



St Martin's Primary



Standards and Quality Report 2023/2024

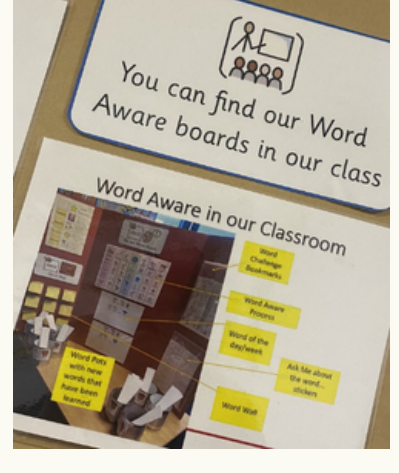
All As One



Removing barriers to enhance play, learning and communication



Engagement, Participation and Inclusion

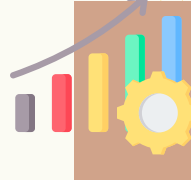


Strengths

Areas for improvement

Word Aware

- All staff received training on Word Aware and all classes have Word Aware boards and materials to support learning. These have also been adapted to meet the needs of all of our learners.
- Word Aware is implemented in all assemblies and children regularly share their 'Ask me about the word' by wearing Word Aware badges
- Word Aware 'Goldilocks' words are linked to their class IDL topic



- All new staff to be trained in Word Aware
- Training to be offered for clerical, catering and janitorial staff to support whole school Word Aware journey
- Word Aware training for families
- Continued use of Word Aware during assemblies and celebrations of vocabulary during themed weeks

Circle Resource

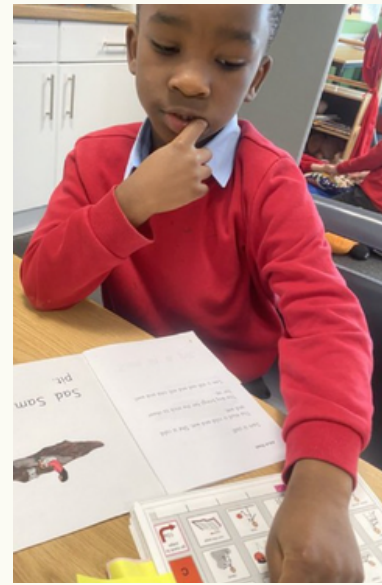
- All staff have used the CIRCLE resource to support self evaluation and environmental awareness
- Individual needs are known and planned for ensuring that the school is a calm, nurturing environment
- Classes within the enhanced provision are individually and uniquely set up to meet the learning, communication and sensory needs of each group of children within that setting

Strengths



- Continued use of CIRCLE resource to support adaptations to learning environments
- Drop in sessions in induction programme for new staff members
- Staff trio visits used to support self evaluation

Areas for improvement



Strengths

- Almost all staff have had in-house training on introduction to PODD and all staff provided with PODD books to support communication
- Parents and carers have shown an interest for family learning PODD sessions to help them support their child

PODD

Areas for improvement

- PODD training to be included in induction programme for new staff members
- PODD training for all support for learning staff
- Continue to explore use of TD Snap on iPads to support communication
- PODD family learning sessions

