

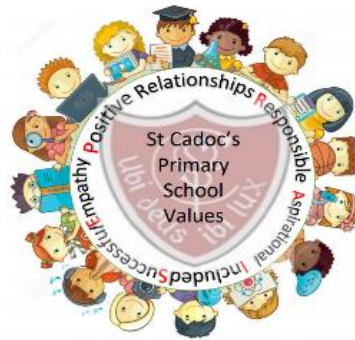
St Cadoc's Primary School

Standards and Quality Report 21/22

Context of the school:

St. Cadoc's is situated in the middle of the Cairns Estate in Halfway, Cambuslang. The school is a denominational school which has a roll of 140 pupils over 6 classes, with a straight class at P1 and 5 composite classes at P2/3 , P3/4 / P4/5 , P5/6 and P6/7 .

Our staff structure includes HT, PT, 5 full time Class Teachers, 0.6 FTE member of staff and 0.4 PEF temporary member of staff.



P R A I S E

Vision

At St Cadoc's Primary School we are committed to creating an inclusive culture of learning where all children will be challenged in their thinking, to achieve the best of their abilities and strive to become lifelong learners and responsible citizens.

We value each child's individuality and provide a safe, stimulating, challenging and nurturing environment, where all pupils can achieve their potential.

We empower our children to become resourceful, resilient, aspirational and respected citizens who can make a valuable contribution to their community.

We are committed to developing as a community of faith and learning, promoting Gospel values, through celebration and worship, and through service to the common good.

Aims

- To provide a kind, friendly, caring and supportive environment where all children feel valued and secure.
- To promote strong, positive relationships based on trust and mutual respect.
- To embed the Nurture Principles ensuring we are meeting pupils, social and emotional needs, enabling them to access education on an equal basis.
- Combine high standards of teaching and learning with a broad and rich curriculum.
- Promote, a positive attitude towards learning and building aspirations that allows children to achieve their potential in all areas.
- Establish effective partnerships with parents and the community.
- To provide a Religious Education Programmes which will enable young people to develop their understanding of Gospel values and how to apply them to life.

Of our 140 pupils, 58% live in a home within SIMD 1 or 2 and /or are in receipt of Free School Meals. These children are present in all stages of the school. We are aware that some families choose not to uptake FME and as such we use a variety of local intelligence to provide clear, current and local detail to aid our analysis of individual need especially in relation to Pupil Equity Funding interventions.

We are the established Primary Confucius Classroom for the Trinity Learning Community and our pupils have the opportunity to learn Mandarin from native speakers from P5 – P7.

The nature and ethos of St Cadoc's Primary School, strongly support all aspects of equality and inclusion. We have an open door policy where all learners, parents and members of the wider community know they will be welcomed and listened to with interest and respect.

Despite restrictions, as a result of COVID, we have been able to offer many opportunities for our Learners, Parents / Carers and the Local Community including, support with digital capability, loans of Chromebooks and MIFI, parent virtual workshops on using IT and opportunities for all to inform developments on how best to meet the needs of our school community.

We have an established Nurture Room which will soon resume and have 2 trained staff who are committed to supporting pupils in their emotional and social development. We have a Nurture Principles Programme which will be in place next session across the whole school.

We have established links with our local community and we host community Sewing / Art and Craft Groups. Our parent / carers support learners through Paired Reading, Library Visits and Educational Outings throughout the year.

We continue to support young people to develop and learn effectively, to the best of their ability, and this has become evident through our updated and comprehensive programme of monitoring of learning and teaching.

Our school continues to develop our ability to identify the needs of our more vulnerable pupils. Through our Forward Plans and Assessment Reviews as well as ongoing dialogue with teachers and SLT, we ensure that learning and development needs are responded to and tracked throughout the year.

