

St Columba's Primary School and Nursery



PROGRESS REPORT FOR SESSION 2020/21

(Standards & Quality Report)

Philip Avenue

Boghall

EH48 1NQ

About Our School

St. Columba's Primary is a denominational school with a roll of 131 primary children and a 30/30 nursery. The school catchment is mainly the Boghall area with a free meal entitlement 29%

The school has 6 classes and a nurture provision.

There are 8 Teachers, a Principal Teacher, an Acting Principal Teacher and a Head Teacher.

The school benefits from Art and Physical Education specialists.

In the nursery there are: 1 Early Years Officer, 5 full-time Nursery Nurses and 2 part time nursery Nurses.

The school is supported by four full time pupil support workers, and one administrative assistant.

The school runs a very successful breakfast club. Our Parent Council are supportive of the work of the school and are keen to get the school involved in more within the community and to get parents involved in their child's learning.

Our vision is simple, 'Leading in learning through love and faith' which encompasses our shared school values of Nurture, Respect, Fun, Love, Friendship and Honesty. These are at the heart of the work of the school to improve outcomes for all learners and their families. The school has strengthened its links with the St Mary's and St Columba's parish and the local community of Boghall.

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 2020/21 and what the impact has been. Our report recognises that we entered a period of school closures in January 2021, and therefore our report takes account of this interruption to in school learning but will also reference any significant steps taken during the period of remote learning. Our future improvement priorities will be identified in our school's recovery improvement plan, which will respond 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 outcome for session 2020/21 was to:</p> <ul style="list-style-type: none"> - ensure a consistent approach to the delivery of numeracy to improve outcomes for our young people <p>NIF Driver(s): School Improvement School Leadership Teacher Professionalism Assessment of children's Progress Performance Information</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Teachers attended CLPL sessions focused on pedagogical interventions for impact • Acting Principal Teacher engaged with Middle Leadership programme with Stirling University to enhance their leadership • Staff engaged in tailored Numeracy and Maths support supported by the Numeracy Pedagogy Officer and the Regional Collaborative • All staff embedded the use of Number Talks, Numicon and manipulatives to support learning in Numeracy across all stages of the school • All staff developed our approach to Listening & Talking to underpin our pedagogical approaches to the Teaching and Learning of Literacy and Numeracy. <p>Evidence indicates the impact is:</p> <p>Most Learners across the school progress in Numeracy and Maths is within expected levels.</p> <p>The majority of Learners across the school progress in Literacy is within expected levels.</p> <p>Most Learners across the school are now achieving the appropriate level in Listening and Talking.</p>
<p>ELC</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Early Years Practitioners attended CLPL session on using Cuisenaire Rods in ELC led by Forth Valley and West Lothian RIC Numeracy Team • Practitioners embedded Numicon across the ELC • 2 new members of staff attended training session on Pathways into Practice – An introduction to WL Numeracy at Early Level • Practitioners engaged in refresher training in Consultative Planning Approach and in Mind stretchers floor book training. <p>Evidence indicates the impact is:</p> <p>An increased level of floor books being used to evidence children's voice and learning.</p> <p>Observations of children using both the Cuisenaire rods and Numicon in their play is evident in Learner's Journeys.</p> <p>Most pre-school learners across the ELC show progression in the Numeracy tracker.</p>

<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2020/21 was to:</p> <p>To develop a shared understanding of creativity and provide opportunities to harness this at school and home</p> <p>To target children in Quintile 1 through targeted literacy approaches to close the gap between Quintile 1 and 5</p> <p>NIF Driver(s): Assessment of Children's Progress Performance Information</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Staff engaged with professional learning with Cluster Schools around development of our skills based Curriculum • 3 Pupil Support Workers attended RIC training for the Early and First Level Numeracy Programme for Vulnerable Learners • Pupil support staff continue to implement small group Literacy and Numeracy interventions with targeted learners • Staff worked in partnership with Speech and Language Therapy to embed the Teaching Children To Listen approach across the school from ELC to P7. <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <p>The number of targeted Learners achieving the expected level in Numeracy has increased by 15%.</p> <p>The number of targeted Learners achieving expected levels in Listening and Talking has increased by 13%.</p> <p>Almost all responding Parents report well/very well confidence in Learners understanding of creativity and opportunities to be creative.</p>
<p>ELC</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • The ELC team worked alongside the Speech and Language Therapist to embed Teaching Children to Listen approach across the setting. • ELC staff attended refresher training provided by SALT for LIFT (Language is Fun Together) and Box Clever • We identified a group of children for targeted intervention for Heuristic Play and Box Clever • All ELC staff trained in using the language interventions currently being used within the setting. <p>Evidence indicates the impact is:</p> <p>Most children can recognise and identify the visuals for good sitting and listening.</p> <p>Most targeted children demonstrate an increased score in Renfrew Testing.</p> <p>Most pre-school children show improvement in their tracker progression.</p>

