**St MARK’s**

**Primary SChool**

**Standards and quality report**



2021-22



**St Mark’s Primary School**

**Standards and Quality Report 2021-22**

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| **Context of the School** |
| St Mark’s Primary is a Roman Catholic Primary School which sits within the community of Barrhead and St John’s Parish. The current school roll is 361 pupils. The school has excellent relationships with the other establishments in the St Luke’s Cluster; St Luke’s High, St John’s Primary, St Thomas’ Primary, Arthurlie Family Centre and McCready Family Centre. Most Primary 1 pupils transfer to St Mark’s from Arthurlie Family Centre. School staff liaise with Arthurlie Family Centre through Early Years Neighbourhood meetings and plan transition meetings throughout the year. The school is also part of a neighbourhood group consisting of the above partners and all other educational establishments in the Barrhead area. Barrhead is an area of regeneration in a predominately affluent local authority.  The school has excellent links with St John’s church. Pupils, staff and parents are well supported by the school chaplains, Father Joe Balmer and Father Jonathan Whitworth. The school has an active Parent Partnership, which is supportive of the school. The school benefits from the involvement of a range of partners including the Active Schools Coordinator, an Educational Psychologist, Social Work, a Campus Police Officer, a Family First Worker and officers of the Education Department.  Within the school, 34% of pupils live in SIMD (Scottish Index of Multiple Deprivation) 1-3. The Family First Worker works with many families as a link between home and school. 65 of our pupils are identified as having additional support needs. 24% of our pupils receive free school meals. 10% of our pupils have English as an additional language.  Additional information relating to our school, including details on school roll and staffing can be found in our [school handbook](https://blogs.glowscotland.org.uk/er/public/StMarks/uploads/sites/102/2021/03/14221825/St.-Marks-Handbook-2020-2021.pdf). |

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| **Improvement Plan Priorities 2021/22** |
| In St Mark’s, our aim is to inspire the moral purpose of learning and teaching to; unleash potential, raise attainment, promote equity and transform the life chances of each and every learner, especially those most in need of support. In order to achieve East Renfrewshire’s vision of “Everyone Attaining, Everyone Achieving through Excellent Experiences”, we are committed to a cycle of continuous improvement that involves all stakeholders across our school community. In 2021/22, the school set out the following improvement priorities:  **Leadership and Management**   * Implement ongoing guidance on ‘Reducing risks (of Covid-19) in school settings’ * Publish and implement revised curriculum rationale * Develop moderation approaches * Launch ‘Make Your Mark’ achievement award * Improve analysis and evaluation of intelligence and data   **Learning Provision**   * Extend range of assessment approaches * Raise attainment in reading * Raise attainment in numeracy and maths * Improve playful pedagogy * Strengthen approaches to skills development * Embed outdoor learning * Enhance personalised support   **Successes and Achievements**   * Support staff wellbeing * Promote inclusion and equality * Develop creativity and employability skills * Consolidate Learning for Sustainability (LfS) accreditation and awards   In addition to these priorities, the school is addressing areas for development identified in an Education Scotland Inspection in June 2018. These areas are as follows:   * improve the consistency of high-quality learning and teaching to ensure that all children are given the best opportunity to achieve * extend the range of approaches to assessment so that children can apply and demonstrate their learning more effectively * use self-evaluation evidence more systematically throughout the school to drive forward improvement which leads to better outcomes, including raised attainment, for children   These areas were evaluated through a local authority follow through inspection visit in October 2021. Feedback and next steps from this visit are included in this report. |

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| **Method of Gathering Evidence** |
| A range of evidence has been gathered through self-evaluation to evaluate the work of the school in meeting the priorities outlined above. Self-evaluation frameworks, including *HGIOS4?* And *HGIOURS?* have been utilised to support this process.  Evidence sources include:   * Monitoring of learning and teaching, achievement and attainment throughout the year through observations (peer, SMT), sampling of work and learner conversations * Pupil responses to Health and Wellbeing Survey and learning conversations based on HGIOURS? themes * Professional dialogue with staff focusing on planning, tracking, attainment and achievement * Analysis of attainment data and tracking of pupil progress through CfE levels * Inspection follow through visit report from Quality Improvement Team (Oct 2021) * Use of benchmarks to moderate quality of teaching and learning with colleagues across our school, cluster and local authority * Evaluation of Child Wellbeing Plans and information from inter-agency partners * Staff, self and peer evaluations and departmental discussions * Moderation at school and local authority level * Surveys and questionnaires carried out with staff, pupils, parents * Cluster action plans * Focus group discussions with learners, teaching and support staff and parents * Information from our partners: Cluster schools and early years establishments, Active Schools, Educational Psychologist, link Social Workers, Family First, Campus Police Officer, School Nurse and Local Parish Priest * Creative Learning Network Fund Interim Evaluation |

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| **How good is our leadership and approach to improvement? (1.1, 1.2, 1.3)**  **Evaluation: Very Good** | |
| **NIF Priority**   * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least disadvantaged children * Improvement in children and young people’s health and wellbeing | **School Priorities**   * Implement ongoing guidance on ‘Reducing risks (of Covid-19) in school settings’ * Publish and implement revised curriculum rationale * Develop moderation approaches * Improve analysis and evaluation of intelligence and data |
| **NIF Driver(s)**   * School leadership * Teacher professionalism * Assessment of children’s progress * School improvement * Performance information | **Local Improvement Plan – Expected Outcome / Impact**   * A culture of self-evaluation and continuous improvement in all schools * A skilled and confident workforce * A positive culture of health and wellbeing in every school and service |