Review of progress for session Aug 2021- June 2022

| School priority 1: | |
|--|--|
| <p><u>NIF Priority (select from drop down menus)</u> Improvement in attainment, particularly in literacy and numeracy. <u>NIF Driver</u> Curriculum and assessment Teacher professionalism</p> | <p><u>HGIOS?4 QIs (select from drop down menus)</u> 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 1.3 Leadership of change</p> |
| <p>Strategy</p> <p>What did we set out to do?</p> <ul style="list-style-type: none"> • Ensure consistent high quality teaching and learning. • Create agreed school vision with all stakeholders. • Full curriculum re-established and planned effectively across every stage. • Review and refresh of selected curriculum areas and sustaining digital learning skills and experiences. • Reviewing and refreshing of selected curriculum areas and sustaining digital learning skills and experiencing. • Raise attainment in Literacy (Writing) and Numeracy <p>Progress and Impact</p> <p>What difference did we see? What did we achieve?</p> <p>School Vision, Values and Aims established. Whole school community engaged and contributed to Vision. Greater identity with school. All curricular areas planned and delivered. Refresh for some curricular areas on going.</p> <p>Robust programme of tracking and monitoring was re-established, including Pupil Work Sampling and Pupil Discussion Groups. Monitoring of Forward Plans, Assessment Folders and Professional Dialogue Meetings and Review Meetings termly also in place. Greater pupil engagement across all classes was noted through our HWB tracking and monitoring and professional observations. Staff attended a range of in house CLPL throughout the year including , Maths pedagogy , PM Writing and Big Maths and, it was noted on Staff Self- Evaluations that this allowed staff to identify own development needs and had a positive impact on pupil learning. Impact of school closures and low uptake on remote learning, despite hub and supports in place, on Writing and Maths.</p> <p>All staff trained in ‘Talk for Writing ‘, impact curtailed by absence due to COVID. Pupils self-isolating and in and out of school on regular basis until measures eased after April 2022. Writing attainment across school has shown considerable impact from lockdowns and will be a school priority over next 3 years, where we will aim to see a rise in attainment equal to pre – COVID figures.</p> | |
| <p>Next Step(s) to inform SIP for 2022/2023:</p> <p>Ensure quality of teaching is of a high standard and consistent throughout all stages. Wide range of learning environments and creative teaching approaches including Play Based Learning established.</p> | |

Writing programme to be prescriptive with basic writing skills re –established (PM Writing). Staff CLPL has been timetabled from June 2022 and will continue over 2022/23. Targeted Writing Support groups to be established.

Maths Recovery programme established with member of staff trained and already beginning CLPL with all staff. Maths programme weekly to be established in class timetables with opportunities for Maths in context and a structured approach to problem solving planned.

School priority 2:

NIF Priority (select from drop down menus)

Improvement in children and young people's health and wellbeing

NIF Driver

Teacher and practitioner professionalism

Assessment of children's progress

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?**

- Promote positive health and wellbeing of pupils, parents and staff.
- Plan a whole school co-ordinated approach to identifying need and for planning appropriate, measured, responsive interventions to identify issues on an ongoing basis.
- Plan to promote an attachment- informed ethos and environment within the school community.
- Using The Wellbeing profile - Glasgow Motivation and Wellbeing Profile further develop a robust and systematic Tracking and Monitoring of HWB across school.
- Tracking and Monitoring of HWB by SLT beginning August 2021
- HWB needs identified for pupils and appropriate Support Plan put in place

Progress and Impact**What difference did we see? What did we achieve?**

HWB Monitoring and Tracking established

Refreshed PPBUDB training with staff, pupils and parents – Almost all pupils and all staff increased confidence on how to deal with worries and distressed behaviour. All pupils successfully maintained full time education within mainstream class setting as a result of appropriate and creative individualised timetables. 0% pupil exclusions for academic year 21/22.

SLC Attachment Theory training completed for all staff and implemented across school.

Greater understanding of distressed behaviour across all staff evident through observation, professional dialogue and staff audits.

Enhanced transition and Nurture Talk Group for P7 pupils established and supported by SST. This had a positive impact on P7 pupils who were making the transition to High School. All pupils and parents responding positively stating that more confident about transitioning to High school.

SHANNARI evaluations termly across all stages resulting in better understanding of pupil need.

Daily Emotion Check ins for every pupil enabled staff to respond to pupil need in timely manner.

