

**St. Bride’s Primary School**

**Standards and Quality Report August 22**

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| **Context of the school:** |
| **Our School: St. Bride’s Primary School is a co-educational establishment in Bothwell. The local area is a mix of social and private housing that is continuing to grow. St Bride’s has a role of 254 pupils in the school, split across 10 classes. We have a nursery for children aged between 3 and 5 years old with a capacity of 96 children. Of that 96, 40 spaces are temporary whilst additional nursery provision is built in the local area (expected to open in August 2023). Both nursery bases have indoor and outdoor spaces and all nursery pupils have access to the school lunch hall and gym hall. All classes in the school have a C-touch and several desktops to support digital learning. We have class sets of Chromebooks that are timetabled to give classes’ greater online access throughout the week. We have an indoor gym hall as well as an outdoor MUGA. Classes are timetabled for 1 hour of indoor and 1 hour of outdoor physical education each week. All classes come to the dining hall for lunch. In 2021-2022 there were just over thirty children with free meal entitlement.**  **The SIMD breakdown for St. Brides shows peaks at deciles 4 and deciles 8. This split, whilst somewhat unusual, demonstrates the need to consider carefully the “cost of the school day” and the implication of this for families. The Pupil Equity funding has enabled us to subsidise events and costs for targeted groups.**  **Our assessment data indicates that we continue to perform above the national and local authority averages in literacy and numeracy.** |

**Review of progress for session Aug 2021- June 2022**

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| **School priority 1**: | |
| NIF Priority (select from drop down menus)  Improvement in attainment, particularly in literacy and numeracy.  NIF Driver  Curriculum and assessment  Assessment of children's progress | HGIOS?4 QIs (select from drop down menus)  2.2 Curriculum  2.3 Learning, teaching and assessment   * 1. 3.2 Raising attainment and achievement |
| **Strategy**  **What did we set out to do?**   * Ensure appropriate baseline assessment data was gathered (post COVID) to allow appropriate planning that addressed any knowledge and skills gaps * Updated resources and pedagogy to meet needs of all learners (play, outdoor, use of ICT etc) * Ensure appropriate pace and challenge as well as appropriate and timely interventions (as required) * Improve how writing is taught in all stages.   **Progress and Impact**  **What difference did we see? What did we achieve?**   * Assessment data was recorded by class teachers for reading, writing, spelling and numeracy. * Gaps were identified sooner for groups/individuals – in particular spelling and writing in P4-7. * Support groups were identified and the additionality teacher was timetabled to carry out focused work throughout the week. * All classes were timetabled for support during their writing lessons. This meant that there was a second teacher in the room to provide more intensive support for targeted individuals. * Children using Units of Sounds increased from 6 to 10. * IDL resource was purchased and all staff attended a training session. This will replace UoS and allows greater teacher input and monitoring. * Online resources including Sumdog and Reading Eggs were purchased to build on pupil’s interest in online learning platforms. All teachers trained in the use of these. These were used by almost every class to supplement and enhance learning. All teachers reported high levels of engagement. Online data from Sumdog enabled staff to assess the progress of children working with an adapted curriculum in the absence of written assessment.   **DATA**  **P4 Target Group:**  4 out of 5 learners made gains of at least +5m in spelling age  3 out of 3 learners made gains of 10 levels in PM Benchmark assessments  2 out of 12 learners met benchmark for writing  **P7 target Group:**   1. out of 12 learners made gains to “on track” in their spelling age   2 out of 3 learners moved to reading age greater than or equal to their chronological age  20% increase on learners who were on track with writing from Sept 2021-June 2022  Pupils meeting numeracy benchmark for P7 increased from 73% to 88% from end of P6. | |
| **Next Step(s) to inform SIP for 2022/2023:**  Quality assurance and moderation of children’s work indicates assessment data could now be interpreted and used to target more specific support or challenge. Consultation with staff has indicated that reading and writing assessments need to be revised to provide more relevant and useful data for supporting planning of next steps.  Inconsistent approaches to teaching writing and confidence in teaching writing indicate the need for staff training in this area. Improvement group to work on identifying good practice models and using a PLC (professional learning community) model to build confidence and capacity. | |

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| **School priority 2**: ­ | |
| NIF Priority (select from drop down menus)  Improvement in children and young people’s health and wellbeing  NIF Driver  Performance information  School leadership | HGIOS?4 QIs (select from drop down menus)  3.2 Raising attainment and achievement  2.3 Learning, teaching and assessment  2.2 Curriculum |
| **Strategy**  **What did we set out to do?**   * **Review and update HWB provision** * **Identify, respond to and support pupil’s mental and emotional wellbeing needs** * **Develop a consistent approach to promoting positive behaviour**   **Progress and Impact**  **What difference did we see? What did we achieve?**   * Invested in HWB resources. These included a P7 relationship course for all pupils. Tree of Knowledge input for staff, and P4-P7 pupils (for building confidence and resilience). Treehouse resource for use across all stages. Emotion Works resource purchased and used in all classes to allow pupils to develop greater emotional awareness and literacy. * GMWP carried out with ALL pupils, vulnerable pupils identified and supported through follow up group work. Work with target group indicated improvement across targeted areas. * An additional staff member was trained in Drawing and Talking. * Worked with parents and identified pupils for additional emotional support (3 pupils accessed a block of counselling, 1 pupil supported through Barnardo’s, 5 pupils supported in school via Drawing and Talking and 2 through Lego Therapy). This was a 65% increase in individual, targeted support. * Liaised with SLC to support review of anti-bullying policy. This was re-written and all classes received input from SLT/class teachers. Policy circulated to Parent Council at final meeting. * Purchased Paul Dix (When the adults change) for all staff to revisit positive behaviour strategies. Recognition boards implemented in all classes alongside daily welcome and token system for all staff. Consistent approach and removal of traffic light system encouraged positive ethos. * School values revisited. Consultation with staff, pupils and parents resulted in consensus of Ambition, Faith, Inclusiveness, Kindness and Respect being adopted. New logo created by pupil to promote these. | |
| **Next Step(s) to inform SIP for 2022/2023:**  Additional work on adopting a whole school positive behaviour approach to be carried out - inclusion of PIP/RIP practices, simplified rules to be adopted.  Further work on anti-bullying to continue – policy to be shared via website and discrete lessons to be carried out in first term.  Additional staff training for both GMWP and Emotion Works resources to be carried out in the first term. | |

