



St. Mary's Primary School, Early Learning and Childcare Classes and PSADU



STANDARDS AND QUALITY REPORT June 2020

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2020-2021. I hope that you find it helpful and informative.

Laura Bradley
Head Teacher

OUR SCHOOL

St. Mary's is a Catholic primary school with two early learning and childcare classes and a Pre School Assessment and Development Unit (PSADU). The primary school has a roll of 242 pupils. The P1 intake for August 2020 is 38. There are the equivalent of 36 full time places available in the 3-5 playroom (sunflower room) and 10 full time places available in the 2-3 playroom (buttercup room). We are now providing 1140 hours to all our nursery children. The PSADU (daffodil room) provides specialist communication and language support on a part-time basis for 16 pre-school children who also attend mainstream early learning and childcare provision.

OUR VISION

Our vision is that, through the care and education provided by our school community, our pupils will be nurtured to become successful learners, confident individuals, effective contributors and responsible citizens. Driving our work are our core values: love, honesty, fairness and wisdom. These are reflected in our school rule: treat other people the way you would like to be treated.

OUR VALUES

FAIRNESS

LOVE

WISDOM

HONESTY

OUR AIMS

We aim to provide a:

- Safe, happy and nurturing environment where we show respect for each other at all times.

We aim to provide:

- Teaching that is high quality and learning experiences that pupils enjoy and that provide appropriate challenge.

We aim to:

- Make sure we communicate with our families and include them in learning.

We aim to provide:

- An environment where all relationships are strong.

We aim to be a school where:

- Responsibility is given to pupils to take leadership roles;
- Your opinion always matters;
- St. Mary's includes everyone.

SUCCESES AND ACHIEVEMENTS

The impact of Co-Vid 19, and the subsequent school closures on Friday 20th March 2020, have resulted in significant changes in working practices and routines. As such, our ability to complete all actions within our improvement plan has been hindered. Some priorities and actions will be carried forward to academic session 20-21.

A number of success and achievements were noted, including, but not restricted to:

- Further developed implementation of Renfrewshire's Nurturing Relationships Approach and staff knowledge in relation to Language as Vital Means of Communication;
- Further developed Science learning through partnership with Scottish Science Education and Research Centre (SSERC) and engagement in their STEM Ambassador programme;
- P1-7 pupils entertained parents and family members at our annual Nativity concert, early years pupils also performed for parents and family members at their Christmas concert;
- Improved approaches to learning through further development of play pedagogy across the early and first levels;
- Additional Support Needs Assistant successfully undertook training programmes to support learning and teaching, a member of staff successfully completed the Aspiring PT programme.
- **Increased pupil, staff and parent's digital literacy through use of Google Classrooms to support online learning and use of Twitter to communicate with parents and celebrate achievements of school.**
- Overall engagement in online learning of 82% across the school during period of school closure. Those who were unable to engage were provided with IT support or paper home learning packs.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

School Leadership

- The Head Teacher further developed leadership knowledge, understanding and skills through participating in Head Teacher Learning Set programme. In this, she worked collaboratively with other Head Teachers across Renfrewshire to share and support good practice.
- Increasing numbers of staff have taken on leadership roles, contributing positively to school improvement and a staff member has engaged in a leadership programme that has enhanced their leadership knowledge and skills.
- We enhanced the work of our pupil citizenship groups to increase their impact across the school community. Pupils led assemblies, ran focus weeks, and encouraged wider pupil participation in a number of activities e.g. through our 'Mini Vinnies' charity fundraising.

Teacher Professionalism

- All teachers, ELC Officers and support staff attended Renfrewshire Nurturing Relationships Approach training and have been working to develop a more consistent approach to promoting positive behaviour across our school and ELC community.
- The Principal Teacher, Primary 1 and 2 teachers completed Play Pedagogy training, and as a result of this, approaches to learning, teaching and the learning environments were further developed.
- Throughout the period of establishment closure, all staff across the school and ELC Class adapted quickly to a new way of working through digital learning platforms (Google Classroom/Seesaw) and through social media (Twitter). As a result of this, almost all children across the school were able to engage daily in online learning activities to continue their learning at home.

Parental Engagement

- We consulted with our parents on Pupil Equity Fund spending through our Parent Council meetings and provided detailed Head Teacher reports to the Parent Council.
- We updated our school website and created a whole school Twitter and Parent Facebook page for our new Primary 1 parents to further improve our engagement and communication with parents.
- The period of school and ELC closure provided significant opportunity for staff and families to work together to ensure children's learning continued at home. Regular contact with families through Google Classroom, Twitter and/or telephone conversations ensured timely and effective bespoke support to individual children and families.

Assessment of Children's Progress

- All teachers and ELC officers participated in our cluster moderation programme. This has increased staff confidence, knowledge and skills in relation to planning for learning and making reliable judgments about learners' progress.
- The Head Teacher consulted with teaching staff and worked with a Management Information Officer from the local authority to develop a bespoke tracking spreadsheet for the school which will be used effectively to track and monitor progress and secure improved outcomes for all learners.

School Improvement

- The school received very positive feedback in relation to our Quality Improvement Framework visits from our Education Manager.
- Staff regularly evaluated our practice against key performance indicators (How Good is Our School/How Good is Our Early learning and Childcare). This information has been used to inform next steps and lead to ongoing improvement.

Performance Information

- Overall, attainment of pupils is good and continues to improve, affirmed by ongoing tracking and monitoring of pupil progress in class.
- Due to COVID19 school closure, planned standardised assessment (SNSA) data is not available for this session. **However, our last teacher judgements (March '20) show that the majority of children across all stages are achieving their expected levels in literacy and numeracy.**
- The Head Teacher has attended Dive into Data training which has increased knowledge and skills in the analysis and interpretation of data to effectively identify next steps and focus on improvement.

KEY STRENGTHS OF THE SCHOOL

- The school's very positive ethos and the strong caring relationships across the school community;
- Our hardworking, confident pupils and their positive contributions to the school;
- How well our staff know our pupils and the commitment of the staff team to do their very best for the pupils in our care;
- The high standard of learning and teaching and our levels of pupil attainment;
- The quality of support for pupils and their families;
- Our partnerships with families, including our family learning programmes.

OUR NEXT STEPS – PRIORITIES FOR 2020-21

We believe that we have made good progress during session 2019-20 and we will use the improvement priorities listed below to build on this progress moving forward.

Following the period of lockdown and school closure:

- We will support and promote the positive health and well-being of children, parents/carers and staff on their safe return to school.
- We will continue to develop our Renfrewshire Nurturing Relationships Approach through creating a whole school Relationships policy.
- We will continue to further develop and improve our use of digital learning and social communication platforms with our children and families.
- We will improve the consistency and quality of learning, teaching and assessment in numeracy and literacy across all stages of the school and ELC Class through rigorous self-evaluation and development of evidence-based approaches.

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 office.

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 the parental feedback slip at the end of the monthly newsletter.

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