

St. Mary's R.C. Primary School, Bathgate

West Lothian Council

SEED No. 5505321

Headteacher: Fiona McKerral


Insert Date: Aug 2016-June 2017


Self-evaluation Summary:


St. Mary's R.C. Primary School is a large denominational school serving the community of Bathgate and has a very good reputation locally. The continued development of new housing, particularly in Wester Inch village, and the expansion of train links to Glasgow and Edinburgh have had an impact on the population of Bathgate. The school roll has risen steadily over the past 10 years to the current level of 440, arranged in 15 classes from P1-P7. The school enrolls pupils from a wide catchment area and the Free Meal Entitlement equates to 19%, therefore, Pupil Equity Funding will amount to £92,400. The dining hall, P.E. facilities, Reception area, Admin. office and main entrance to the school have recently been extensively upgraded to cater for the growing needs of the school. There is a Senior Leadership Team, 15 Class Teachers and 1 full time Support for Learning Coordinator. There is also an Admin. team and 10 Pupil Support Workers deployed at various stages across the school to support children with identified learning needs and whole school working. The school works in partnership with St. Kentigern's Academy and cluster primary schools as well as the Parish, Parent Council, PTA and wider community. These partnerships strengthen our collaborative working and capacity for improvement.

The school vision, values and aims were recently developed in consultation with stakeholders and underpin the life and work of the school. They display our commitment to the Gospel values and to continuous improvement in all areas. A key driver for improvement has been the development of a nurturing school and support for learning practice which supports an inclusive environment and promotes excellence and equity. The school also runs a successful breakfast club which is well attended by the children.

Our stakeholders are involved in self-evaluation to identify our priorities for improvement. The continuous development of learning, teaching and assessment, as well as teacher professionalism, ensures these priorities progress. Analysis of data provides further evidence to develop our curriculum in line with Curriculum for Excellence and guide our strategy to raise attainment for all. Our curriculum is enriched by part-time teachers who provide Reduced Class Contact Time and develop and teach within the areas of Science and Technology, Art and Design, Music and Drama.

Quality Indicators from How good is our school? (4 th edition) and where appropriate How good is our Early Learning and Childcare?	How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS?4/HGIOE LC six-point scale?
<p>1.3 Leadership of Change</p> <p><i>Developing a shared vision, values and aims relevant to the school and its community</i></p> <p><i>Strategic planning for continuous improvement</i></p> <p><i>Implementing improvement and change</i></p>	<p>Pupils, parents and staff have ownership of the school vision, values and aims and are involved in its on-going review.</p> <p>Most teaching staff reflect on, and are committed to, the shared values embedded in the GTCS standards to improve outcomes for learners.</p> <p>Most staff have high expectations for all learners.</p>	<p>The vision statement is well known and understood by pupils, is highly visible around the school and on newsletters, is referred to during assemblies and in our day to day work. It is central to our curriculum rationale and there is a clear focus on improvements for all.</p> <p>Whole school and individual self-evaluation, PRD, practitioner enquiry and cluster moderation. Collaborative planning, teaching and assessment. All staff involved in development of SSES and SIP and most lead change and improvements within school.</p> <p>Staff have developed a "Standards for St. Mary's" policy and practice to ensure there are high expectations and a positive impact on all learners.</p>	<p>Review vision, values and aims with partner agencies. Continue to extend learners' understanding of our vision, values and aims through the four contexts for learning.</p> <p>Further develop understanding of teacher leadership and the collective responsibility of all in the process of change.</p> 	Good

	<p>Teaching staff are developing their understanding of the social, economic and cultural context of the local community and current educational policy which impacts positively on our practice and relationships with families.</p> <p>Most staff are clear on the school's strengths and areas for development based on a range of evidence which informs our CLPL and SIP. All staff and some parents are involved in evaluating the impact of change.</p>	<p>Quality assurance - tracking / attainment meetings, planning meetings, classroom observations, peer visits, moderation activities, pupil and parent feedback and snapshot jotters.</p> <p>GIRFEC / ASN meetings with SfLC, Pupil Focus Groups.</p> <p>Targeted support for children identified through tracking / attainment meetings.</p> <p>Enthusiasm of staff to develop approaches including nurture, mindfulness, changes in the role of Support for Learning.</p> <p>Positive, solution-focused and supportive Child Planning and IEP Meetings.</p> <p>Calendar of self-evaluation, quality assurance, moderation and CLPL ensures that staff continually reflect on and develop practice. Parents contribute on Parents' Nights and through questionnaires. SIP priorities on display for all stakeholders.</p>	<p>Continue to develop understanding and use of attainment data.</p> 	
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2.3 Learning, Teaching and Assessment <ul style="list-style-type: none"> <i>Learning and engagement</i> <i>Quality of teaching</i> <i>Effective use of assessment</i> <i>Planning, tracking and monitoring</i> 	<p>The learning environment is built on very positive and nurturing relationships between staff and pupils.</p> <p>Our ethos and teaching is underpinned by our shared school vision, values and aims.</p> <p>Most of our children are eager and active participants</p>	<p>Nurture class provides a safe and secure environment for children. Improvements evidenced in Boxhall Profiles.</p> <p>Nurturing school evaluation shows development of whole school nurture approach.</p> <p>Restorative approach used by the majority of staff.</p> <p>Children involved in developing class charters.</p> <p>CPMs and IEPs enable staff to work with partners to review nurturing strategies regularly.</p> <p>We observe learners closely to ensure well timed interventions</p> <p>SLT class observations</p> <p>Peer visits</p>	<p>Develop understanding of restorative approach and mindfulness with parents / carers. Ensure that all staff use this approach consistently.</p>  <p>Continue to improve learning, teaching and assessment</p>	Good