| ***Progress, Impact and Outcomes:***  Implement ongoing guidance on ‘Reducing risks (of Covid-19) in school settings’  All operational amendments from revised guidance were implemented. Ongoing risk assessments were undertaken in conjunction with colleagues from Health and Safety and Trade Union representatives. Fortnightly COVID inspections were undertaken to ensure that high standards were maintained at all times. Adopting all recommended mitigations allowed the school to operate for the full academic year despite significant levels of staff and pupil absence during Term 2.  Publish and implement revised curriculum rationale:  Following a thorough consultation with all stakeholders in Spring 2021, the [revised curriculum rationale](https://sway.office.com/HwqDj1X3c79O4rEU?ref=Link) was published in August 2021 and shared with all parents at curriculum open afternoons in September. The local authority follow through visit evaluated children’s experiences as very good. The report noted that “In all lessons observed children understand the purpose and relevance of their learning and are enthusiastic about their skills development. There is a focus on developing outdoor learning opportunities to support learning and in recognition of the benefits of learning outdoors on wellbeing.”  In end of year parental questionnaires, almost all parents and carers (96%) agreed that “the school helps my child to be confident”. A range of qualitative statements made the connection between the curriculum and the development of the children’s capacities: “My daughter has had another great year at the school, great staff, positive experiences and opportunities as well as an enhanced love of reading and story writing. It’s lovely to see how her teacher has built a trusting relationship with her enabling her personality to flourish and her confidence grow. Thank you! We look forward to the last term and more great years at the school.”  The revised rationale placed a specific emphasis on STEAM subjects. All classes have participated in science team teaching for a five week block, three sessions being led by the Science Champion and the final two being led by the class teacher. During these sessions staff have been able to observe the structure of a science lesson, approaches to make the subject more practical, a variety of resources to use and ways to creatively assess experiences and outcomes. Assessment approaches were modelled during these sessions and further examples were made available to staff on the school STEAM support site.  Staff evaluations prior to starting science team teaching stated that 42.9% of staff did not feel very confident in teaching science topics. The majority of staff (57.1%) did not have a good understanding of how to structure a science lesson and the different elements it should have.  Following team teaching sessions, all staff now feel confident or very confident in teaching science topics. All staff are now aware of the five types of Scientific Enquiry and have confidence in developing the Science Capital of pupils. All staff also agree or strongly agree that they have a better understanding of how to structure a science lesson and the different elements it should have. All staff have also increased their confidence in using a range of assessment approaches to assess science experiences and outcomes. All staff agree or strongly agree that the STEAM Support Site has been useful when planning lessons and assessing experiences and outcomes and the use of this was evident when class teachers were leading the follow up lessons.  Prior to science team teaching, most pupils agreed that they do not do enough practical ‘hands on’ science. Following the sessions this view changed and this was identified as a strength. The number of children who enjoy science, who would choose it as a subject in high school and consider a job in the STEAM industry increased. The majority of children also stated that they now do more collaborative work and challenge their thinking. The majority of children believe that the science starters have helped them use more scientific vocabulary and develop their observation skills.  Next Steps:   * Update curriculum rationale for August 2023, working with all stakeholders to review and develop the identity of the school as an inclusive learning community in response to the changing demographic and reflecting the increasing diversity of the school context. * Plan team teaching opportunities with the East Renfrewshire Development Officer for Science to build skills development * Share STEAM Support Site and the structure of a science lesson with new members of staff * Science refresher CLPL for new and returning members of staff on structure of a science lesson, scientific enquiry, assessment and classroom displays * Record children using creative assessment approaches in Science to build a bank of ideas for staff to use across the curriculum * Create a STEAM Room for science lessons to take place * Visits to St. Luke’s science department   Develop moderation approaches:  Quality Assurance Moderation Support Officer role introduced to support in-school, cluster and local authority moderation activities. Moderation Facilitators attended refresher training and supported in school and local authority moderation processes. All teaching staff attended *‘Sharing the Standards’* sessions and supported each other during in-house moderation. Staff evaluations highlighted these sessions as being beneficial in advance of the February event.  Following the event, the Education Development Officer noted “the high standard of moderation evidence that was submitted by St Mark's. Each piece of evidence submitted was moderated by three groups across the authority, and unanimously each group agreed the evidence met the intended outcomes….I felt it important to highlight this directly as a clear representation of the impact of your in-house commitment to learning, teaching and assessment over the past two years.”  The local authority follow through visit report echoes these sentiments, stating that “All members of the school community work together in an effective way and a climate of high expectations based on mutual respect is evident. Staff demonstrate a commitment to the school’s strong culture of collaboration with everyone working together to improve outcomes for all learners.”  Next Steps:   * Collaborative Learning Networks to be established across local authority * In-school moderation, linked to teacher judgement reporting, to continue as part of quality assurance calendar   Improve analysis and evaluation of intelligence and data:  James Nottingham’s ‘Visible Learning’ Attainment/ Progress quadrants were introduced to support all teaching staff in tracking pupil attainment and progress in literacy and numeracy. These quadrants complement existing data sets and have been effective in building up a picture of attainment over time, while providing a focus for discussion around interventions. All teaching staff participated in data analysis training, led by the Quality Improvement Officer for Performance and Planning.  The follow through visit report highlighted that the school “uses systematic self-evaluation to plan for change. Staff are reflective and use data to inform developments. Effective approaches to monitoring progress, including tracking meetings and professional dialogue, are providing all stakeholders with a clearer picture of attainment and progress over time. Senior leaders use this very well to identify and target areas for improvement.”  Next Steps:  Continue to systematically embed use of self-evaluation for self-improvement to ensure improved outcomes for all learners, with a particular focus on extending the use of data to inform appropriate interventions and supports. This will include:   * Refining calendar of self-evaluation activities to improve measurement of interventions * Training for SMT in BGE Benchmarking Tool * Further training for teaching staff on accessing attainment information from ELCC tracking tool, Scottish National Standardised Assessments (SNSA) reports and Filemaker tracking database. * Ongoing analysis of school-wide attainment data including SNSA, ERC standardised assessments and Curriculum for Excellence judgement data. * Increased focus on key equity groups, poverty risk factors and data associated with poverty related attainment gap. | |

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| **How good is the quality of care and education we offer? (2.2, 2.3, 2.4)**  **Evaluation: Good** | |
| **NIF Priority**   * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least disadvantaged children | **School Priorities**   * Extend range of assessment approaches * Raise attainment in reading * Raise attainment in numeracy and maths * Improve playful pedagogy * Strengthen approaches to skills development * Embed outdoor learning * Enhance personalised support |
