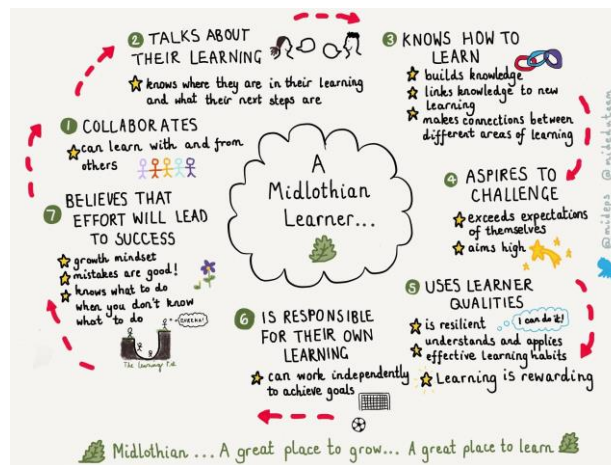


# St Mary's RC Primary School

## Standards and Quality Report 2021-2022

### Abbreviated Improvement Plan 2022-23



## School Context - School Information

**We are a Catholic school at the heart of the Community of Bonnyrigg and Lasswade and moved into our new building on Rosewell Road in August 2020. We have a clear vision for the holistic development of every child in the school firmly rooted in an ethos of trust and respect. This vision has been refined over the years and is one that gives a clear and consistent message of high expectations for all of our learners and clear expectations for positive behaviour, respect and tolerance.**

**We continue to work hard to build positive relationships and staff have a firm commitment to an open door policy for parents, which begins in our Nursery, and recognises the importance of sharing information to benefit our learners. Whilst this has been challenging during the Covid restrictions of 2019-2021-2022, we have been working hard to review our Parental Involvement and Engagement strategy and will move forward with a plan using the results of our most recent PIE surveys.**

**This means that as a school team we benefit from having strong relational trust and can challenge and support each other in a professional capacity. We are able to welcome over 95% of our families to Parental Consultations, and in June 2022, finally welcomed our families into the building for an Open Evening. Throughout the year we work with pupils and parents to develop the attributes of a Midlothian Learner and the children recognise and value these qualities in themselves and their peers.**

**Clear and consistent expectations of positive behaviour have resulted in a significant reduction in behaviour referrals over the past twelve years. Effective and regular communication with parents has led to a reduction in parental complaints and we are proud of our Learning Environment which emphasises care, nurture and a strong sense of community. Part of our PIE strategy next session will include embedding a Positive Relationships and Inclusion strategy with an emphasis on further developing the nurture and pastoral care of our children and families.**

**As a Catholic School, we have a strong commitment to social justice and firmly believe in GIRFEC in the broadest sense, and work hard to remove barriers to learning and inclusion not just because it is a national and local priority, but because it is the right thing to do. We have a wide ranging SIMD profile, which is not always reflective of the level of need our learners and families have. We regularly audit and track the ASN of all learners and aim to provide a range of Universal Support in addition to comprehensive targeted support. We regularly work with our Third Sector partner agencies to improve outcomes for our learners. Collaboration with partner agencies such as CAMHS, SALT and ASD Outreach, means that we can also provide a very good level of personalised support for learners. Learners have benefited from a range of short term targeted interventions in addition to longer term Multi Agency Planning. Strong relational trust means that parents are confident in sharing wellbeing information with staff and IEP planning and assessments can therefore be more relevant and effective.**

## Our vision, values and aims

At St Mary's we aim to:

Put your child at the centre of everything we do

Have high aspirations and expectations of everyone

Provide high quality leadership

Provide innovative and inspiring learning opportunities

Meet all learners' needs

Work in collaboration and partnership

Work together to develop our children holistically within a culture and ethos of mutual trust and respect



St Matthew said, "treat other people the way you would like to be treated".

