



MARY RUSSELL SCHOOL



STANDARDS AND QUALITY REPORT

June 2021.

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2021-2022.

I hope that you find it helpful and informative.

Liam Coyle

Head Teacher

OUR SCHOOL

Mary Russell School is a co-educational, additional support needs provision situated in Paisley for learners aged 5-18 years old with a wide and diverse range of additional support needs. Our school comprises of primary, secondary and post 16 departments. It caters for pupils from all areas of Renfrewshire, with some pupils coming from other local authorities. The school roll is currently 191. We are a large school team comprising senior managers, teachers, nursery officers in P1-P3 classes and support assistants assigned throughout the school to support our learners. Our school is over 50 years old and provides good facilities for learners. The building contains a canteen/assembly/hall area, a gym hall, fitness suite and swimming pool. In addition, there are two support bases for secondary aged pupils and a nurture room for primary pupils. We are well resourced with learners having access to a range of ICT and audio visual facilities in all classrooms. There are extensive school grounds, with a range of age appropriate play equipment and football pitches.

OUR VISION

To be an inspirational place, with happy confident learners
who thrive in our school to achieve their full potential.

Be All We Can Be! Be Proud of Who We Are!

OUR VALUES

RESPECT ACHIEVEMENT CARE TRUST RESPONSIBILITY CO-OPERATION

OUR AIMS

Promote high standards in learning and teaching
Take pride in the care we show one another
Develop a sense of self-belief and self-worth
Share the responsibility and hard work
Support and encourage all in our community

SUCSESSES AND ACHIEVEMENTS

This session has undoubtedly been one of the most challenging we have ever experienced. The impact of the Covid 19 pandemic has been profound, and presented us with unprecedented challenges. However, despite these challenges, progress was made pre and post lockdown, of which we are very proud.

- ★ We won a national Fairtrade Award for Community at the Scottish FairTrade awards this session.
- ★ 10 Secondary pupils had art work exhibited virtually following Renfrewshire Council's Inspired competition, with 2 pupils receiving highly commended for their work.
- ★ Our Rights respecting Schools Award at Bronze level was maintained
- ★ We have applied for Digital Schools and Literacy Schools Awards status.
- ★ Our Primary department continue to share our Makaton Sign of the Week with our community on Facebook. Pupils are becoming more confident using Makaton.
- ★ For the 3rd consecutive year our senior pupils despite the disruptions and constraints of lockdown have again achieved 100% positive destinations securing employment and college placements.
- ★ Our school community has adapted and responded to the demands of schooling during the COVID-19 pandemic. Our young people are to be commended for learning under very difficult circumstances while ensuring they kept safe and followed the rules.
- ★ We successfully operated a school hub during lockdown for children of key workers and vulnerable young people while continuing to support learning for all.
- ★ In partnership with our PTA and sponsorship from the Pears Foundation we successfully purchased a new school mini bus with the support of the Variety Club of Great Britain.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

School Leadership

- We continued to develop the roles of Project Leaders in literacy, numeracy, HWB, digital & literacy champions increasing opportunities for staff to motivate, inspire and lead others. (PEF)
- Two class teacher completed SCEL's 'Middle Management Course' and a member of staff completed Post graduate diploma in Inclusive Education. In addition, some staff undertook masters level accreditation.
- All support staff engaged in providing online support for pupils during lockdown. Support staff used home working time to access a range of online courses to develop skills in supporting learners with additional support needs.
- Despite Covid 19 restrictions members of our leadership team participated in local authority working groups virtually.

Teacher Professionalism

- Primary staff continued to implement a range of strategies to support learning, including Paths, Attention Builders and Leuven Scale ensuring consistency in approach and targeted interventions to support the needs of learners.
- During face to face learning Primary Play pedagogy approaches & strategies at P1-3 stages continued to be developed increasing staff confidence to deliver and plan for a play pedagogy approach. (PEF)
- Teacher confidence in using technology to support learning was significantly improved during lockdown with almost all staff providing a wide variety of online learning experiences bespoke to the needs of young people.

Parental Engagement

- Our pastoral team supported parents & pupils to access, engage and achieve through online & blended learning. Home/School relationships & partnerships have been further strengthened throughout lockdown restrictions.
- Annual review meetings took place virtually over MS Teams during lockdown and were very well attended by parents and carers.