| **NIF Driver(s)**   * School leadership * Teacher professionalism * Assessment of children’s progress * School improvement * Performance information | **Local Improvement Plan – Expected Outcome/Impact**   * Improved reading, writing and mathematics throughout the years of the broad general education * An improvement in the attainment of disadvantaged children and young people * An increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities |
| ***Progress, Impact and Outcomes***  Extend range of assessment approaches  Following last year’s improvement focus on formative assessment, all staff indicated in a survey that they were somewhat or extremely confident in using formative assessment approaches. The follow through visit report recognised this confidence, noting that “All staff share a common, well-developed understanding of the school’s priorities for improvement and are fully involved in taking these forward, specifically, improvements in teaching and learning pedagogy.”  A few staff (5%) stated that that they still did not feel confident in facilitating effective cooperative learning and ensuring children took ownership of their learning. These areas therefore continued to be a focus for curriculum development this year.  The follow through visit identified an area for development in relation to peer and self-assessment. “In focus groups children report that teachers provide feedback on their progress however the purpose and value of peer and self-assessment was not clear to learners. Children would benefit from a more consistent approach to feedback, ensuring that all learners understand and can contribute to assessment processes to support progress in learning.”  All staff took part in a Formative Assessment refresher session, recapping on the practical techniques highlighted in the Dylan William ‘Embedded Formative Assessment’ professional reading and ways to support pupils in articulating skills development and next steps. Staff discussed and shared successful approaches. In-house assessment videos were shared to train new and returning members of staff on agreed successful approaches.  Formative Assessment toolkit boxes were provided to each class with a range of resources to encourage children to articulate their successes and next steps. All staff took part in peer learning visits, with a focus on Formative Assessment and the use of Learning Journey walls to share practice.  All staff recorded children or took photographs of the practical techniques in action in their classrooms. Staff shared this practice, discussing what is working well and what we still need to work on as a school to further develop the children as ‘Assessment Capable Learners’.  Almost all Peer Learning Visits evidenced greater consistency in a range of formative assessment strategies being used. Observation feedback shows that most classes are using practical techniques from the ‘Embedded Formative Assessment’ professional research and resources from the Formative Assessment toolkit box. Children in the majority of classes are able to discuss their own next step and identify next steps for their peers. All classes now have a Learning Journey Wall and this was used in the majority of peer learning visits to support pupils in evaluating their learning.  In Peer Learning Visit feedback, a member of staff commented that ‘it is clear children are very familiar with the language and terminology included in the ‘Learning Journey Walls’ and that ‘children can confidently speak about their learning journey’.  Staff feedback from the sharing of practice session indicates that child-led assessment, using resources from the toolkit box and highlighting next steps are emerging areas of strength in most classes.  Next Steps   * Support pupils to be effectively involved in formative assessment, in particular, the use of self and peer assessment and teacher feedback, providing opportunities for improving children’s involvement and progress in their learning. * Toolkit boxes refreshed with resources for August 2022 and bespoke Formative Assessment posters displayed in each class to be used by staff and children * Training for new staff on successful approaches across the school for children to become ‘Assessment Capable Learners’ * Link success in learning and next steps to skills development (DYW/ Career Standard)   Raise attainment in reading  *Implement whole school reading approach (as designed by Reading Skills Working Party)*  Daily Literacy Learning is firmly established in all classes across the school. All classes have timetabled support from a pupil support assistant or teacher for reading. ERC Principal Teachers of Literacy observed lessons across the school to identify good practice and areas for development. As a result of these observations, they offered further CLPL and team teaching to improve pedagogy and ensure learning was sufficiently challenging. Subsequently, the follow-through inspection feedback identified DLL as an area of good practice in the school with a high level of consistency in the quality of teaching of reading across the school. “In particular the school’s commitment to developing literacy across the school should be commended with its innovative approaches to programmes including Reading Recovery, Daily Literacy Learning (DLL) and Together Raising Attainment in Literacy (TRAiL). This is leading to improved outcomes for learners”  Feedback from teachers states that most pupils have improved reading fluency, reading confidence and comprehension skills since August. In addition engagement in literacy lessons and the ability to work independently has also improved for most pupils. Standardised test scores indicate that there is a significant improvement in reading at P5 (+14 increase in group average since P3) and P7 (+9 increase in group average since P5).  Qualitative feedback from teachers demonstrates the level of positivity and belief about this area of improvement. “Reading is well resourced with a variety of activities to choose from. The children's knowledge and understanding of their reading has deepened and they are more confident in reading out loud and answering more complex questions.”  “The DLL approach in my class is working well - pupils feel more independent, tasks are completed more promptly, pupils noticeably enjoy reading in their small groups and can discuss texts in great detail.”  “The targeted DLL support allows me to plan a broad range of activities for all individuals in the class, ensuring appropriate support and challenge. The DLL approach has further enhanced and encouraged independent learning within the classroom. The DLL approach has allowed me to target children who require additional support quickly and efficiently which has resulted in improvement in learning and progress.”  A new reading scheme (Collins Big Cat) was purchased for the whole school. Pupils were assessed to ensure that they were reading texts at an appropriate level. A related bank of resources has been created by staff to support the teaching of reading and ensure that pupils have appropriately challenging activities that develop comprehension and reading skills.  Reading Spine – Curriculum development work has led to the creation of a reading spine of whole class novel/book studies with interdisciplinary resources. Pupils have been positive in their feedback about the range and quality of texts on offer.  *Build a culture of reading through Scottish Book Trust Reading Schools accreditation framework*  Three class teachers took part in the East Renfrewshire Council Teacher Reading Group to develop an evidence-based approach to reading for pleasure pedagogy. Working with the Open University and UK Literacy Association, they were able to access a wide range of professional learning to increase their knowledge of children’s literature and support them in developing a reading culture in their classrooms. Interventions focused on Reading Aloud, the Reading Environment and Informal Book Talk.  