

St. Mary's RC Primary School, Bathgate



*St. Mary's Primary School
Bathgate*

PROGRESS REPORT FOR SESSION 2019/20

(Standards & Quality Report)

**St. Mary's Primary School
Whitburn Road
Bathgate
EH48 2RD**



ABOUT OUR SCHOOL

Vision, Values & Aims statement

Our vision is to work together in a positive environment of love, faith, respect and friendship. We are always striving for excellence, to be the best we can be!

To see our full vision, values and aims go to

<https://blogs.glowscotland.org.uk/wl/stmarysps/files/2018/06/Delivering-Excellence-and-Equity-version-3.pdf>

Context of the school:

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 remained steady for a number of years and is currently 408, arranged in 15 classes from P1-P7. The school enrolls pupils from a wide catchment area and the Free Meal Entitlement equates to 11.5% therefore, Pupil Equity Funding in session 2019/20 amounted to £86,400. The dining hall, P.E. facilities, reception area, admin office and main entrance to the school have 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 administrative team and 9 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, which were developed in consultation with stakeholders, continue to underpin the life and work of the school. They display our commitment to the Gospel values and continuous improvement in all areas. A key driver for improvement has been the development of a nurturing school approach 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 (RCCT) and currently develop and teach within the areas of Physical Education (PE) Science, Technology, Engineering and Mathematics (STEM) and Health and Wellbeing (HWB).

IMPROVEMENT PRIORITIES

Our improvement priorities are always based on the national priorities in the National Improvement Framework (NIF). Below we have indicated what progress we made with these priorities in Session 2019/20 and what the impact has been. Our report recognises that we entered a period of school closures in March 2020, and therefore our report reflects the progress made until that time, but will also reference any significant steps taken during the period of school closures. Our future improvement priorities will be identified in our school's recovery improvement plan, which will respond to the national and local advice on the reopening of schools.

We have shown which NIF driver for improvement we used – you can find out more about the National Improvement Framework and drivers at https://www.npfs.org.uk/wp-content/uploads/2016/01/NPFS_NIF_E-1.pdf.

We have also evaluated our overall provision using quality indicators (QIs) in How Good is our School?4 (HGIOS?4) and How Good is Our Early learning and Childcare? (HGIOELC?) which is a key aspect of the Scottish approach to self-evaluation and school improvement.

PRIORITY	HOW DID WE DO?
<p>1.</p> <p>To raise attainment, especially in literacy and numeracy</p> <p>Our measurable outcomes for session 2019/20 were....</p> <p>*At least 90% of observed lessons are good or above</p> <p>* Attainment in numeracy to rise from 88% -90%</p> <p>*Almost all pupils talk confidently about LI, SC, effective feedback, strengths and next steps across the curriculum but particularly in writing and numeracy / maths</p> <p>*All teachers to differentiate effectively within writing and numeracy / maths – evident in QA / class observations</p> <p>NIF Driver(s):</p> <p>X School Improvement X School Leadership X Teacher Professionalism Parental Engagement X Assess. of Children's Progress X Performance Information</p>	<p>We have made good progress.</p> <p>What did we do?</p> <p>* We used evidence-based research to choose appropriate interventions and approaches to learning and teaching, matched to our school and cluster context and the needs of our learners</p> <p>* Staff engaged in professional learning and were supported with pedagogical development, particularly in the areas of writing (school focus) and numeracy (cluster focus) in a variety of ways:</p> <ul style="list-style-type: none"> • Team teaching and modelling lesson approach • Further development and use of literacy progression pathways and WLC Literacy Sharepoint • Literacy champion led staff in moderation of reading and writing • High levels of engagement in Regional Improvement Collaborative (RIC) training including Conceptual Understanding in Numeracy; 2nd - 3rd Highly Impactful Teaching and 1st Class@Number. • Whole staff training in Concrete, Pictorial and Abstract (CPA) and use of manipulatives across all stages – extended through cluster work with P7 teachers / high school staff • Staff introduced to interactive progression pathways for numeracy and maths • A second cohort of teaching staff successfully engaged in Outstanding Teaching Intervention (OSRIS) with a focus on engagement, effective feedback and challenge • Focus on '5 critical questions for effective learning' during class observations to ensure high quality learning and teaching • Further development of reading culture through authors' visits and updated / revised children's reading materials • Teaching staff engaged in initial training, 'From Recovery to Learning Re-explored' and interactive WLC Literacy and Numeracy / Maths curriculum maps <p>*High staff engagement at all levels, within a culture of collaboration, ensured staff continued to develop confidence and improve practice within literacy and numeracy</p> <p>* Tracking and monitoring meetings between staff and the senior leadership team (SLT), as well as targeted GIRFEC meetings with the support for learning team, including PSWs, had a positive impact on learners at risk</p> <p>* Staff provided online learning experiences during the period of school closures on Glow Teams (P4-7) and the school blog (P1-3) which were creative, interactive and developed in line with WLC progression pathways</p> <p><u>Evidence indicates the impact is:</u></p> <p>* Whole school attainment in reading increased from 87% to 88%</p> <p>* Whole school attainment in writing increased from 83% to 86%</p> <p>* Whole school attainment in numeracy increased from 88% to 91%</p> <p>* Almost all P1 children attained the expected level in the areas of numeracy, reading, writing and listening and talking. Most of our children in P4 and P7 attained the expected level in the areas of numeracy, reading and writing. Almost all P4 children attained the expected level in listening and talking and most P7 children attained the expected level in listening and talking</p> <p>* Pupils experienced a higher quality of learning and teaching, particularly in writing, and all observed lessons were of a good or very good standard</p> <p>* Teacher knowledge and understanding of writing across the genres has increased significantly and evidence shows all teachers now feel confident to continue to develop this area</p> <p>* It was not possible to complete measures of success of RIC interventions but work will continue in this area on our return to school</p>

