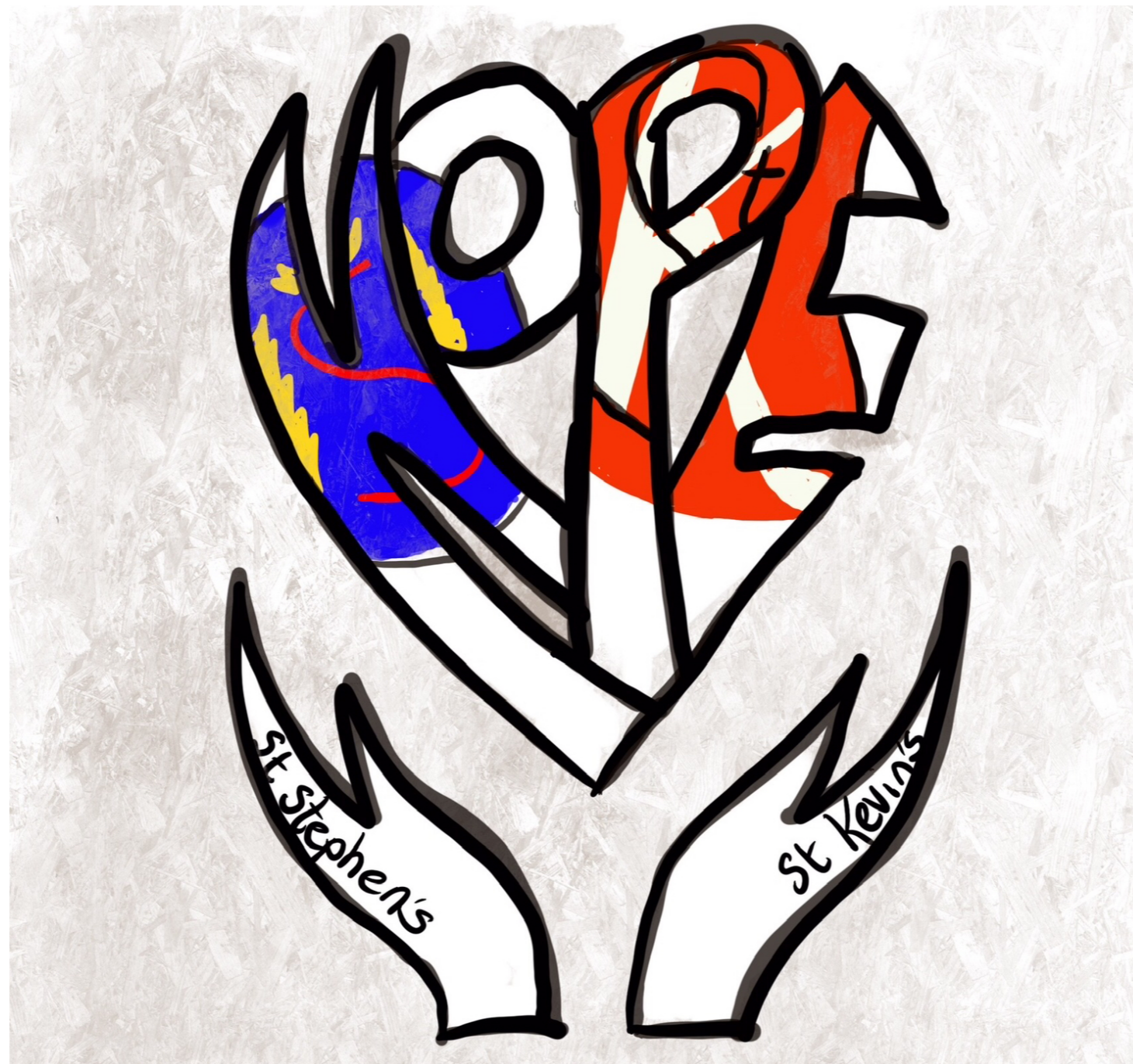


St Stephen's and St Kevin's Primary
Standards and Quality Report
2021/2022



St Stephen's and St Kevin's Primary

Standards and Quality Report

2021/2022



COP 26, IDL
and Outdoor
Learning

Strengths

Areas for Development

Focus Fortnight
Showcase -
partnerships
with Nursery

Whole school
questionnaires
formed
development
needs and CPD

Pupil and staff
feedback from
Glow forms to
identify CLPL
needs

Planning format
adapted to
include outdoor
learning and
digital learning
opportunities

Pupil Leadership -
Playground,
Digital Leaders,
House Meetings
with captains and
vice captains

Audit of current
resources to
inform future
resource
purchases

Partnerships -
increased
collaboration with
Nursery, parents
and carers and
other agencies