Following these interventions, 76.2% of pupils stated that they are now reading more outside of school compared to the start of the year. Pupils’ attitudes to their own reading ability have also improved (60% of the focus group of children). In addition, there is greater use of class library books and more child-led reading occurring in the classroom. Furthermore, the number of children who were members of the local library increased by 12%. Moreover, staff felt that their improved knowledge of children’s literature meant that they were more able to support pupils in their reading for pleasure journey. Pupils stated that they were reading more at home and that they were more confident when reading aloud in front of their peers.  In response to the most recent curriculum questionnaire, 37% of pupils chose Literacy as one of their favourite subjects (compared to 21% last year). Last year 5 pupils (3% of the 148 who responded to the survey) included literacy related tasks when they told us what they enjoy in school and only 2 pupils said reading specifically. This year 12% (30 pupils out of 252) included literacy as something they enjoyed and 12 children specifically mentioned reading.  Pupils have taken on a range of leadership roles in relation to reading, including pupil-led redesign of class reading areas, pupil reading committee and Reading Buddies with STEM stories.  *Re-establish Reading Recovery for identified Primary 2 pupils, alongside P2 Daily Literacy Learning, P3 TRAiL, ‘Playing with Sounds’ phonological awareness programme and Together Better Readers.*   * P5 TRAiL – average reading accuracy pre-intervention: 91.5%, post-intervention: 99%; book band level increased by an average of 9.5 * P6 TRAiL – average reading accuracy pre-intervention: 88.5%, post-intervention: 99%; book band level increased by 10 for all children * Reading Recovery – pupils in Cohort 1 increased reading age by an average of 14 months and improved book level by an average of 10     *Boys’ reading attainment in Primary 3 has decreased, resulting in the lowest group average since 2018-19. (88) Disruption to Primary 1 and 2 learning due to lockdown and enforced periods of isolation has been a significant factor for this cohort.*  *Reading attainment in Primary 5 has increased significantly. Group average of 103 is 12 points higher than any group score at this stage in the last five years. The current P5 stage has the lowest SIMD average in the school (3.9), the highest % of children in SIMD 1-3 (42%) and the highest % of children with recorded ASN in the school (25%).*      *Reading attainment in Primary 7 has increased. Group average of 92 is higher than any group score at this stage since 2017-18. Tracking of this cohort of pupils identifies an 8 point increase since Primary 5, with the average score moving from 84 to 92.*  Next Steps   * Further develop whole school approach to ‘Daily Literacy Learning’ with a focus on developing vocabulary * Collaborate with English teachers from St. Luke’s to further develop reading skills and support transition to high school * Deliver CLPL to staff on ABCS of Talk and ensure this is used as a strategy for discussion/debate across the school * Introduce St. Mark’s Reading Spine * Work with cluster schools to agree on novel study for P7 to support transition to high school * Plan opportunities to share learning and teaching with parents and provide resources and strategies to support learning at home * Continue to build a culture of reading for pleasure across the school by   + developing a school library containing a wide range of diverse, engaging texts   + strengthening links with local library and planning regular visits   + introducing daily ‘Everyone Reading In Class’ (ERIC) time at all stages   + introducing P6 & P7 Reading Buddies for P1-3 * Introduce ChattERbox and ‘Playing with Sounds’ interventions for identified pupils. * Maintain established reading interventions: Reading Recovery, TRAiL, and Together Better Readers.   Raise attainment in numeracy and maths  *Collaborate with Maths teacher from secondary to build capacity on delivering ERC Numeracy and Maths strategy*  Team teaching with secondary colleague has taken place across a range of stages at First and Second Level. Professional dialogue has continued to foreground the importance of a positive maths mindset, the use of concrete and pictorial approaches, and an emphasis on progressive mental maths strategies. Standardised assessment data (below) shows attainment is at a 5 year high in Primary 5 and 7 (95 and 93 respectively), while girls in Primary 3 have scored higher than any cohort of girls in the last five years.  Participation in Maths Week Scotland, National Numeracy Week and the Virgin Make £5 Grow initiative provided learners with the opportunity to apply their numeracy and mathematics skills in real-life contexts and further develop their understanding of how maths is used in the work place. Enterprise activities linked to the context of the 60th anniversary have been effective in engaging and motivating pupils to apply their knowledge of money, number and information handling. The follow through visit report highlighted the school’s commitment to raising attainment “The current school improvement plan clearly reflects a collective vision for improvement within the school. Priorities have a strong focus on raising attainment and recognising achievement, improving the quality and consistency of learning and teaching and inclusion and supporting pupils.”    *Maths attainment in Primary 3 is consistent with previous years. However, the attainment of girls is stronger than it has been in the last five years to date. (94)*    *Maths attainment in Primary 5 is at the highest it has been in the last five years. Girls in particular are demonstrating significant improvements, with an average of 97.*    *Maths attainment in Primary 7 is at the highest it has been in the last five years. 39% of pupils in Primary 7 are in the Lowest 20% for numeracy across the local authority.*  Next Steps:   * Establish working party to design whole school approach to mental maths. * CLPL for staff in concrete, pictorial, abstract approach to maths * Collaborate with PT Numeracy to develop SEAL approaches and games-based learning * Participate in Maths Week Scotland * Provide opportunities to share learning and teaching with parents and strategies to support home learning   Improve playful pedagogy  This priority has been led by the Principal Teacher for Primary 1 and 2 who has delivered improvements within St. Mark’s while making significant contributions to the wider professional network within East Renfrewshire, the West Partnership *(through the ‘What Makes Great Teaching’ programme*) and the University of Glasgow Initial Teacher Education programme.  All St. Mark’s infant staff engaged in CLPL, which focussed on implementing a playful pedagogy approach in primaries 1 and 2.Learning visits have shown that there is now a balance of teacher-led, teacher-initiated and child-led activities in most primary 1 and 2 classes in Literacy and Numeracy. The follow through report identified an improved consistency in the quality of teaching and learning in the school “There is a high level of consistency in the quality of learning and teaching across the school with children’s experiences evaluated as very good. In most lessons, learning is appropriately challenging and well matched to children’s needs with almost all children engaged and highly motivated to succeed in their learning.”  The principal teacher has worked in partnership with ERC colleagues and the University of Glasgow to provide support and professional learning for postgraduate students on implementing playful pedagogy and outdoor learning. All students agreed that this session improved their knowledge of playful pedagogy. All students gave examples of ways in which this session had influenced their practice. All students agreed that they would be interested in further sessions on playful pedagogy. The University of Glasgow has invited the principal teacher to deliver further sessions in the new academic year. This partnership with the University has included sharing examples of playful pedagogy approaches in St Mark’s as exemplification of good practice.  