<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcomes for session 2019/20 were to</p> <p>*raise our targeted children's attainment in numeracy and literacy will rise by 5% as a result of interventions</p> <p>* Increase attendance of most (75-90%) of our Family Practitioner's targeted children by 2%</p> <p>*Support most parents/ carers (75-90%) in feeder nurseries and P1 to participate in Learning is Fun Together (LIFT) sessions and increase knowledge of how to support their child's communication skills will increase</p> <p>NIF Driver(s):</p> <p>X School Improvement X School Leadership X Teacher Professionalism X Parental Engagement X Assess. of Children's Progress X Performance Information</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> * We continued to build the capacity and confidence of staff to analyse data and close the gap through professional learning, peer collaboration and working with cluster data specialist * Continued to develop clear rationale and plan for allocation of Pupil Equity Funding (PEF), taking full account of national and local guidance * Used a range of data and evidence to identify attainment gaps for groups of children. As a result, appropriate interventions and approaches are in place, with a clear focus on improvements in health and wellbeing, numeracy and literacy * Ensured a range of interventions, targeted supports and extended opportunities and experiences in and beyond school were developed and put in place to increase participation and personal achievement * Systems to monitor and track the progress of individuals and groups were further developed and we continue to gather evidence of the impact of our strategy to raise attainment and close the poverty related gap * Staff and partners worked effectively together to remove barriers and to implement a range of interventions and approaches to improve health and wellbeing, literacy and numeracy * Speech and language therapist trained Family Practitioner, teaching / support staff and feeder nursery staff in programmes which aim to close the vocabulary gap, leading to improvements for learners and building the capacity of staff to improve literacy * Early Years staff supported and delivered a family learning programme in collaboration with the speech and language therapist and nursery staff. They worked directly with families to improve home school links and provide practical support * Well-trained support staff worked effectively and in partnership with teaching staff, Support for Learning coordinator and partners, focusing on targeted groups of children, to promote equity and help close the attainment gap * Staff continued to develop very positive relationships with families based on trust and respect. Staff are aware of and sensitive to family circumstances, challenges and barriers. As a result, parents and carers are more confident to engage with school in supporting their child's learning * School staff worked with a range of partners to improve the life chances of children living in the most disadvantaged circumstances using an effective multi-agency approach * Revised school 'Framework for Equity' with staff and parents and developed our 'Poverty Proofing Statement', in order to ensure our vision and commitment to achieving equity for children in our school community is realised * Arrangements were developed and put in place to ensure that all children could access additional experiences such as excursions and residential experiences * Support for our families continued during the period of school closures in a number of ways including: regular check in calls; lending library for school devices; access to emergency funding through the Scottish Government Wellbeing Fund and provision of school uniform, summer clothes, school resources, food bags, laptops and WL free school meals <p><u>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</u></p> <ul style="list-style-type: none"> * The majority of our Family Practitioner's targeted children's attendance rose by an average of 10% * Attainment of Family Practitioner's targeted children remained the same between November 2019 and March 2020 * It was not possible to measure the impact of interventions led by the speech and language therapist due to school closures but work will continue in these areas on our return to school
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<p>3.</p> <p>To improve children and young people's health & wellbeing</p> <p>Our measurable outcomes for session 2019/20 were</p> <p>*Almost all pupils, through focus groups, will feedback positively about their experiences in outdoor learning</p> <p>*At least 75% of stakeholders report positive impact in stakeholder RRS survey</p> <p>*All teachers will record and act upon concerns and incidents which impact positively or negatively on HWB and track this to inform interventions</p> <p>NIF Driver(s):</p> <p>X School Improvement X School Leadership X Teacher Professionalism X Parental Engagement X Assess. of Children's Progress X Performance Information</p>	<p>We have made very good progress.</p> <p><u>What did we do?</u></p> <p>* Our HWB Champion and staff worked with children to ensure they are able to recognise positive and negative aspects of mental health and wellbeing and what steps to take when not feeling emotionally well. This work was undertaken in class and at assemblies</p> <p>* Daily / weekly check ins, focused on the wellbeing indicators, were developed and used with children and this continued in an online format during school closures. Staff wellbeing survey also developed and used during lockdown because we recognise the importance of staff wellbeing on relationships and teacher effectiveness</p> <p>* Comfort kits developed and used to support children who have difficulty concentrating, are emotionally distressed or need calming time</p> <p>* P6 and P7 pupils trialled the Scottish Schools Health and Wellbeing Improvement Research Network (SHINE) pupil on-line mental health survey and results will be used to form a personalised school HWB action plan with stakeholders</p> <p>* Staff work with