	who are engaged in their learning. Their experiences are appropriately challenging, enjoyable and well matched to their needs and interests.	<p>SfL meetings Tracking / attainment meetings Use of digital resources to enhance learning Staff training undertaken re. AAL</p>	approaches through team teaching, learning rounds, moderation, practitioner enquiry, effective and appropriate CLPL etc.	
	Most of our learners are successful, confident and responsible. They contribute effectively to the life and work of the school and wider community in a range of planned activities, e.g. Pupil Voice Groups, which enable learners to take an active role in the school and provide opportunities to take on leadership roles.	<p>Pupil Groups have been established and contribute in different ways to the life and work of the school.</p>	Continue to develop opportunities for pupil leadership / leading learning.	
	Learners' achievements are celebrated in class, on class blog pages and during school assemblies.	<p>Pupils involved in the community through Parish, Gala Day, Sporting events etc.</p>		
	Most learners are given opportunities in planning curriculum areas.	<p>All pupils and staff involved in evaluation of impact of pupil groups</p>		
	The majority of teachers develop targets with children and provide high quality feedback about	<p>Regular newsletters</p>		
		<p>Wider achievements display board Snapshot jotters - children asked to include achievements out of school.</p>		
		<p>IDL plans and KWL grids used in all classes.</p>		
		<p>Targets displayed in classes Observations made on classroom visits</p>		

	<p>strengths and next steps.</p> <p>AfL approaches are used in all classes and teachers use these to inform next steps in learning and teaching.</p> <p>Standardised data is used to track the progress of learners and informs necessary interventions.</p> <p>Our whole school Inclusion and Support for Learning policy and practice has been reviewed and refreshed. We identify children who face barriers to learning to support them effectively.</p>	<p>SLT observations, peer visits, Snapshot jotters, pupil focus groups</p> <p>Termly tracking / attainment meetings</p> <p>New policy developed and shared with all staff. Support for Learning Coordinator in place. GIRFEC procedures closely followed and tracked. More effective, solution-focused CPMs, IEPs and partner agency working improves outcomes for children.</p>	<p>Develop the use of a range of valid, reliable and relevant assessment tools and approaches, including holistic assessment, to build a quality body of evidence to support teacher judgement.</p>	
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3.1 Ensuring wellbeing, equality and inclusion <ul style="list-style-type: none"> • <i>Wellbeing</i> • <i>Fulfilment of statutory duties</i> • <i>Inclusion and equality</i> 	<p>The whole learning community has a shared understanding of wellbeing and promotes a climate where almost all pupils feel safe and secure.</p> <p>Most staff and partners model behaviour which promotes and supports the wellbeing of all.</p> <p>Almost all staff are sensitive and responsive to the wellbeing of pupils. Staff use the wellbeing indicators as an assessment tool to identify and support pupils needs.</p> <p>Pupils are developing their understanding of the wellbeing indicators through</p>	<p>Pupil and staff questionnaires. Nurture base is well established and supports children well. Whole school nurturing approach continues to develop.</p> <p>Check-ins and wind-downs for individual children as necessary. Individual timetables. Positive response plans ensure shared language.</p> <p>Use of social stories and 5-point scales. Sensory resources available. Mindfulness approach being developed in 9 classes.</p> <p>H&WB programme of work used throughout the school.</p>	<p>Develop consistent approaches to meeting the needs of all.</p> <p>Develop whole school relationships, learning and behaviour policy and practice to support understanding and success in using restorative approaches.</p> <p>Review Health and Wellbeing programme of work across the stages with a focus on mental</p>	Good
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	<p>our H&WB programme.</p> <p>Most staff and partners take due account of the legislative framework related to wellbeing, equality and inclusion.</p> <p>All staff engage in regular professional learning to ensure that they are fully up-to-date with local and national legislation affecting the wellbeing and inclusion of all children.</p> <p>Our curriculum provides opportunities to explore diversity and other world religions.</p>	<p>CPMs, IEPs, consideration of CSPs, RRS, policies including GIRFEC, exclusion, inclusion, named person etc.</p> <p>Almost all staff are trained in nurturing principles and approaches. CLPL is relevant and matched to the needs of the school and staff including: attachment theories, mindfulness, Growth Mindset, HWB, PEF, Inclusion and Support for Learning etc.</p> <p>All staff are trained in GIRFEC and Child Protection policy and practice.</p> <p>Very effective nurture class in school leading to better outcomes for children with additional support needs and their peers.</p> <p>This is Our Faith God's Loving Plan Newsround resources re. current affairs Philosophy 4 Children Mindfulness Growth Mindset</p>	<p>health and wellbeing to ensure progression in learning.</p> 	
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	<p>Almost all our children show consideration for others and demonstrate positive behaviour and relationships.</p>	<p>All staff trained in equality and diversity</p> <p>Our vision, values and aims are evident in the life and work of the school and are central to our positive ethos. Pupil and staff questionnaires. Restorative discussions. Strong relationships throughout the school.</p>		
<p>3.2 Raising attainment and achievement</p> <ul style="list-style-type: none"> <i>Attainment in literacy and numeracy</i> <i>Attainment over time</i> <i>Overall quality of learners' achievement</i> <i>Equity for all learners</i> 	<p>Most children are attaining appropriate levels and a few have exceeded these.</p> <p>Attainment levels in literacy and numeracy are a central feature of the school's priorities for improvement.</p> <p>The school's data demonstrates that most children are making good progress and this is tracked throughout the year.</p> <p>Cluster moderation activities are leading to more confident teacher</p>	<p>Standardised assessment data.</p> <p>Achievement of a level data. Increased teaching time in all classes for literacy and numeracy.</p> <p>PSW time allocated according to level of needs in each class, promoting equity.</p> <p>Increasing staff confidence in professional judgement with more effective use of benchmarks.</p> <p>Termly tracking / attainment meetings.</p> <p>Teacher evaluations</p>	<p>Review progression pathways, to include benchmarks, for literacy and numeracy to increase staff confidence in the judgement of a level in order to track pupil progress more effectively.</p> 	Satisfactory