Termly tracked and monitored pupil HWB profiles by SLT ensured early and appropriate intervention where required for all.

The wide range of needs identified were responded to and resulted in positive impact e.g. increased engagement in learning, development of friendship groups outwith class, targeted participation in lunchtime and after school clubs, opportunity for roles of responsibility within the school.

Next Step(s) to inform SIP for 2022/2023:

Increase attendance by 4% across the school.

Providing a greater range of lunch time and after school clubs to encourage attendance and engagement.

Nurture principles to be further embedded across the school.

School priority 3:

NIF Priority (select from drop down menus)
Placing the human rights and needs of every child and young person at the centre of education
NIF Driver
Parent/carer involvement and engagement
Parental engagement

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?**

- Mitigating Cost of the School Day
- Plan to sensitively support families by sign posting them to financial support and supporting them as part of the school community
- Ensure equity approaches are additional and provide targeted support to learners affected by poverty.
- Cost of school day plan in place and shared with school community.
- Access to 'previously loved' clothes, school events subsidised by school, sign post and support offered to access financial support.

Progress and Impact**What difference did we see? What did we achieve?**

All pupils enabled to attend school events as no money or costumes etc was needed.

Almost all pupils completing homework as stationery resources and IT provided.

Practical support continued for all pupils ensuring the cost of the school day was reduced.

All staff raised awareness and understanding of implications of cost of the school day. Increased communication between staff and SLT of pupil need in this area, resulting in pupil need being met in a timely manner.

Next Step(s) to inform SIP for 2022/2023:

Continue to have Cost of the School day as a priority.

Re establish and promote opportunities for parents / carers to work with pupils and to access resources and workshops to help support their children at home.

National priority: How we are ensuring Excellence and Equity?

Strategy

What did we set out to do:

- Reduce the cost of the school day
- To reengage families with school and increase attendance
- To identify learning gaps in Numeracy and Mathematics
- To identify and addressing barriers to learning

Progress and Impact

Barriers to learning identified include attendance, digital support at home, support for learning at home and learning resources including stationery, paper etc.

Attendance has dropped considerably during COVID years for some pupils and stages, this has been one of the main barriers to learning for many pupils. One class had an absence rate of 12.4%, this was 4% below the school average of 8.6%. Almost all pupils with ASN have found great difficulty returning to school and 5 pupils have experienced anxiety and attachment concerns during this period.

Data clearly shows attainment continues to be impacted especially in both Writing and Numeracy by attendance.

Following SLC process we have open communication with parents to support them in getting pupils to school.

A temporary supported / reduced timetable for 3 pupils encouraged attendance.

A soft start for pupils was established as required.

Pupils benefited from increased roles of responsibility planned to encourage attendance and ensure positive engagement.

Use of visual weekly timetables given to pupils on a Friday to prepare them for week ahead reduced stress and anxiety and resulted in increased attendance.

Other barriers identified include digital support at home, support for learning at home.

Following school digital audit it was found families had vastly different opportunities to access IT.

4 i-Pads and 10 Chromebooks have been loaned for home use, MIFI given to 2 families

All pupils given stationery packs in August 2021 including white boards, pencils, rubbers, coloured pens etc... This was re stocked in January 2022.

CoSD – reduction in events requiring money, costumes and resources.

All school events and residential trips subsidised allowing every pupil equal access to participation. Almost all pupils were fully engaged in all school social events and educational excursions.

15 targeted pupils having access to small group supported study tuition in Maths and Numeracy all made progress with 8 pupils having achieved their level.

A marked impact in digital engagement was recognised with almost all pupils accessing education apps at home. Almost all pupils engaged in Reading Eggs, Reading Express at home and this had a

considerable impact on reading attainment across the school with 91.7% achieving expected levels and above in P4 and 84.2% in P7.

Next Step(s) to inform SIP for 2022/2023:

A detailed and creative plan to increase attendance across the school.

Further scope for reducing the Cost of the School Day.

Continue to support Digital access for targeted families.

Targeted support to raise attainment in writing.

Re- establish Families Connect programme to support learners at Early / First level