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| **School priority 3**: | |
| NIF Priority (select from drop down menus)  Closing the attainment gap between the most and least disadvantaged children and young people  NIF Driver  School and ELC improvement  School Improvement | HGIOS?4 QIs (select from drop down menus)  3.2 Raising attainment and achievement  2.3 Learning, teaching and assessment  2.2 Curriculum |
| **Strategy**  **What did we set out to do?**   * Improve measures for identifying pupils who are disadvantaged – SIMD/FME not always accurate * Allocate PEF to provide specific IT equipment to the most disadvantaged learners and the purchase of digital learning packages that could be accessed by all children. These provided opportunities for greater independent learning for pupils whose parents did not support written homework. * Facilitate targeted support through use of additionality staff. * Provide direct support to those where cost of the school day was a significant barrier.   **Progress and Impact**  **What difference did we see? What did we achieve?**   * Chromebooks provided for 4 target children, one to one IT support provided to 2 parents by IT co-ordinator to ensure children had access to Google Classroom and other online resources. * SLT gathered data on FME/SIMD and met with teaching staff to identify individuals and target groups. Specific areas for focus were identified from baseline and transition information (spelling, number skills etc) and allocated additionality staff worked with these groups. * Additionality staff were timetabled to work with every class once a week specifically for support in writing. Additionality support was consistent for the majority of the first term and staff reported positive improvement for pupils in class (see data in previous section). However staff absences due to Omicron meant that additionality staff had to be used for cover. This was further impacted when out additionality teacher moved outside of the authority. Due to staffing shortages/priorities across SLC we were not allocated a replacement teacher. * Liaised with St. Vincent De Paul charity and St. Bride’s Parish to provide financial support to 5 families at Christmas. * The PTA subsidised educational visits for all classes this allowed trips to Summerlee, NL Heritage museum, Deep Sea World to be more affordable for all and all children could gain experiential learning. * Use of GWMP identified learners who viewed themselves as lacking in motivation or a sense of wellbeing in the learning context – groups in the upper stages were prioritised to support transition and 5 learners worked with Support for learning teacher to develop strategies to improve targeted areas. | |
| **Next Step(s) to inform SIP for 2022/2023:**  Increase data to inform targeted group – FME/SIMD/Attendance/Clothing Grant etc  Improved analysis of “gap” for each class linking attainment, deprivation, attendance etc.  Identify target groups as early as possible in the session and ensure that specific support is maintained.  Improve assessment data to ensure more informed planning. | |
| **National priority: How we are ensuring Excellence and Equity?** | |
| **Strategy**  **Brief commentary on context and identified barriers to learning which affect progress and attainment, key interventions undertaken**  In St. Bride’s, we are aware of those children in SIMD 1-3 as these are small in number. However there is significant “hidden poverty” which is masked by those living in rental accommodation in higher SIMDs etc. which can be harder to track and therefore ensure that pupil equity funding is targeted appropriately. The gap between the least and most deprived is vast and Cost of the school day must be considered at all times.  Attendance has been an unreliable measure as increased absence have been a natural consequence of the pandemic rather than an identified barrier.  Parental engagement is a strong feature in St. Bride’s, however this has also been impacted by the restrictions that were in place for most of the year. Similarly, many of the community links that were well established will need re-established.  **Progress and Impact**  **What difference did we see? What did we achieve?**  Part of the Pupil Equity Funding was allocated to support the purchase of specific learning support resources such as Word Wasp and Power of 2 to provide individual support.  Subscriptions to digital learning platforms including Tig-Tag, Reading Eggs and Sumdog were used to increase motivation and engagement for learners where “traditional” homework methods were not successful.  Participatory Budget spend of £1200 allocated to science resources and all classes engaged in practical science activities. Increased opportunity and engagement.  Investment in core literacy and numeracy teaching resources was made. This included graphic novels and more advanced novels to supplement the existing stock and extend the interest for all readers.  Teejay maths resources were purchased to meet the needs of our learners. This provides challenge for those who require it as well as offering more support for those children where reinforcement and consolidation was required.  Glasgow Motivation and Wellbeing tool was used to identify individual pupils who required specific support but also enabled us to collect data on how well supported children felt in school, self-esteem, achievements out of school etc. This gave us direction for aspects of further support and we invested in the Treehouse resource as well as some virtual courses. These focused on building resilience, problem solving skills, mindset and children’s evaluations were always positive. | |
| **Next Step(s) to inform SIP for 2022/2023:**  GMWP to be completed this session to allow us to have direct comparisons and measure impact.  Biggest impact came from additionality and targeted support for children so allocate part of PEF to this.  Cost of the School day must be a prime consideration moving forward and need to seek ways to ensure that uniform/resources/outings etc are subsidised appropriately. | |