Initiatives
respond to
wellbeing needs
of children

Exemplar
resources shared
with staff
featuring high
quality T&L
examples - linked
to LfA

Outdoor Learning
and IDL focus
weeks embedded
in yearly
overview

All Seesaw
profiles feature
IDL portfolios

BSquared, Evisense
and other
curricular planning
evidences
progression

Calendar of trips
to support IDL
learning of
particular topics

Continue reflection
and evaluation of
planning

Increase
opportunities for
Voice and Pupil
Leadership

Parent/Carer View
- Questionnaires
and Family
Learning

Continue to create IDL
sensory resources to
support inclusive
curriculum

Further partnership
opportunities with
nursery and learning
community

Explore opportunities to
showcase learning through
assemblies and other whole
school events

Share authority key
messages on IDL for
new staff

Use of POLLI tool and
trios to share good
practice

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Nurturing and Reconnected Schools - Inclusion, Equity and Personalised Support



Analysis of data to inform key areas for development

Assessment Framework embedded and Facts, Story, Action model reflected upon



Continued communication through newsletter, St Martin's Memo, Drop in sessions and digital platforms

Continued journey to Gold accreditation for Rights Respecting School



BSquared, Evisense and Book Creator used to gather robust assessment evidence

Seamless planning between both sectors ensures all learners make progress



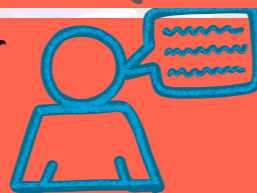
Continued development of Inclusive Curriculum through partnership working

Parent/Carer workshops with a focus on supporting Literacy and Numeracy and Rights Respecting, Autism and Understanding Behaviour



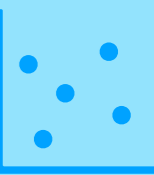
Silver accreditation for Rights Respecting school award

Whole School CLPL through in-set, staff meetings, CAT nights and Spotlight Sessions



Recorded videos exploring key messages from LfA and GC to support staff, pupils and parents and carers

Continued use of Facts, Story, Action to support and develop staff confidence in use of data to inform key areas for development



Embedded benchmarks in Literacy and Numeracy pathways from milestones to Second Level

Data used to support TIG groups and form priorities for class planning



Updated policies shared with all staff

Values, vision and aims embedded and consistent



Development of Pupil Voice Groups across school

Increased training opportunities for new staff and SFLWs



Consistency of restorative approaches - curriculum, conversations, fix it folders, visuals and lanyards

Enriched Nurture - new initiative to improve inclusions and presentation at authority wide conference



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Rationale shared with staff relating to national and local context

ASL Play Profiles in place to support play for communication

Cross sector play to develop social skills and improve wellbeing

Working party has been established with key dates and areas for priority agreed

Audit of both resources and staff training needs and significant investment in new resources

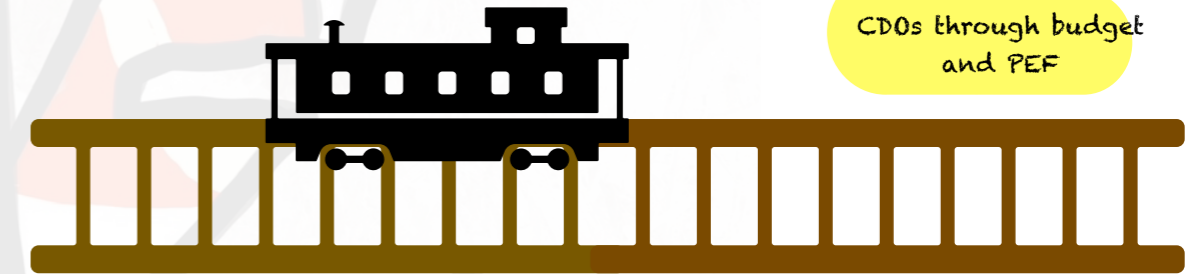
Sensory play used to engage and regulate

CDOs and SLP funded through PEF

Rationale shared with parents, carers and families through Seesaw, Twitter and App

Embedded successfully across Primary 1, 2 and 2/3 with extremely positive local authority feedback

Pupils involved in audit activities and use of GLOW forms to gather views and inform next steps



Continue to evaluate and develop planning approach

Gather parent/carer views and continue to share learning via digital platforms

Continued SLPs and CDOs through budget and PEF



Continue to develop staff confidence in using data from observations and assessments to inform next steps

Trio visits and peer feedback using the POLLI tool and local authority observations and dialogue



Gather teachers and sFLWs views and levels of confidence, particularly with new members of staff

Embed Playful Pedagogy fully in Primary 1-4