Promote a secure and happy Catholic Christian environment, which extends into a close partnership between school, home, parish and the wider community

Show consideration for individuality, promote and celebrate diversity, inclusion and tolerance based on Gospel values

## Consultation & Communication

Our school vision, values and aims have been created in joint consultation with staff, pupils and parents and are regularly revisited and reviewed alongside national and local priorities and SCES. We have consulted parents this session via a Parents in Action Survey during our Open Evening in June 2022. Now that we can physically welcome our parents into school, we have been able to share our ethos with a range of groups of parents in addition to the Parent Council.

Our school vision, values and aims are at the heart of our collaborative work both with pupils and parents.

- I can **CARE** for myself, other people and our school.
- I show **COURTESY** and good manners.
- I show **CONCERN** by respecting people's rights and feelings.
- **COOPERATION** is important to me when I work with others
- I use my **COMMUNICATION** skills to work things out and build friendships.



All of our rewards and certificates in school are based on the attributes of the Midlothian Learner in tandem with developing the four capacities of Curriculum for Excellence. Pupil's progress in developing the attributes of a Midlothian Learner is included in our final report to parents.

As Midlothian Council works towards becoming a Nurturing Authority we aim to revisit our vision and values with all stakeholders to ensure a common understanding and goal for our children.



# Standards and Quality Report 2021-22

As Covid restrictions were eased in Session 2021 -2022, we were able to enjoy a more normal time in school, and managed the school year without having to isolate classes or experiencing a national lockdown. This brought its own challenges however, and despite our best efforts to maintain mitigations in school, from Christmas - Easter we were faced with multiple staff absences in all areas of the school. With no cover available this impacted on SLT to cover throughout this period and for a few days the closure of the Nursery. Despite this we were able to progress with quality learning experiences in all classes and were able to make the following progress with our School Improvement Plan Priorities:

<b>Priority 1 Digital Learning and revised Curriculum Rationale</b>	Very good progress made - revised curriculum planners for each class and revised literacy and numeracy progressions created	<b>Priority 2 Developing a Nurturing approach</b>	Good progress made - policy to be shared with parents and implemented next session - all nurture groups ran as planned
<b>Priority 3 Increasing attainment in Literacy</b>	good progress made - 100% staff trained in Talk for Writing - new progressions to be embedded next session to impact on attainment	<b>Priority 4 Reducing the poverty related attainment gap</b>	Very good progress made - all identified learners progressed -

## CURRICULUM FOR EXCELLENCE LEVELS - % PUPILS ACHIEVING EXPECTED LEVELS

	P1	P2	P3	P4	P5	P6	P7
Reading	79%	75%	81%	42%	71%	61%	71%
Writing	75%	70%	62%	46%	57%	50%	52%
T&L	71%	90%	86%	46%	76%	61%	71%
Numeracy	79%	70%	71%	46%	52%	78%	61%
Maths	87%	70%	76%	41%	52%	78%	70%

## Successes and Achievements in Session 2021-22



**STAFFING** This session we were able to appoint a new SfL teacher, Mrs Christine Nisbet and welcomed four new teachers to the school. Our school roll increased to 160 across 7 classes and 40 full time spaces in the Nursery were quickly filled with a waiting list. New Nursery staff were also appointed and we welcomed a whole new team of highly qualified Learning Assistants.

**DIGITAL DEVICES** The rollout of 1:1 devices to all pupils in the school was met with great excitement by our learners and they very quickly got used to them being an additional tool for learning. All staff have engaged in digital learning training and use the features of the Google Classroom to good effect. Learners can now be seen regularly conducting their own learning quizzes and surveys in addition to conducting their own research and creating presentations using online platforms. Mrs Stewart has been instrumental in taking the lead on this expansion across the school and continues to nudge us forward in using digital devices to enhance learning.



**RELATIONSHIPS AND COMMUNITY** Small events throughout the year have made a huge difference in rebuilding that sense of Community and partnership. We were able to welcome in specialist teachers for instrumental instruction, drama and drumming once again. It was a very emotional experience hearing the children singing all together again in the gym hall for whole school assemblies. We were able to end the year with a fantastic P7 End of Year Show - PREXIT. It was wonderful to welcome our P7 parents and families to this celebration and to be able to give P7 the transitions they deserved.



