupils were selected to be filmed in Glasgow by the BBC for a question and answer session by Lauren Childs. The impact for the children was immense. They were totally inspired to come back and write creatively.

**Next Steps:**

- Continued whole school focus on developing writing skills across the school
- Further training for all staff in The Big Write.
- All staff teacher to receive refresher training on Reflective reading, with a focus on further developing comprehension skills
- A member of staff to attend listening and talking training.
- A development day is planned for early reading with one of Ruth Miskin's trainers coming into school to support staff.
- To further develop outdoor learning within different aspects of literacy.
- To further improve handwriting and spelling at all stages of the school.
- To introduce Dundee City Council's progression framework for literacy.



## **School Improvement Priority 3:**

### **Health and Wellbeing; social and emotional support for pupils**

#### **Progress and Impact:**

- Our aim was to improve outcomes in Health & Wellbeing across the school
- Continued use of the High 5 Room to support targeted groups and individuals – soft start, small group activities to develop social skills, team building, nurture support. The impact has been that children have been able to stay in their class and focus, with support, on their learning.
- Further development of the 'Tattie Patch' (school allotment where children have planted, harvested and eaten crops) has improved the wellbeing of targeted pupils and this has again impacted on their overall engagement in their learning across all curricular areas. Vegetables grown were then either used in school (cooked by school cook for lunch) or taken to the food bank to be distributed to families in need.
- Our School & Family Development Worker, Mr Wallace, has continued to play a key role in supporting families and pupils this session. He has helped parents/carers help bring their child/children to and from school. He has also helped families in crisis through offering support to complete paperwork for free school meals, clothing grants, housing etc.
- Our S & FDW and a PEYSA continue to support individual pupils and groups of children within the school setting who are experiencing trauma, loss and emotional difficulties. Through the work they have done they have enabled the children to manage their emotions and feelings resulting in them being able to concentrate on their learning in class.
- 3 members of our staff were trained in Season's for Growth. This supported the emotional wellbeing of 2 groups of pupils at P7 and P stage who have experienced loss. Pupils reported that they felt more able to cope after being part of this programme.
- Our Primary 3 classes worked with Roots of Empathy. This programme explicitly develops empathy through seeing at first hand the development of a baby and the attachment formed with its mother. The impact of being involved in R of E has been improved relationships with others and a developed ability to empathise with how others are feeling.
- Pupils and staff at P3 and P4 stage worked with Active play this session. This has positively impacted on team building, cooperative learning, and creativity, fostering leadership skills, inclusion and raising attainment.
- A member of support staff has provided loose parts play opportunities for all classes during lunchtimes. This has positively impacted on team building, cooperative learning, and creativity, fostering leadership skills, inclusion and raising attainment.
- Most classes continue to continue to develop a growth mindset towards all aspects of school life with a 'can do' approach to learning, learning from mistakes and an emphasis on the words 'yet',
- Most children display a more positive attitude to their learning.
- Staff received resilience training by Educational Psychologist. Staff acknowledged that this was one of the best courses they have attended. Staff are being guided by the principles and practices in their classroom.

**Next Steps:**

- Continue to develop the 'Tattie Patch' and Community Garden. All classes and targeted groups to be involved in this.
- An Active Panel has been installed in the High 5 room. The effective use of this will be further developed this session.
- Further develop outdoor learning/loose parts play this session, with support from Play Scotland and PEYSA.
- Taking part in Active Play Programme to develop play skills in children in P3.
- Further training for Play Champions at P6 level, involving the School and Family Development Worker as well as Play Scotland. These pupils will support younger pupils in their play at break times.
- Seasons for Growth groups to continue to support pupils who have experienced loss, at P6 stage and below.
- 1-1 and small group support will continue to be offered to those children who need it.

#### **School Improvement Priority 4:**

To improve skills for all pupils in design & technology

#### **Progress and Impact:**

- Senior pupils worked with Abertay University developing skills in design and technology
- A member of staff attended STEM training and then used her skills and knowledge to benefit the children. 17500 pupils from across Scotland entered the Scottish Engineers Leaders Award and 65 pupils reached the final round of judging. One of our P7 pupils reached the accolade of being one of the 43 shortlisted finalists and was awarded the certificate of Judges' Highly Commended. His design was put on display alongside the other winners in the University of Strathclyde.
- All classes attended Dundee Science Week activities across the city. The children were fully engaged in the activities which linked with the science topics being studied in class.
- Design and technology equipment was purchased through our PEF funding and the children used a variety of tools and equipment to create the designs they had drawn. The children across the school have shown skills in creativity, team working, risk taking and have developed skills for life and work.
- IT skills across the school have improved through the use of laptops purchased through PEF funding. Each class has been timetabled to use the laptops several times each week resulting in improved skills.
- Control technology resources have been purchased; Beebots, Cars and Robots. Several classes have developed their skills using these resources.

**Next Steps:**

- Purchase iPads to improve skills for all in use of apps and creativity
- Pupils to use iPads to record themselves/group evaluating their work
- Use of iPads/Dojo to send learning home to parents to replace Learning Log folders.
- Continue to improve ICT skills through use of technology e.g. laptops, iPads, netbooks
- Continue to develop skills across the school in design and technology, including the control technology purchased, Robots, Beebots, Cars.

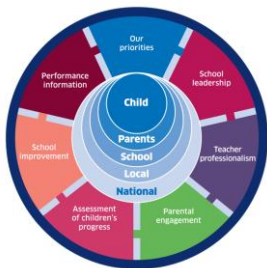
**Improvement Priorities for Session 2019-2020**

<b>1.</b> <b>Further improve attainment in numeracy and mathematics</b>
<b>2.</b> <b>Further improve attainment in literacy, improving writing skills, reading and comprehension skills</b>
<b>3.</b> <b>Continue to improve outcomes for all pupils in health &amp; wellbeing</b>
<b>4.</b> <b>Key focus on improving skills in technology</b>

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<https://parentzone.org.uk/>

### Further Information can be found at:



National Improvement Framework  
<http://www.gov.scot/Publications/2016/01/8314>

HGIOS 4 Self-evaluation  
[https://education.gov.scot/improvement/Documents/Frameworks\\_SelfEvaluation\\_FRWK2\\_NIHeditHGIOS/FRWK2\\_HGIOS4.pdf](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation_FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf)

Tayside Plan C&FS  
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Dundee Education Plan  
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