



# Head teacher Report Parent Council AGM

2021 - 2022

# Areas of Priority from How Good is Our School

- ▶ 3 Overarching Areas of Focus
  - ▶ Leadership and Management - **How good is our leadership and approach to improvement?**
  - ▶ Learning Provision - **How good is the quality of the care and education we offer?**
  - ▶ **Success and Achievements** - **How good are we at improving outcomes for all our learners?**

# Standards and Quality Report Key Messages 2020 - 2021

- ▶ Leadership and Management
  - ▶ **Evaluation: Good**
    - + A revised assessment framework which includes diagnostic, summative and formative assessment tools has ensured that the school continues to be data rich.
    - + During remote learning staff worked collaboratively to evaluate and improve teaching, learning and assessment practice across the school, which resulted in a very high quality provision being offered tailored to the need of each class and individuals within it.
- Next Steps
  - Children will take greater responsibility for their own progress by becoming assessment capable learners.

# Standards and Quality Report Key Messages 2020 - 2021

- ▶ Learning Provision
  - ▶ **Evaluation: Good**
    - + A range of formative and summative assessments have enabled all teachers to assess learning loss and learning gaps in order to target support and plan interventions...a very high quality provision being offered tailored to the need of each class and individuals within it.
    - + Staff are committed to upskilling their own professional learning in numeracy and all engaged in a variety of professional learning across the session including Education Scotland's Problem Solving, Fractions and Time sessions.
  - Next Steps
    - Staff should continue to explore ways to meaningfully involve children in the planning of their own learning and to further develop personalisation and choice.

# Standards and Quality Report Key Messages 2020 - 2021

- ▶ Success and Achievements
  - ▶ **Evaluation: Good**
    - + Staff have developed a whole-school culture which is caring, nurturing and inclusive. The school ethos is built upon respectful and trusting relationships ...The school's values of love, faith and understanding are demonstrated by children and staff across the school.
    - + ...Work effectively together to meet the needs of learners through joint planning and the sharing of some specialist resources. There are examples of well-planned interventions leading to positive experiences for children with additional support needs.
  - Next Steps
    - Develop pupil leadership of their own learning, attainment and achievement.

# Attainment Overview

- ▶ Most pupils in 2020-21 at P1, P4 and P7 combined achieved the expected Curriculum for Excellence levels in reading (88%), writing (82%), talking and listening (94%) and numeracy (83%); notably, the performance of the same P1, P4 and P7 cohorts in Scottish National Standardised Assessments compared very favourably, particularly at Primary 1 stage.
- ▶ Over the last 3 year period (2018-21), the school has exceed its ACEL target in reading, writing and talking and listening, but is 3% below its target in Mathematics. Most pupils made good progress from their prior levels of attainment, in particular very good progress was evident in Primary 1 for all pupils.
- ▶ Across the school session, clear focus was given to children who are in the lower deciles of SIMD and those who receive free school meals or are 'looked after'. In Primary 3 and 4, this equity group has outperformed the cohort as a whole in English and Mathematics. In Primary 7, this equity group outperformed the cohort as a whole. There still remains an attainment gap at other stages and the school will continue to target support at raising attainment for all, whilst reducing the poverty related gap.

# Attainment Overview

The table below shows the percentage of pupils achieving the expected Curriculum for Excellence attainment levels in reading, writing and mathematics over the last 3 years in P1, 4 and 7.

	2018 - 19	2019-20	2020-21	Target 2018 - 21	Actual 2018-2021
<b>CfE Attainment – Reading</b>	86%		88 %	<b>85%</b>	<b>87%</b>
<b>CfE Attainment – Writing</b>	85%		82%	<b>82%</b>	<b>83%</b>
<b>CfE Attainment – Talking and Listening</b>			94%	<b>90%</b>	<b>94%</b>
<b>CfE Attainment - Maths</b>	84%		83%	<b>86%</b>	<b>83%</b>

# Attainment Overview

## Standardised Test Scores

Year	Mathematics			Reading		
	All	Boys	Girls	All	Boys	Girls
2017-18	93	95	91	97	98	97
2018 - 19	93	93	94	95	93	96
2019 - 20	94	98	88	92	95	89
2020 - 21	96	97	95	103		

This information is used to assist us in identifying next steps to meet learners' needs. In-depth analysis of standardised test components has taken place in order to identify areas for focus.