We coordinated the Learning Community P7 Camp to Lockerbie Manor, and took 95 learners from 5 different schools there for the last week in April. We were able to join with our ASG schools for transition visits to St David's High School and some of our learners benefitted from enhanced visits from December. All learners were able to experience in person transitions to their new classes and schools and to begin that process of building positive relationships.

In school we were able to start using our school dining room and Gym hall and were able to restart the Buddying programme with P5 and P6 ready for the next session.



We enjoyed working in partnership with the Active Schools Team to participate in sports with other schools in our local Day, an Open Evening and a hugely successful Summer Fair. Parents and 3rd sector partners were also able to visit in school to support IEP meetings, Child Planning Meetings and provide personalised support to many children.

We celebrated the Sacraments of Reconciliation, First Holy Communion and Confirmation with our Parish Community and saw a return to celebrating Mass with our Parish Priest in the Church of Our Lady of Consolation.

**CURRICULUM DESIGN** In Session 2020-2021 we enrolled the school in the Laudato Si Programme, an initiative promoted by Pope Francis across the world, to develop learning for sustainability in its broadest sense. In session 2021-2022, we redesigned our school curriculum to make the links across Curricular areas more explicit and to ensure that every child had the opportunity to learn about Climate Change and ecological sustainability. The Curriculum was linked as follows:

LAUDATO SI							
ECOLOGICAL EDUCATION		SOCIAL JUSTICE NURTURE			BUILDING COMMUNITY		
SCIENCE CURRICULUM	SOCIAL STUDIES CURRICULUM	UNCRC	RERC	H&WB	SCHOOL	PARISH	WIDER
<b>INTERDISCIPLINARY LEARNING DISCRETE AREAS OF LEARNING</b>							
THEMES		THEMES			ETHOS AND WIDER LIFE OF THE SCHOOL		
Every class works on themes throughout the year that link together areas of Laudato Si.		All classes work on RERC themes for their class linked with work in H&WB and UNCRC articles.			Covid has impacted on this hugely – but we have managed to achieve a lot and will continue to grow this as mitigations are lifted.		



In addition to this, all staff undertook training in teaching writing and creating an inspiring reading culture, and new literacy progressions were created which will also be shared with parents and carers next session. Numeracy and Maths planners were also revisited to ensure pace and challenge for all learners in a framework of continued progression in learning.

We hope that as we move into greater normality in terms of cooperative and collaborative learning, we will be able to quality assure the learning experiences of our learners and moderate more regularly to provide more accurate assessments of learning and progress made.

**NURTURE AND PASTORAL CARE** Using the little extra we had in our staffing budget last session, we were able to offer targeted support with Seasons for Growth, to 24 learners who had experienced bereavement, separation or loss in their lives. We were also able to run a P7 Nurture group for 12 learners throughout the year, focussing on outdoor learning opportunities to build confidence, develop social communications skills, and prepare for transition to High School. We aim to continue with this support next session in addition to accessing 1:1 Counselling for some senior pupils.

## IMPROVEMENT PRIORITIES SESSION 2022-2023

<p><b>PRIORITY 1 Raising attainment in Literacy and Numeracy</b>          Embed revised Literacy planners          Work with Numeracy Development Officer to implement revised MUMP framework and provide training for support staff          Monthly moderation of writing in school and across ASG</p>	<p><b>PRIORITY 2 Improving the quality of Learning, Teaching and Assessment</b>          All staff trained in using new curriculum frameworks, including revised MUMP to inform planning, teaching and assessment          School based planners and progressions in learning used by all teachers to ensure consistent approaches and timings for assessment          All staff trained in using PM literacy assessments - work collegiately at school and ASG level to moderate in reading and writing</p>
<p><b>PRIORITY 3 Create and implement a Parental Inclusion and Engagement Strategy (PIE)</b>          Working with Playback Learning Academy, use survey results to consult and work with parents on a series of workshops throughout the year to include:</p> <ul style="list-style-type: none"> <li>• Create and implement Inclusion and Nurture Policy</li> <li>• Re visit Digital Learning Policy</li> <li>• Increase parental engagement back to 95% for parents evenings</li> </ul>	<p><b>PEF PLAN : Reduce the poverty related attainment gap across all classes</b>          Targeted support for learners and families who are currently off track          Reduce the attainment gap in literacy to below 50% in all classes          Improve % pupils attaining chronological spelling age in all classes by 20%          Provide additional targeted support for learners off track in learning with EAL as barrier          Employ two additional LA ASN to support social communication groups, reading groups and numeracy groups</p>