Additional partnership working in relation to play involved working with the Quality Improvement Officer to support probationer teachers in East Renfrewshire. The principal teacher delivered an input to 24 newly qualified teachers. All felt this session was valuable in improving their knowledge of playful pedagogy. Feedback was very positive and the input will be delivered again in the next academic session providing further opportunities to share practice from the school with a wider cohort of practitioners.  All pupil support assistants have attended training to develop knowledge of playful pedagogy approaches. All pupil support assistants believe that they have a deeper knowledge of playful pedagogy. All believe they now have a deeper understanding of what a provocation is and how provocations are used in class to support learning. All agree that they have a better understanding of what the Leuven Scale is and how to use it to observe child-led learning.  *“I would say learning about The Leuven Scale has had the biggest impact. I now have the knowledge to look out for changes in a child's behaviour while at play and in class, which can only help their emotional wellbeing and development.” PSA evaluation*  The impact of improvements in Primary 1 and 2 is borne out by a range of quality assurance feedback and recent attainment data.  Primary 1 baseline group average in Literacy (92) was 2 points lower than last year’s P1 cohort and 3 points lower than this year’s cluster average (95). The group average in Maths (96) was one point lower than last year’s P1 group average (96). However, despite a lower starting average than last year’s Primary 1 cohort in both literacy and numeracy, teacher judgements document an improvement on last year’s data, with an increase of 7% more children achieving early level in reading and writing (70%), 10% more children achieving early level in talking and listening (84%) and 5% more children achieving early level in Maths (77%). In addition to these gains, all Primary 1 pupils achieved Band 3 or above in P1 SNSA literacy, compared with last year’s Primary 1 where 12% of pupils were within Band 1 and 2.  In Primary 2, a number of children who were not adjudged to have achieved early level in Literacy and Numeracy at the end of Primary 1 are now on track with the gradient of learning. The table below illustrates progress in each area:   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Stage (Year) | CfE Reading (on track) | CfE Writing (on track) | CfE Talking and Listening (on track) | CfE Maths (on track) | | P1 (2020-21) | 63% | 63% | 74% | 72% | | P2 (2021-22) | 84% (+21%) | 73% (+10%) | 98% (+24%) | 89% (+17%) |     Next Steps:   * Continue to develop playful pedagogy across primaries 1 and 2 * Write a Playful Pedagogy policy to ensure consistency across classes * Reintroduce ‘Stay and play’ family sessions * Parental involvement in leading and facilitating playful pedagogy approaches * Redevelop infant atrium play space   Strengthen approaches to skills development  Two class teachers and a Principal Teacher undertook Education Scotland’s Mindset Teams Primary Science training to develop staff awareness and understanding of growth mindset principles and increase teacher awareness of relevant science pedagogies. A project to introduce ‘Learning Journey’ walls across the school and to evaluate their effectiveness in coaching children to better articulate their skills development and next steps in learning was successfully implemented. All practitioners involved were awarded credits in Applied Growth Mindset by Glasgow Caledonian University.  Cluster learner dispositions have been re-introduced to the whole school, with a monthly focus on each disposition.  The follow through visit report noted that “Children are engaged in their learning and motivated to succeed. The very positive learning environment is supporting learners to contribute well in lessons and challenge themselves in their learning….In almost all lessons observed children understand the purpose and relevance of their learning and are able to talk about what they need to do to improve further.”    Next Steps:   * Continue to improve the quality of learning and teaching by looking outwards and collaborating with other schools and establishments to build on the reading and research which has already taken place. * Ongoing focus on Growth Mindset, Learner Dispositions and Learning Journey walls to articulate strengths, skills and next steps in learning   Embed outdoor learning  All classes are accessing outdoor learning at least once per week. Most classes have also taken part in further outdoor learning experiences to enhance learning where appropriate, including pond dipping, forest schools and making use of local green spaces. All children have participated in both outdoor classroom days this year. Learning has been linked to Laudato Si’. Pupil feedback during learning conversations has been very positive:“I like that we can be free and do lots of stuff and I feel like I’m so calm when I’m outdoors in the school.”  The follow through report identified outdoor learning as an important feature of the school’s improvement journey: “In all lessons observed children understand the purpose and relevance of their learning and are enthusiastic about their skills development. There is a focus on developing outdoor learning opportunities to support learning and in recognition of the benefits of learning outdoors on wellbeing.”  All classes have been provided with access to outdoor clothing, updated resources and an outdoor learning box to support with outdoor learning experiences. There has been positive feedback from staff when using the boxes to support learning.  The improvements in approaches to play and outdoor learning have impacted positively on relationships across the school. There has been a significant reduction in playground incidents and instances of behaviour that impact on subsequent planned learning experiences. There has been an overall reduction in the number of AIRS forms relating to incidents and injuries. The follow through report noted that: “The very positive relationships between staff and children are a significant strength of the school. Children are well behaved and demonstrate genuine respect towards staff and one another.”  All children in Primaries 1-5 have taken part in Forest school sessions this year. During learning conversations, pupils have given positive feedback from their sessions at Forest School. All staff who have attended have also given positive feedback and their confidence in facilitating Forest School activities has increased. When asked what they enjoy most about outdoor learning, children’s replies included: “I like forest as we can learn lots of things about the outdoors like worms carving wood and lots more.”  “I like going to Forest School learning about how to make outdoor things, such as a fire. I like to look for bugs and plants and I like to play on the outdoor swing.”  Parents were invited to attend Forest School sessions with their children from Primaries 1-4. Feedback has been positive. Some parents have commented that they would now feel more confident in taking their child to this area to use outwith school time.  Parents attended a day of action in the school playground to work with staff and children to enhance the playground area.  Next Steps:   * Extend Forest School sessions to include Primaries 6 and 7 * Reintroduce the John Muir Award in Primary 7 in conjunction with other cluster establishments * Replenish loose parts equipment * Monitor and develop the inclusion of outdoor learning experiences as part of the ‘Make Your Mark’ award   Enhance personalised support  The follow through report highlighted personalised support as an area of strength within the school. “Inclusion in the school is a major strength with innovative approaches to nurture providing all learners with an appropriate environment in which to learn. In particular, the development of Treasure Island and the Greenhouse are positively impacting on children’s wellbeing ensuring that all learners feel included, engaged and involved in the life of the school and are making progress in their learning.”  