Increased engagement and participation of all learners



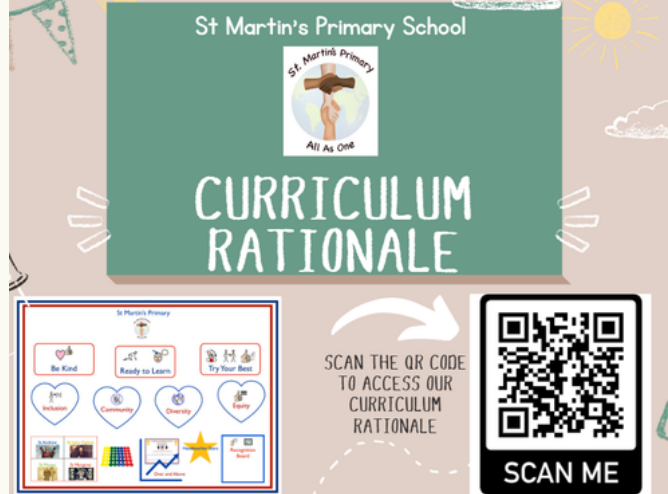
Engagement, Participation and Inclusion

Pupil Voice

- Almost all learners engaged in pupil voice groups
- Pupil voice sessions included in every assembly
- Pupil voice sessions supported development of Curriculum Rationale
- Pupil voice groups were invited to represent at authority and nationwide events such as the Equity Group and Period Dignity Ambassadors
- Use of digital platforms such as Seesaw to capture pupil voice through visuals, audio and video

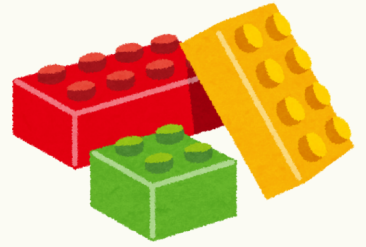


Strengths



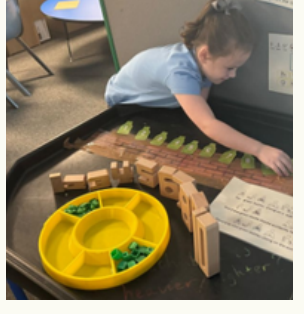
- Continue to embed Pupil Voice sessions into every assembly
- Look for opportunities to develop Pupil Voice across the community and the authority
- Share Pupil Voice plans and outcomes with parents and carers
- Capture Pupil Voice in ways that meet our learners needs

Areas for improvement



Play Pedagogy

PLAY



Strengths

Strengths

- Most staff have engaged in Play Pedagogy training
- Continued work with authority to develop play across our campus
- Play Pedagogy highlighted as an aspect of good practice on nationwide television
- Continued adaptations of environments to meet learners needs
- High quality play experiences for learners evident through planning, tracking and quality assurance



Areas for improvement

- Continue to work with authority to support self improvement journey
- Embed Meta-skills and enquiry based learning from P5-7
- Play training for all new staff
- Continued role out of authority play training for staff new to stage
- Gather evidence for Play Pedagogy award

Sensory Stories

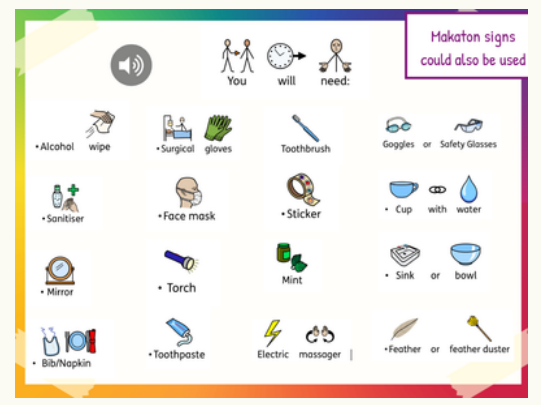
- Sensory Stories are part of our inclusive curriculum and all staff have had training on how to incorporate this into their practice
- Working Parties have created digital Sensory Story packs for classes
- Taster Sensory Stories sessions delivered for families
- Some decrease in number of distressed behaviours

Strengths



- Development of planning and resources to support Sensory Stories
- Sensory integration sessions for classes in enhanced provision
- Sensory Stories training as part of induction programme for new staff and drop ins for staff who are new to stage
- Sensory Stories delivered as twilight sessions for other schools in authority
- Sensory Stories sessions for families