## NURSERY SQIP EVALUATION 21-22 STANDARDS AND QUALITY REPORT

It was another year of many changes in the Nursery at St Mary's and we welcomed three new members of staff and welcomed back Ms Munro from Maternity Leave. Covid impacted on staffing levels after Christmas and unfortunately we had to close the Nursery for a short period of time in February as our staff levels did not meet the required ratio.

We were delighted to be able to welcome back our learners on a full time basis this session and by April 2022, to be able to welcome our parents and carers into the Nursery Room for Stay and Play dates and for face to face discussions with key workers. We celebrated our transitions with our parents and carers in June with a Garden Party.

From our Improvement Plan last session we experienced the following successes:

<p><b>IMPROVEMENT IN ATTAINMENT AND ACHIEVEMENT</b> <b>VERY GOOD PROGRESS MADE</b> <b>KEY NEXT STEPS:</b></p> <ul style="list-style-type: none"> <li>• embed all systems for planning, observations and recording</li> <li>• focus on extending learning opportunities for pre schoolers</li> <li>• increased focus on Early level milestones and early literacy and numeracy skills - In school training</li> <li>• follow QA calendar throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>• All staff completed training in planning, observations and recording progress and new paperwork has been trialled</li> <li>• Learning journals are reviewed more regularly and sent home following a playdate for further comment and input from parents and carers</li> <li>• progression pathways are in place for every learner and a quality assurance calendar is being finalised to ensure these are regularly updated</li> <li>• staff completed Up Up and Away training to support literacy development in the Nursery</li> <li>• Environmental audit completed to inform next steps in developing literacy and numeracy opportunities outdoors</li> </ul>	<p><b>In addition to these targets for improvement we were able to focus on re-establishing positive relationships with all our learners and families and develop these as a newly formed staff team with good success. We will continue to build on this in session 2022-2023 and look forward to feedback from recent parental surveys to inform our next steps.</b></p> <p><b>Our approaches to self evaluation have developed as new members of staff have joined the team, and there is an ethos of honesty and respect evident within the team. This extends to our working relationships with families too where all families are treated with unconditional positive regard. This strong relational trust aids open and honest conversations with families, and as a result we have been able to offer support and advice post covid to support our learners.</b></p>
<p><b>IMPROVEMENT IN CHILDREN AND YOUNG PEOPLE'S HEALTH AND WELL BEING</b> <b>VERY GOOD PROGRESS MADE</b> <b>KEY NEXT STEPS:</b></p> <ul style="list-style-type: none"> <li>• Develop our parental involvement and engagement strategy PIE, to include PICL and PEEP groups</li> </ul>	<ul style="list-style-type: none"> <li>• All staff completed a Child Protection Refresher session and completed Safeguarding booklet</li> <li>• Emotion Works introduced for self regulation - self regulation language used consistently - Colour Monster</li> <li>• all well being paperwork up to date and monitored effectively</li> </ul>	<p><b>We have benefited from the experiences of new practitioners in relation to Care Inspectorate requirements for paperwork and systems and have now reviewed and updated all of these in the ELC.</b></p>
<p><b>IMPROVE DIGITAL LEARNING</b> <b>VERY GOOD PROGRESS MADE</b> <b>KEY NEXT STEPS:</b></p> <ul style="list-style-type: none"> <li>• Develop the use of SeeSaw for journals</li> </ul>	<ul style="list-style-type: none"> <li>• All staff completed mandatory e-learning modules in digital learning and all staff are using SeeSaw in tandem with journals to share children's learning</li> <li>• Surveys with parents completed via a digital link</li> <li>• increased use of ipads , promethean board and chrome books in the room to support learning</li> <li>• increased sharing of learning and achievements via twitter and seesaw</li> </ul>	<p><b>We have worked with external agencies to learn more about supporting learners with specific additional support needs and have worked hard to remove barriers to learning where possible.</b></p> <p><b>We have enjoyed the support of the Peripatetic teachers as we have progressed through the year and will take forward and embed learning into next session.</b></p>