We currently have 67 pupils with an identified barrier to learning required targeted support through wellbeing planning or strategies detailed on an additional support need profile. All year groups have had an overall increase in the amount of children requiring additional support, partly through Covid recovery and our support of pupils in the lowest 20% attainment groups but also due to the raised awareness and skill of staff in terms of identifying the need for support or referral to external assessment where this cannot be facilitated in school.  Our targeted support base, the Greenhouse, has continued to evolve. It has been possible to include a wider range and number of children in the room during the school week. Needs that are currently supported include, but are not limited to, autism, ADHD, global delay and barriers to speech and language. We have had a number of pupils this year who have transitioned either back to their mainstream class on a fulltime basis or moving onto secondary education or communication bases. To enhance the experience of pupils moving to new establishments and to ensure that they are wholly supported in the process, we have fostered greater links with onward destinations. Examples of this include visits to St. Luke’s High School for our small groups to familiarise themselves with staff, classrooms and support bases ahead of the official transition visits and also coordinating visits to Williamwood Communication Unit with other feeder primary schools for those starting in S1 in the new term. The impact of the Greenhouse in supporting learners was summarised by a parent, who said that “My son receives the gold standard of education in attending the Greenhouse.”  Our provision for targeted nurture input, Treasure Island, has also enhanced its transition points for pupils needing support with social, emotional or behavioural needs. An example of this includes our upper groups working with groups from St. Luke’s High School as part of Forest Schools to allow the children to make connections with staff and pupils alike for their future destinations. Due to awareness raising of staff through nurture training and assessment of those nominated, we have currently allocated all spaces available for nurture provision. The progress of children in nurture is monitored using Boxall profiling and all children in our core and upper groups are showing progress in their identified areas of need. When discussing her child at a review meeting, one parent reported, “I don’t know what the secret is in the [nurture] room but I know that it is working and that my child is much more confident and expressive when coming home each day from school.” Due to the easing of Covid-related restrictions, we have been able to open our doors to allow parents to come into the nurture room to experience the work that goes on there and celebrate the achievements of the children. There are currently 13 children in Treasure Island across the week. As a PEF funded intervention, this provision prioritises children from SIMD bands 1-3 and forms an important part of the school’s focus on tackling inequity and reducing poverty-related barriers to attainment. The follow through report highlighted good practice in this area “Tracking and monitoring of pupil progress is well-understood and used effectively to secure improved outcomes for all learners including those learners in key equity groups.”  All staff this year have continued to build their understanding of nurture informed practices by attending a number of nurture-based training sessions. These have included studying the arousal continuum and what this means for supporting pupils; the use of Boxall profiling to identify needs and practical skills to use within the classroom to support learners with needs relating to attachment.  Two members of staff are currently undertaking accreditation with NurtureUK as part of the National Nurturing Schools Award. In working with NurtureUK and towards the award, the school will be able to evidence its successes in implementing and embedding a nurturing culture that is responsive to the social, emotional and mental health needs of our young people and wider community. When asked at the start of session 2021-2022, 100% of our staff recognised the benefits of applying nurturing approaches throughout our school. The follow through report documented the consistency of this approach across the school: “There is a strong ethos of support, with a highly effective focus on nurture. This has resulted in very positive relationships across the school.”  We have continued close partnership working with colleagues from educational psychology, behaviour outreach, sensory support services, social work, Family First, speech and language therapy, occupational therapy and the school nurse. One partner noted in her evaluation of the school’s work that “The staff in St Mark's and in particular the Senior Leadership Team have been very clear in communicating the main aims of the school and my role within this. This clear communication means that carefully considered plans can be designed for individual pupils which in turn enhances personalised support.”  Our provision of support for pupils with English as an additional Language (EAL) has developed this session with the implementation of weekly targeted support for pupils with early language acquisition and those who are developing competence. Through the use of visuals, active tasks and games, all children in these groups have developed in their skills supported with peers of similar ages and abilities. Our EAL support has expanded to include a further 30 children this year in comparison to previous sessions.  Our assessment and support of pupils with specific barriers to learning linked to literacy based tasks has also progressed this year. We have had an overall increase in pupils being provisionally assessed for and also identified as having dyslexia. We are universally supporting these pupils through dyslexia friendly approaches in our classroom and the facilitation of weekly literacy support groups offering strategies and over learning for 18 of those needing targeted support.  We have continued to provide and build upon supports available for pupils stemming from specific trauma or events in their lives. This has been facilitated through personalised ‘Walk and Talk’ sessions with specific pupils which use counselling skills approaches to explore barriers or challenges within their own lives. All pupils have identified that sessions have enabled them to identify patterns and events which can be unhelpful to positive thinking and are more able to put strategies in place to overcome them. Our support for pupils dealing with a major loss or change such as bereavement has been maintained through facilitation of Seasons for Growth.  When we asked all pupils in the school through a health and wellbeing survey if help is given, in terms of targeted support for children who need it, 94% of our learners identified that this is something that the school puts in place. Almost all parents agreed or strongly agreed that the school is getting it right for their child in terms of nurturing relationships, targeted support, wellbeing and attainment.    Next steps:  Targeted support (Greenhouse):   * Develop more specific measures to track progress of pupils and identify need for additional personalised support * Continue to build relationships for transition with class teachers, secondary schools and communication units to develop understanding and ensure appropriate supports * Enhance sensory support for regulation through the development of the Peapod room and resources in class.   