Areas for improvement



Increase attainment across the curriculum



Achievement and Progress

Strengths

Areas for improvement

Accessibility in Sport

- Teacher leaders leading health and well-being across the campus
- Pupil Voice Sports Leaders
- Gold Sports Award Accreditation
- A programme of accessible after school and lunchtime clubs have been running all year
- Family Metafit sessions to support family learning
- Metafit sessions for staff to support wellbeing
- Pupil participation at authority sporting events
- Weekly sports coaching sessions in the enhanced provision

- Continued participation at authority wide sporting events
- Continued Metafit classes for children, families and staff
- Continue to work in partnership with coaches to support accessible sport for learners in our enhanced provision

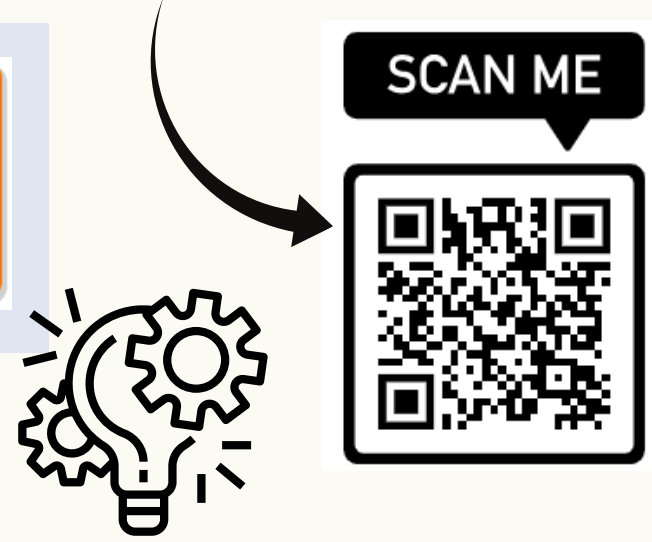
Maths - Spatial Skills

- Pilot school for Spatial Skills authority project
- Three members of staff trained on spatial skills and their role in learning
- Overall gain in learners spatial skills which is proven by research to impact on maths attainment

Strengths

Areas for improvement

- Continued participation in the project
- New members of staff trained
- Primary 3 learners involved in spatial skills project
- Continued use of data to inform next steps



Strengths

Areas for improvement

STEAM

- Extended leadership roles for staff
- STEAM planning ideas developed to incorporate Attention Autism (Bucket Time) and Sensory Stories
- STEAM focus at Tea and CPD with the LC Learning Community Conference
- Staff from across establishments delivering workshops for colleagues across early years, primary, secondary and ASL

- Continued opportunities for extended leadership across staff
- Continued links with colleagues across other establishments
- Continued use of BSquared and other collated data to increase levels of engagement and attainment

Increase attainment in writing using an IDL focus

Achievement and Progress



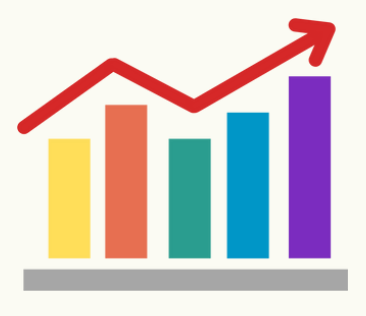
Writing across the curriculum

- Most teachers are now confident in teaching Writing through IDL
- In house training and modelling of writing for staff
- Drop in sessions offered throughout the year
- Robust monitoring and tracking systems in place to monitor and track progress across the school. As a result, we have clear information on attainment in numeracy, reading, spelling and writing
- The majority of children achieved expected levels in writing by the end of Primary 1 and Primary 4
- Almost all children achieved expected level in writing in Primary 7
- Support for Learning Workers engaged in training sessions on GDSS Spelling over learning games and the use of Clicker Writer to support learners with literacy
- The majority of support for staff can now confidently use Clicker to support learners
- The majority of support staff identified that Clicker had a positive impact on learner experiences
- Opportunities for learners to share and celebrate their writing
- Exploration of the use of digital tools to support the writing and ensure it is accessible for all learners E.g. use of Princess Fairytale Maker App