## Other information

Attendance and engagement has been very good this school session, despite the challenges of lockdown and remote learning. Across the school attendance rate is 97%, which slightly exceeds our ACEL target of 96.2%. Staff were proactive and enthusiastic to engage children during remote learning and provided learners with a wide range of learning material to support progress in learning. Families commented very favourable on the approach taken by the school to ensure health and wellbeing was supported, which in turn allowed children to engage with the curriculum.

# Success and Achievement

## Next Steps

- Develop pupil leadership of their own learning, attainment and achievement.
- Sustained focus on increasing attainment for all, ensuring all pupils reach their full potential.
- A consistent and shared understanding will be embedded across the whole school community of the United Nations Convention on the Rights of the Child by seeking reaccreditation for the Rights Respecting School Award at Level 2 or 3.
- Engage with My World of Work profiling tool to plan and record achievement and further develop skills of creativity and employability
- All classes will use outdoor learning to support wellbeing, progress and achievement. Teachers will know the researched benefits of learning in outdoor spaces.
- Build upon a growing culture of achievement across the entire school by reenergising the celebration of it, including enhancing tracking and monitoring procedures.
- Support children to recognise and understand the skills for life, learning and work that they are developing through their achievements in order for them to take increasing responsibility for their own learning.

# School Improvement Plan

## 2021 - 2022

### School Improvement Priorities for 2020-21 (Summary)

1. Leading the whole school community to build back better, ensuring highest possible standards and success for everyone.
2. Develop high achieving learners who can explain and understand their progress by seeking and acting upon feedback and utilising a shared language of learning
3. Develop a whole school and community approach to Learning for Sustainability
4. Ensure inclusion by embedding ASD friendly approaches in every classroom and throughout the school environment
5. Sustained improvements in attainment in all measures of success e.g SNSA, CfE Level, ERC Standardised Scores

### St. Thomas' Primary – Strategic Direction 2021 - 2024

Sustained Improvement in attainment for all, particularly literacy and numeracy, whilst closing the attainment gap between the most and least disadvantaged children

Provide excellent learning experiences for all children through high quality learning teaching and assessment in every classroom and learning environment

High levels of parental engagement in children's learning and in the life of the school

# Pupil Equity Fund

To reduce the poverty related attainment gap

*Evaluation 2020 - 2021*

<b>1. Summary Information</b>			
<b>School</b>	St Thomas' Primary School		
<b>Year</b>	2020 - 2021	<b>Total Pupil Equity Fund Budget</b>	£24,671.00
<b>School Roll</b>	144	<b>Number of pupils eligible for PEF</b>	FSM- 21 Pupils SIMD 1 – 0 Pupils SIMD 2 – 2 Pupils SIMD 3 – 14 Pupils

# PEF Attainment

2. Current analysis of Attainment and Achievement <sup>3</sup>					
	Curriculum for Excellence Levels (% of P1, P4 and P7 pupils and % S3 pupils) <sup>4</sup>			Standardised Test Performance Average Result	
	Pupils eligible for PEF	School Average June 2021	National Average	Pupils eligible for PEF	School Average
<b>Reading</b>	95%	88%	80%	92	103
<b>Writing</b>	80%	82%	75%		
<b>Talking &amp; Listening</b>	89%	94%	86%		
<b>Mathematics</b>	78%	83%	79%	90	96

# PEF Attainment

The average % of children on track with CfE levels in FMS / SIMD equity groups is higher than the national average in reading, writing and talking and listening. It sits 1% below the national average in maths. Over the past 3 years children within equity groups have compared well with the national average.

There is a gap on average of 4% less between this equity group and school average CfE level in Writing, Talking and Listening and Maths'. Children within this equity group outperformed the school average in reading.

Unlike last session there is a gap in the average Standardised test scores between those in the equity group compared with the rest of the school. The school will assess the 3 year average at the end of next session.

# Pupil Equity Fund

To reduce the poverty related attainment gap

Goals 2021 - 22

Summary of Interventions	
Intervention/initiative	Cost £29,588.35
Recovery Curriculum Leader to support delivery of high quality teaching, learning and assessment for equity groups through Coaching and Modelling approach.	£7 680.00
Targeted Support for the entirety of next session by funding extra teaching hours e.g. Reading Recovery, TRAIL, Numeracy Intervention	£ 16 000
Sumdog / Education City / Nessy to support enhanced support packages and high quality universal and targeted provision	£ 1 700
Diagnostic Assessment Tools- GL / MALT MATHS	£1000
HWB / Nurture / PE Resources	£ 3 200
<b>Total</b>	<b>£ 29 580</b>

# Feedback?