Support of learners   * Identification and ongoing support of pupils dealing with change or challenges through Walk and Talk and Seasons for Growth. Development of drop in sessions for current and previous participants. * Review of whole school dyslexia / support policy and implementing changes as necessary. Maintain momentum of testing, identification and support. Development of support booklets for awareness raising and support at home. Training of additional staff in administering dyslexia tests.   Nurture:   * Audit communication friendly approaches throughout school * Develop partnerships in nurture with linked nurseries and secondary schools. * Audit and follow through of school environment to ensure nurture practices in place throughout. * Develop linked working in nurture room with parents on a regular basis to foster home / school relationships * Further staff CLPL on nurture looking at specific areas of universal support. * Further 10 staff to complete Boxall competencies course online (credits given due to accreditation). * Further support from NurtureUk to audit school progress and work with pupils and staff to raise the profile of nurture with pupils, parents and local community. | |

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| **How good are we at ensuring the best possible outcomes for all our children / learners?**  **(3.1, 3.2)**  **Evaluation: Very Good** | |
| **NIF Priority**   * Closing the attainment gap between the most and least disadvantaged children * Improvement in attainment, particularly in literacy and numeracy | **School Priorities**   * Launch ‘Make Your Mark’ achievement award * Support staff wellbeing * Promote inclusion and equality * Develop creativity and employability skills * Consolidate Learning for Sustainability (LfS) accreditation and awards |
| **NIF Driver(s)**   * School leadership * Teacher professionalism * Assessment of children’s progress * School improvement * Performance information | **Local Improvement Plan – Expected Outcome/Impact**   * Analysis and evaluation of intelligence and data * Building the capacity and skills of our learners to work independently/ remotely * Outdoor accreditation and awards |
| ***Progress, Impact and Outcomes***  Launch ‘Make Your Mark’ achievement award:  A progressive range of ‘signature learning experiences’ linked to the curriculum rationale have been researched, designed and resourced ahead of the official roll-out of the ‘Make Your Mark’ award in August 2023. Staff absence affected the implementation of this priority in 2021-22. However, additional curriculum development time was devoted to this action in term three and teaching staff have supported each other by planning and modelling a range of lessons in Food and Health, Outdoor Learning and Technologies. The local authority follow through visit report recognised improvements in this area: “Learners’ achievements in and out of school are recognised, recorded and celebrated using recognition boards. The new Make Your Mark focus on achievement will support learners in understanding the skills they are developing across a range of contexts. Learners take on leadership roles with enthusiasm and commitment and are beginning to lead their own learning in classrooms.”  Next Steps:   * Launch ‘Make Your Mark’ achievements passport in August 2023 * Include planning for achievements through signature learning experiences as standing item during professional dialogue * Work with the cluster LfS Leaders standing committee to improve consistency and progression of ‘signature learning experiences’ across the cluster   Support Staff Wellbeing:  Supporting staff wellbeing and providing pastoral care remains a significant strength of the school. The Quality Improvement Team highlighted this strength during their follow though visit. “The school’s vision and values (Love, Faith and Understanding) permeate the life and work of the school. They are key drivers for change and improvement. This has resulted in very positive relationships across the school….. The head teacher demonstrates strong strategic leadership of the school. He has successfully established a culture of support, learning and collaboration across the school. This has led to shared aspirations for all learners. His approach to effective distributive leadership, built on openness and trust, is a strength. He is supported by a newly established senior leadership team. Along with the head teacher, they provide supportive and effective leadership.” Head Teacher drop-in sessions, Senior Management Team open door policy, Friday breakfast, lunchtime walks, regular professional dialogue and weekly staff prayers are all highlighted by staff as having a positive impact on their wellbeing. A return to one staff room following the relaxation of restrictions has also been helpful for staff morale. The Principal Teacher of ASN has been working through the Compassionate Connected Communities pilot in conjunction with colleagues from Educational Psychology, helping to foreground an understanding of ‘vicarious trauma’ with the staff team during professional dialogue.  Next steps:   * Continue staff wellbeing activities based on staff consultation preferences   Promote inclusion and equality:  *The Cost of the School Day Action Plan*  Cost of the School Day information was shared with all stakeholders. Most classes focused on this in Term 2 during Health and Wellbeing lessons and completed activities from the online toolkit.  Parents, pupils and staff completed the Cost of the School Day survey. An action plan was then completed to plan a response to the cost barriers identified by the school community.  47.8% of parents did not know there was help available from the school to pay for uniform.  All parents who took part in the Cost of the School Day survey identified uniform as a top cost. Parents, pupils and staff took part in a uniform consultation and the response rate was significant, helping us to gather a range of views and establish a consensus on some of the key considerations around uniform. The uniform policy was refreshed to ensure consistent high standards and to make it practical and inclusive. This will be launched in August 2022.  Parents were made aware of options of where to buy uniform and support available to access and buy clothing.  *Diversity*  The Quality Improvement Team noted that “All staff have a good and improving understanding of the diverse social, economic and cultural context of the school and its community and are engaging in continuing professional learning to extend their use of data to develop appropriate interventions and supports for improved outcomes for all learners, including those children in key equity groups.”  Diversity was a focus of the 60th Anniversary celebrations when exploring the different ways the community has changed over the past 60 years. To celebrate the richness of the school community and to raise awareness of the diversity of our context, families shared information about their culture, faith and languages spoken at home. The results from the survey were shared with the whole school at assembly and through a range of interdisciplinary learning experiences. All pupils were invited to take part in challenges. For example to take a photo that represents their family and to share a loved recipe that is popular in their culture or that has been passed down through generations. The Greenhouse developed these recipes into the St. Mark’s Cookbook, showcasing family recipes from across Europe, Asia, Africa and Latin America. The Head Teacher attended anti-racist education CLPL and shared approaches with colleagues across the authority on how to implement ant-racist initiatives. Pupils explored themes of anti-racism, prejudice and inclusion through a range of novel studies, including ‘Divided City’, ‘The Boy at the Back of the Class’ and ‘Corey’s Rock’. This culminated in powerful performances in the end of year school show with Primary 5 pupils reciting identity poems, Primary 6 pupils promoting the sustainable development goals and Primary 7 pupils championing diversity and anti-racism through performance and poetry. These performances were well received by all parents and carers with one parent commenting that she was “reminded of the power and simplicity of young people speaking out with passion”. This was a strong example of the school responding to the next steps from October’s follow through visit to “work with all stakeholders to review and develop the identity of the school as an inclusive learning community in response to the changing demographic and reflecting the increasing diversity of the school context.”  