Assessment of Children's Progress

- During lockdown we developed a model to track engagement in learning across all subjects/departments this was closely monitored by our pastoral team on a weekly basis.
- At secondary/post 16 stages support staff offered virtual drop in chat sessions during lockdown to monitor HWB and progress of pupils
- Secondary staff implemented an alternative certification model based on teacher professional judgement to support pupil achievement of National Qualification awards.

School Improvement

- We have developed outdoor learning areas during lockdown to ensure increased safety for staff and pupils.
- During lockdown we ensured that all pupils and support staff requiring technology to access & support learning were provided with equipment. Our IT kit was further refreshed ensuring that all teaching staff had access to new laptops to support learning and deliver online & blended learning experiences.

Performance Information

- We continue to develop processes for the collection of assessment data for literacy & numeracy through the use of IT programmes ensuring Learners benefit from increased scrutiny of data to target appropriate interventions.
- Our senior learners despite the impact of COVID will achieve a range of SQA course/unit awards at Nat2 -4 level.
- Primary pupils' wider achievement is tracked through the implementation of JASS awards at primary stages.

KEY STRENGTHS OF THE SCHOOL

- ★ Our positive, supportive and inclusive culture. Our children and young people benefit from a calm, welcoming learning environment.
- ★ Strong, positive relationships between children and staff which are based on mutual respect.
- ★ Our children and young people are happy, motivated, engaged in their learning and proud of their school.
- ★ Improving children's and young people's wellbeing is a strong feature of our work.
- ★ Highly effective partnership working with parents and partner agencies.
- ★ The number and range of National Qualifications and wider awards achieved by young people in the senior phase. This is supporting young people to move on into further education, training or employment when they leave school.

OUR NEXT STEPS – PRIORITIES FOR 2021-22

The Covid 19 pandemic hindered our progress and our ability to achieve all of our improvement priorities. Some priorities and actions will therefore be carried forward to academic session 2021 – 22. We believe that we have made good progress during session 2020-21 and we will use the improvement priorities listed below to build on this progress moving forward.

- ★ Continue to develop a Whole School Approach to Nurture through the implementation of Emotional Regulation
- ★ Revisit and evaluate a range of strategies and methodologies implemented last session at primary stages to improve engagement in learning & tracking pupil progress
- ★ Provide further training to primary staff in use of PAThs (Promoting Alternative Thinking Strategies)
- ★ Continue to respond to a changing Mary Russell population and the development of a nurture classroom for key pupils
- ★ Introduce 'My Big Life' Programme to support mental health at Secondary Stages
- ★ Continue to work towards achieving UN Rights Respecting Schools Award at Silver Level
- ★ Consider how to further develop Parents in Partnership programmes during COVID restrictions (PEF)
- ★ Continue to increase range of assessment data to support the tracking of attainment across all stages (PEF)
- ★ Continue additional ASNA support for targeted pupils in literacy & numeracy S1-S3 (PEF)
- ★ Provide additional ASNA support for HWB to support development of nurture (PEF)
- ★ Establish DYW key worker role to support employability opportunities for secondary pupils (partially PEF funded)
- ★ Develop the role of transition teacher to support pupils' learning in literacy & numeracy at P7-S2 stages (PEF)
- ★ Engage in cluster and inter authority moderation activities to improve teacher judgement
- ★ Continue to develop the range & quality of world of work opportunities & experiences within all departments
- ★ Further develop JASS Award system at all primary stages (PEF)
- ★ Further develop and extend Primary Play Pedagogy at early primary stages (PEF)
- ★ Improve practical Skills for Work resources at primary/secondary stages
- ★ Continue to offer opportunities for leadership to staff & pupils
- ★ Continue to develop roles of project leaders in literacy, numeracy, health & wellbeing, digital literacy & support (PEF)
- ★ Develop the role of Digital Champion to improve use of technology to support learning (PEF)
- ★ Achieve Digital Schools Status
- ★ Achieve Literacy School Status (PEF)
- ★ Continue to ensure improved Health & Wellbeing of staff & pupils following COVID 19 restrictions through a range of interventions and strategies (PEF)

Full details of the school's improvement priorities and actions are detailed on the school improvement plan which can be accessed on our website or by contacting the school.

Mary Russell School

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Twitter @Maryrussellpri @Maryrussellsec @Maryrussellstep

Facebook The Adventures of Mary Russell School

School App Search Mary Russell School on app store (apple) or play (android)

HAVE YOUR SAY!

Please take the opportunity to share your thoughts with us as we use feedback to help us make improvements to the school. You can do this by speaking to staff, participating in Parent Council meetings, responding to questionnaires/surveys and by completing evaluations at school events.