**NURSERY IMPROVEMENT PLAN – 2022-2023**

QUALITY INDICATOR	WHAT WILL WE DO	WHEN WILL WE DO IT WHO WILL DO IT	EVIDENCE WE WILL GATHER
<p><b>Improvement in Attainment and achievement</b>                      2.3 Learning Teaching and assessment                      3.2 Raising attainment and achievement/Securing children’s progress                      2.4 Personalised support</p>	<p>Ongoing monitoring of systems, planning, observations, folios, seesaw, PIE via fortnightly meetings between SEYP and HT.</p> <p>Implement a more robust Quality Assurance system to monitor individual paperwork for learners.</p> <p>Staff to begin using new documents and format for responsive and in the moment planning. Observations to have more focus on next steps and linked to Literacy, Numeracy and Health and wellbeing progression pathways.</p> <p>All staff to complete In House training in Early Level Literacy/Numeracy and H&amp;WB outcomes and be more familiar with the link and progress across P1</p> <p>Learning Journals to be sent home to gather feedback to inform next steps and progression pathways.</p> <p>All staff to have protected time for</p> <ul style="list-style-type: none"> <li>● professional reading and training.</li> <li>● Realising the ambition</li> <li>● Out to Play</li> <li>● Space to grow</li> </ul> <p>and updates from ELC relevant to SQIP</p>	<p>Fortnightly meetings SEYP and HT</p> <p>See Calendar All EYP - key worker groups</p> <p>Oct/Nov questionnaire in journal for parents March Home link sheet to share experiences</p> <p>Monthly SQIP meeting - All EYP, Alison MacKerron, Frnacesca Scola, Fiona Macaulay, Liz Laird</p> <p>Monthly PL time protected on cycle of meetings</p>	<p>Minutes from meetings. Evidence actions being met</p> <p>Monitor and evaluate Nursery Plans</p> <p>Information from parents and carers evidencing learning at home and wider achievement updated onto progressions</p> <p>Pre and post training surveys with staff measuring skill and confidence levels in these areas. Monitoring of progression pathways - observations of learning - parental feedback</p> <p>Professional Learning Records kept up to date with reflections on learning and impact with learners.</p>

QUALITY INDICATOR	WHAT WILL WE DO	WHEN WILL WE DO IT WHO WILL DO IT	EVIDENCE WE WILL GATHER
<b>Included engaged and involved: wellbeing and equity</b> 2.5 Family Learning 2.7 Partnerships	<p>Re-introduce play dates and family nights in line with the school Parental Inclusion and Engagement calendar where possible.</p> <p>Risk assess options for providing parents access to the learning space - more informal and relaxed pick up times - consult with parents via monthly question board on changes to access to the room.</p> <p>Re-establish PICL/PEEP/TALK TIME groups as required using protected time in school library for this on a Friday morning.</p> <p>Engage with the Playback Learning Academy series of workshops to engage with parents of Nursery and P1</p>	<p>Planned on annual calendar at start of the year.</p> <p>ALL EYP Parents</p> <p>ALL EYP Liz Laird Francesca Scola Calendar tbc</p>	<p>Exit surveys from parents</p> <p>Pre and post group surveys with parents Feedback from parents observations of pupils Decrease in referrals to SALT</p> <p>Levels of engagement of parents.</p>
<b>3.3 Developing Creativity and skills for life and learning</b>	<p>Develop outdoor environment to develop maths and numeracy and language and literacy. Explore and develop problem solving opportunities and encourage cooperative learning.</p> <p>Audit and monitor use of the outdoor spaces</p>	<p>On going</p> <p>Review Termly</p>	<p>Reflect and observe impact of changes on children's learning</p>