	<p>judgements.</p> <p>We use evidence from tracking meetings, professional dialogue and assessments to measure progress over time. We identify children who need additional support and provide interventions and additional PSW time.</p> <p>Personal achievements are recognised, valued and tracked.</p> <p>Strong relationships with families and partner agencies which focus on positive outcomes for children.</p> <p>We have systems in place to promote equity of success and achievement for all our children and in particular our most disadvantaged children.</p>	<p>Pupil focus groups. Tracking / attainment meeting notes GIRFEC meetings - SfLC and staff IEPs and CPMs Professional dialogue around equity and excellence Transition meetings at all stages. Referrals where necessary.</p> <p>Class work, assemblies, display board, Snapshot jotters.</p> <p>CPMs Solution-focused approach Positive feedback from families.</p> <p>Attendance levels have remained roughly the same, at approx. 95%. Exclusion rates have lowered by over 35%. Effective nurture support in place.</p>	<div>↓</div> <p>Develop ways of increasing meaningful parental engagement.</p> <div>↓</div>	
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Additional QI – please specify				
2.2 Curriculum: Theme <ul style="list-style-type: none"> <i>Rationale and design</i> <i>Development of the curriculum</i> <i>Learning Pathways</i> <i>Skills for learning, life and work</i> 	<p>Pupils, parents and staff have contributed to the on-going development of the curriculum rationale.</p> <p>Most staff and partners are ambitious and expect high levels of attainment and achievement for all learners.</p> <p>All teachers use progression pathways and benchmarks in numeracy, maths and literacy to plan and track children's progress.</p> <p>There is clear progression in science and art which is delivered by teachers focusing on these areas.</p>	<p>Feedback about rationale given on Parents' Nights and through newsletter.</p> <p>Attainment / tracking meetings challenge teacher judgement levels. Parents and partners involved in target setting, e.g. CPMs and IEPs, Snapshot jotters</p> <p>Pathways used and discussed in planning and tracking / attainment meetings with SLT.</p> <p>Plans developed by staff are clear, progressive and thorough.</p>	<p>Develop a shared understanding of progression within literacy, numeracy, maths, HWB to ensure consistency and the highest of standards.</p> 	Satisfactory

	<p>Overview of social studies ensures coverage of Es and Os.</p> <p>There are opportunities for personalisation and choice within social studies in all classes.</p>	<p>Teachers' plans show evidence of pupil views impacting on learning and teaching. Discussion at planning meetings with SLT.</p>		
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