partners to provide children with additional experiences and opportunities to participate in a range of in-school and extra-curricular activities including sport, outdoor learning and personal achievement</p> <p>* The school achieved the Rights Respecting Schools bronze award (RRS): rights committed, showing we are fully committed to embarking on the Unicef UK rights respecting journey</p> <p>* Staff, children, parents and partners led a successful Thematic Review, focusing on wellbeing. The review validated our self-evaluation and key strengths included:</p> <ul style="list-style-type: none"> • Strong commitment from all staff to get it right for every child, working closely with parents / carers and partner agencies • Our vision, values and aims promote positive relationships and a culture of well-being for all members of the learning community. They are referred to and acted upon regularly in classes, with individuals and during whole school gatherings / events • Regular, in school, staff CLPL has raised staff knowledge and understanding of the impact of stress and trauma on learning and development, as well improved skills to support our children more effectively at times of difficulty • School Family Practitioner has built strong relationships with parents / carers and works well with partner agencies to support children and their families, both practically and emotionally, very well • Effective universal support / approaches for all, e.g. whole school nurturing approach, termly HWB focus for whole school community, robust planning / implementation of HWB curriculum, restorative approach, HWB toolkit, daily check ins, HWB homework etc. • Variety of appropriate and bespoke targeted supports, e.g. Busy Bees nurture, adult buddies, Lego Therapy, Circle of Friends etc. • There is a strong emphasis on providing our children with the tools to support their own wellbeing, with a strong emphasis on mindfulness • Proactive HWB champion and working party with clear action plan • Children have a clear understanding of the Wellbeing Indictors and use them to evaluate themselves. WBI are tracked carefully by staff to inform interventions and support • Clear approach to encourage children to be more active, with a variety of opportunities offered and being developed <p><u>Evidence indicates the impact is:</u></p> <p>* Learners who self-reported amber or red were invited to discuss their concerns with key adults, in order to provide appropriate support. All concerns were passed onto the Senior Leadership Team, tracked and actioned appropriately</p> <p>* It was not appropriate to undertake planned RRS parent survey or outdoor learning survey with pupils due to school closures but work will continue in these areas on our return to school</p> <p>* Green gym initiative baseline measured. Measure of success not yet available due to school closures</p>
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<p>4.</p> <p>To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our measurable outcomes for session 2019/20 were</p> <p>*Almost all pupils, through focus groups, will feedback positively about their experiences in curricular developments</p> <p>*All staff and most children can recognise, articulate and apply creativity / higher order thinking skills</p> <p>*Most children (75-90%) can demonstrate the 7 habits of effective people through 'The Leader in Me' approach</p> <p>NIF Driver(s):</p> <p>X School Improvement X School Leadership X Teacher Professionalism X Parental Engagement X Assess. of Children's Progress X Performance Information</p>	<p>We have made good progress.</p> <p>What did we do?</p> <p>* Staff undertook extensive curriculum mapping exercise, linking skills development and the Career Standards across key subject areas, to further improve our framework for learning and teaching, ensuring skills for learning, life and work are central to our planning processes</p> <p>* Whole school STEM programme developed across all stages and funding secured from Edina Trust towards science equipment and resources</p> <p>* Mobile phone survey conducted with P3-P7 children, providing useful data for staff and parents. This will be shared with parents and action plan developed, focusing on safe and appropriate use of mobile phones</p> <p>* Outdoor lessons increased and staff planned and delivered a variety of lessons across the curriculum using the outdoor environment. All classes were provided with outdoor learning resources</p> <p>*Whole staff undertook training in The Leader in Me programme. Working party developed a school approach and implementation plan to introduce children to essential skills for learning, life and work. The programme continued during the period of school closures through live assemblies</p> <p>*Cluster working party developed skills framework focusing on development of 5 core skills: communication; numeracy; problem solving; information and communication technology and working with others</p> <p>* Anywhere Anytime Learning (AAL) and Bring Your Own Device (BYOD) policy and practice developed with pupils, staff and parents and launched to enhance learning and teaching and ensure children develop digital literacies across all curricular areas, using a range of digital tools and applications</p> <p>* Continued to develop our digital strategy and increased use of technology to support learning and teaching during the period of school closures. Staff aimed to ensure that learning was interactive, fun, interesting and creative</p> <p>Evidence indicates the impact is:</p> <p>* Weekly assemblies focused on The 7 Habits of Effective Kids aimed to develop essential skills for life. During the period of school closures, the majority of P4-7 families engaged in weekly live assemblies which continued this work and all 7 habits of effective kids were introduced fully</p> <p>* The majority of P5-7 pupils engaged in the AAL / BYOD strategy</p> <p>* Most pupils across the school engaged in online home learning</p>
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Our school attendance rate is in line with the authority average (94%)