Strengths

Areas for improvement



- Continued support from Challenge Leader of Learning (Literacy)
- Drop in sessions for new staff
- Use of digital monitoring and tracking tool and support sessions for staff on how to use this effectively
- Continued celebration of writing through displays, assemblies, social media platforms etc
- Training for new and existing support staff on the use of tools to support writing
- Continued exploration of digital apps that can support and evidence the writing process

St. Martin's Writing Progression Cycle

Term	Year 1		Year 2		Year 3	
	P2-P4	P5-P7	P2-P4	P5-P7	P2-P4	P5-P7
Term 1	Report	Procedure	Report	Procedure	Report	Procedure
Term 2	Report	Procedure	Report	Procedure	Report	Procedure
Term 3	Report	Procedure	Report	Procedure	Report	Procedure
Term 4	Report	Procedure	Report	Procedure	Report	Procedure

FI - Description/Reason/Procedure/Name. Clearly and/or pictorially emphasis on language. **Extend** - with a selection of words. **Structure** - planning an item.
 Persuasive - To persuade by arguing one side of an issue (persuasive)
 Discussion - To examine issues from (persuasive)
 Response - To respond to a visual, written or performed work (persuasive)
 Report - To classify and/or describe (informative)
 Procedure - To instruct someone on how to do something (informative)
 Explanation - To explain how or why something occurs (informative or imaginative)
 Recount - To retell a series of events (informative or imaginative)
 Description - To describe the characteristics or features of a thing or a phenomenon (informative or imaginative)
 Narrative - To entertain, amuse or instruct (imaginative)



Reading

- All staff trained in Phonics for SEN
- Introduction of PODD, Phonics for SEN, differentiated reading books and sensory stories helping support engagement in literacy
- Reading Buddy partnership with Morgan Stanley
- Almost all children in mainstream been assessed using the PM Benchmarking system to allow the school to track children's progress in reading
- Core Reading Schools Award accreditation
- Improved progress in reading into writing approach

Strengths

Areas for improvement

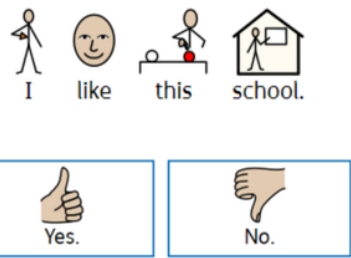
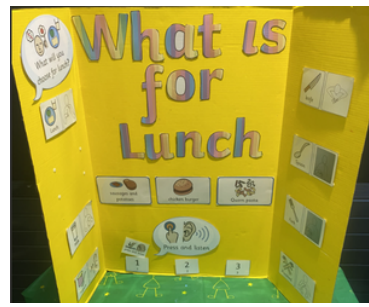
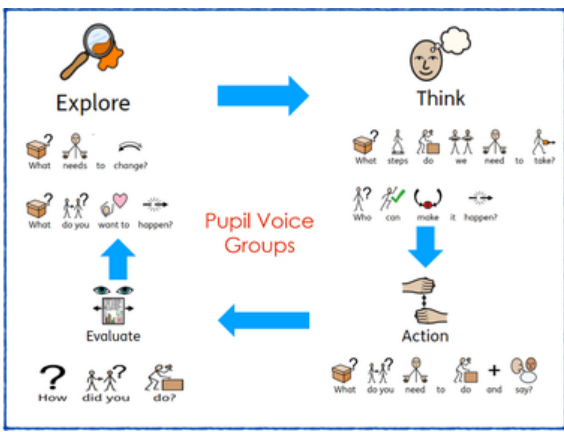
- Drop in sessions and mentor support for new staff in using Phonics for SEN (mainstream and enhanced provision)
- Planning adapted to include Phonics for SEN
- Continued partnership with Morgan Stanley - Reading Buddies
- Journey to Silver Reading Schools Award accreditation
- Application to be submitted for ASN residency funding
- Continued opportunities for celebration of reading E.g. Literacy weeks, World Book Day, Family Learning