Next steps:   * Termly uniform stalls to provide new and used items * Annual information on grant applications and support available * Establish COSD parent group to share information more widely with the community * Money Advice and Rights Team workshops with parents * Annual focus on COSD with pupils to raise awareness of poverty, develop informed attitudes and identify adults they can talk to regarding money concerns.   Develop creativity and employability skills:  The school were successful in securing a grant of £5100 from the Creative Learning Network Fund. This grant supported a range of partnership working with arts organisations with the intended outcome of learners’ mental health and wellbeing improving through creativity and arts experiences. The secondary outcome of the project was to allow learners to directly influence more of their own creative learning and creative experiences. All pupils have responded positively to the planned experiences and partnership working with the commissioned arts organisations. Examples of learners having more direct influence in their creative learning experiences include:   * Pupils recently winning the ERC dance championship in all 3 categories with dances they choreographed with members of staff and parent helpers. * All pupils designing original app ideas through the Make It Happen initiative. * Digital Leaders creating original films and presentations on Cyber Safety for the whole school audience. * P7 pupils coding messages that will be displayed on the International Space Station. * P1-4 pupils creating environmental art during Forest School Sessions. * P5 pupils working with Fischy Music, to write, compose and record a school song * P5 pupils creating stop motion animations of their class novel (having learned the technique during their CLN funded heritage and arts workshops). * All pupil devising, rehearsing and delivering drama and song performances in our 60th anniversary show.   The impact of this work has been significant. The whole school has been involved in the arts and heritage workshops. One class led on the music workshops and have led the rest of the school in sharing and teaching the song they composed. We have evaluated the work through pre and post questionnaires, lesson observations, pupil dialogue and teacher feedback forms. We are seeing some excellent examples of the skills being transferred from the workshops into other experiences. We have had positive responses from parents and partners across the local authority and have appeared in the local press publicising the art work that the children created.  *After School Clubs:*  Teaching and support staff have delivered a range of after-school clubs across the year. The clubs covered a range of activities, including dance, football, netball, cooking, origami, coding, animation and chess. Clubs were established at all stages and prioritised children in lower SIMD deciles. Engagement has been high and there has been positive qualitative feedback from pupils and parents.  Next steps:   * The school will look to continue to provide a range of after-school clubs for learners in the coming year.   Consolidate Learning for Sustainability (LfS) accreditation and awards:  Work is ongoing with our Mini Vinnies, Eco Schools and Rights Respecting Schools committees. Groups have co-ordinated a range of actions across the school and wider community, including collecting for a local foodbank, arranging textile recycling to raise money for good causes and presenting to assemblies about our rights as learners and digital citizens.  A pupil group has been established who have helped to raise the profile of outdoor learning across the school. This group have presented at assembly and consulted pupil support assistants and children to help create appropriate rules when using loose parts. All children across the school took part in a poster competition to establish loose parts play rules. Loose parts play leaders have been established to support with this. Primary 2-7 children now have access to loose parts play at least one day per week during their playtime. Primary 2-4 children now have access to scooters and bikes on at least two days of the week. Almost all children said they like playing outdoors. Feedback on rotating playgrounds has been positive. Through learning conversations and observations, pupils are showing high levels of engagement when using loose parts outside during lunchtimes. “It is fun and you do a lot of things like draw round each other, measure how far you have jumped or the car has gone. I liked making a map of Barrhead with the loose parts. I liked playing games outside. I liked making a den in the back playground.”  Next steps:   * Introduce John Muir Award and investigate possibility of Heritage Heroes and Scotland’s Enterprising Schools, in order to connect different aspects of the LfS agenda through our pupil participation groups.   There have been no exclusions and no incidences reported of bullying behaviour over this past year. Attendance and punctuality remains a focus and information is given to parents on the importance of good attendance.   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | **2019-20** | **2020-21** | **2021-22** | **Target 2019-22** | | **Attendance %** | 92.7% | 93.46% | 91.08% (as of 18th June 2022) | 95.1% | | |
| **Pupil Equity Fund – How are we ensuring Excellence and Equity?** | |
| Please see separate Pupil Equity Fund report. | |
| **What is our capacity for continuous improvement?** | |
| The school’s capacity for improvement is very good. The school is very well placed to achieve further improvement with an established staff team and a senior leadership team who have gathered significant momentum with a range of strategic initiatives. Staff have high aspirations and are keen to continue collegiate working to drive forward improvements. Pupils and parents are largely positive about their school and are keen to work in partnership. | |

**National Improvement Framework Quality Indicators**

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| **Quality indicator** | **School self-evaluation** | **Inspection evaluation** |
| 1.3 Leadership of change | Very Good | Good |
| 2.3 Learning, teaching and assessment | Good | Good |
| 3.1 Ensuring wellbeing, equity and inclusion | Very Good | Very Good |
| 3.2 Securing children’s progress / Raising attainment and achievement | Good | Good |

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| **School Improvement Priorities 2022-23** |
| ***Next Steps***  **Leadership and Self-Evaluation**   * Extend the use of data to inform interventions and supports * Continue to build a culture of collaboration and professional learning   **Learning, Teaching and Assessment**   * Raise attainment in reading * Raise attainment in numeracy and maths * Increase family engagement and family learning opportunities to promote equity of success and achievement for all * Improve the provision of our religious education programme to promote Gospel values and deepen knowledge of other world religions   **Raising Attainment and Achievement**   * Implement the ‘Make Your Mark’ achievement award * Promote skills for learning, life and work |