Our school exclusion rates decreased from 0.04% to 0.01% in 2019-20 and are now lower than the authority average.

Evaluative statement on the effectiveness of the school's engagement with parents and other stakeholders in improvement planning and on reporting school performance.

Partnership work with all stakeholders, including parents and carers, the local community, third sector, public sector and business organisations, is based on mutual trust and respect. Engagement and communication is regular, structured, supportive and efficient. All partners demonstrate high levels of commitment to improving outcomes for our learners, particularly for our most vulnerable families. We involve parents, carers and partners in shaping policy and services to improve impact on children. Through effective partnership working we have improved our learning provision and secured positive impacts for children and families in our community.

Developing in Faith section to be added for denominational schools

Our school vision, values and aims, based on the work of the Gospel, are embedded across the life and work of the school, in all areas and classrooms and revisited weekly through school assemblies. Pupils can articulate our values and give examples of where you would see them in action across the life of the school. Almost all of our pupils play an active role in contributing to the life of the school. They exercise responsibility through the variety of leadership roles and pupil groups available to them. They contribute to the local community through interactions with other schools. The school actively participates in local fundraising projects such as St. Vincent de Paul (SVDP) and the West Lothian Foodbank. We work in partnership with global charities such as Missio, SCIAF and Show Racism the Red Card to raise awareness of Global citizenship. Almost all of our P6 pupils enrol in the Pope Francis Faith award, to develop their Gospel values and understanding of how to instil the Gifts of the Spirit into their daily lives.

Our Wider Achievements this year have included:

- We participated in various sporting festivals throughout the year including multi-sports, handball and bench ball
- Our netball and football teams participated successfully in various festivals and competitions throughout the year. Our football team was third in the football league
- We worked closely with the I Bike Officer to create a bike crew. They organised a Road Safety assembly and Road Safety survey. Our Primary 3 pupils participated on a 'led scooter' around the local area. Our IBike Officer also held puncture repair lessons for Primary 6, Big Road Survey for Primary 7 and Dr Bike Check-ups for the whole school
- We established good links with Bathgate Golf Club and a group of Primary 6 pupils participated in golf lessons at Bathgate Golf Club
- Our Primary 5 pupils participated in 'Green Gym' which involved developing outdoor skills, recording levels of movement / activity and comparing these with a control group. They also planted new trees and tidied up the garden areas within the school grounds
- The whole school participated in an Outdoor Learning launch day
- Our Eco pupil voice group successfully achieved Eco Schools Green Flag Award status
- We achieved the Rights Respecting Schools (RRS) Bronze Award: Rights Committed
- We had two entrants and one overall winner for the junior section of the Young Musician competition
- Our P6 pupils began their Pope Francis Award journey, designed to help children to show "signs of love" in their daily lives and be active members of their local Church
- One of our Primary 7 girls participated in the West Lothian Schools Cross Country finals.
- A team of Primary 7 pupils entered into the Bathgate Rotary quiz
- One of our Primary 7 pupils qualified and participated in the Scottish Primary Schools Swim Finals
- We supported various charities throughout the year including: SVDP, Missio, Show Racism the Red Card and the West Lothian food Bank
- We held a sponsored kindness event to raised money for new resources for the school
- Our PTA fundraised throughout the year and held a successful Halloween Disco and Christmas Fair. Funds were used to support outdoor learning, new strips for the netball and football teams and comfort kits for every classroom

- We established links with Morrison Construction. They delivered a health and safety assembly for all pupils and there are plans in place for further joint working
- The NSPCC held an assembly for the whole school and workshops for our P6 and 7 pupils
- Show Racism the Red Card held workshops for our Primary 7 pupils and the whole school participated in 'Wear Red Day' to share the anti-racism message and to raise money for the charity
- We developed our reading culture and enjoyed three visits from authors

How good is our school? The quality indicators* evidence that:

1.3 Leadership of Change	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Very good
3.2 Raising attainment and achievement	Good

*(Indicators used in How good is our school? 4th Edition, Education Scotland 2015 and How Good is Our Early Learning and Childcare? 2016)