Increased social and emotional literacy



Wellbeing and Learning



Rights Respecting School

- All learners completed GMWP and differentiated GMWP using Widgit symbols and Seesaw task for learners in our enhanced provision
- Pupil Voice groups completed action plans for their groups and fed back on their progress at assemblies
- Opportunities for almost all adults to lead pupil voice groups
- Learners had opportunities to share their work on pupil voice at authority events
- Opportunities to inclusively capture pupil voice E.g. talking tiles, PODD books

- Continued use of pupil voice sessions at assemblies
- Use How Good is OUR School? to evaluate impact and drive forward improvement
- Pupil Voice newsletters to share developments
- Continue to collate evidence for Rights Respecting School Gold Award

Nurturing School

- Increase in staff who are nurtured trained, including management team
- Nurture principles revisited frequently both in class and at assemblies
- Enriched nurture, senior nurture and core nurture groups have ran all year
- Whole campus training to meet the needs of our learners
- P7 tp S1 and nursery to P1 learning community transition events



- More staff to be nurtured trained, including staff who are new to the authority
- Enriched, senior and core nurture groups to continue to run
- Build partnership links with feeder secondary schools and Forest Schools to support nurturing principles
- Continue to lead learning community transition events



PATHS

- Completion of Year 2 engagement in PATHS programme
- Coaching model and classroom observations carried out with PATHS mentor
- PATHS pupil of the day evident across classes
- Positive feedback from PATHS mentor regarding the school's journey so far

- Continue onto Year 3 of PATHS programme
- Continue coaching model and dialogue with PATHS mentor
- New cohort of Peacemakers trained to support in playground
- PATHS support sessions for new staff

Inclusive practice meeting the needs of neurodiverse learners

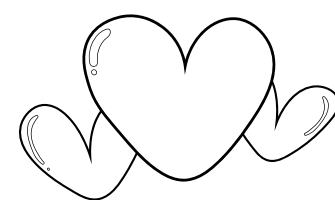
Wellbeing and Learning

Autism Progress and Circle Framework

- All staff trained in use of Circle Framework
- All staff self evaluated own practice and environments using Circle Framework
- Trio visits carried out to engage in dialogue regarding learning environments and adapted to meet needs of learners
- Use of BSquared and Autism Profiles to inform Wellbeing and Assessment Plans and Additional Support Plans



- Continue to use Circle Framework to adapt environment based on learners needs, particularly new learners to our enhanced provision and new Primary 1 classes
- Circle Framework drop in sessions for new staff
- Continued use of trio visits to support professional dialogue
- Continued of BSquared and Autism Profiles to support tracking and monitoring



Autism

- Autism professional learning for all teaching and support staff
- Programme of professional learning carried out throughout year at staff meetings, in-set days, support for learning working meetings and authority wide events
- Increase in knowledge and understanding of autism and planning, teaching, learning, assessment and environments suited to needs of the child
- What is Autism? Family learning sessions held throughout year



- Continued opportunities for staff CLPL
- Learning community events and authority events to continue to develop knowledge and understanding and inform practice
- More sessions for families to attend

Equalities

- School policy on Equalities created and shared with staff
- Ensuring all learners have equitable access to different experiences throughout the year
- Pupil Voice Equity Crew created and shared presentations authority wide
- Continued partnership with Thriving Families - breakfast provided for all learners
- PEEK partnership - Easter, Summer and October clubs for families
- Family learning sessions free and accessible for all families to attend



- Continued involvement in Thriving Families Project
- Partnership with MCKS to allow school to open St Martin's Food Pantry
- Period Dignity Ambassadors to create care packages for community
- Continue to offer free family learning sessions
- Revise Equalities policy for 2024/2025