<p>3.</p> <p>To improve children and young people's health & wellbeing</p> <p>Our measurable outcome for session 2020/21 was:</p> <p>Our children will understand and use strategies to support their resilience</p> <p>NIF Driver(s):</p> <p>School Improvement School Leadership Parental Engagement Assessment of children's progress</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Implemented the Trusted Adult Approach across the school • HWB planners were implemented: all staff used progression planners built around the Wellbeing Indicators • Implemented school wide daily check ins • Engaged parents for Mental Health Week to support at home • Implemented 'Wellbeing Indicator of the Month' with a focus on Respected and Responsible • Gathered and analysed and shared data of children's wellbeing on the return from lockdown • Firmly embedded outdoor learning in and across our Curriculum. <p>Evidence indicates the impact is:</p> <p>Consistency across the school in HWB provision and learners experiences across the school.</p> <p>Children can confidently identify their Trusted Adult and know the steps to arrange a conversation with them.</p> <p>Children routinely talk about and are developing a clarity of understanding of feelings through daily check-ins which gives the teacher an opportunity make adjustments, support or seek any required interventions.</p> <p>Children are aware of and can talk about each of the Wellbeing indicators with increased detail and understanding.</p> <p>All children participating in Outdoor Learning have developed their wellbeing within a natural environment, applied and extended their learning and learned new skills.</p>
<p>ELC</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • We trained in and implemented the Leuven scale and environment audits to ensure that the environment was nurturing and met the needs of learners • Focus on Wellbeing indicators: safe and healthy • All practitioners engaged fully in the document 'Improving children and young people's understanding of their wellbeing' • All practitioners engaged in refresher training for the use of personal plans • Parental engagement around children's emotional wellbeing on returning to the setting following the period of lock down • The ELC team developed learning experiences to allow children to use appropriate language to express their feelings • A strong team focus on improving children's independence skills. As a team we undertook some in-house training which involved reflecting on staff practice and discussing way forward. <p>Evidence indicates the impact is:</p>

	<p>The use of the Leuven scale and environmental audits are embedded in practice to ensure that the environment is regularly refreshed to meet the needs of learners.</p> <p>Most children can recognise, identify and talk about the wellbeing characters Safe Sally and Healthy Harry.</p> <p>Observations and children’s voice recorded in the floor books demonstrate children using the language of the wellbeing indicators and the language of feelings.</p> <p>Almost all staff are more consistent and confident in the use of personal care plans.</p> <p>Increased independence of children observed in Learner’s Journals and increased progression in preschool trackers.</p>
<p>4.</p> <p>To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our measurable outcome for session 2020/21 was to</p> <p>To develop a shared skills based planning approach to provide learners with a wider understanding of their learning across the curriculum</p> <p>To develop the 7 habits across the school to improve outcomes for our learners.</p> <p>NIF Driver(s):</p> <p>School Improvement School Leadership Teacher Professionalism</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • All staff teams across the cluster continued to engage in Leader in Me training focusing on the 7 Habits of Effective People, embedding practice from last session and attending training for Year 2 of the programme • We continued to re-evaluate our Curriculum, with an increased focus on skills for life, learning and work • We focused on planning for and delivering Learning in Creativity, Problem Solving and Communication within and across our Curriculum. <p>Evidence indicates the impact is:</p> <p>Learners have been observed using the language of the 7 habits and relating some learning episodes to them.</p> <p>Learners are beginning to identify the use of creativity, communication and problem solving across the curriculum.</p> <p>Almost all responding parents report ‘well/very well’ to our work on encouraging Learners to focus on skills.</p> <p>Almost all responding parents report well/very well when grading our focus on Leadership.</p>
<p>ELC</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Staff have developed the use of floor books to capture children’s voice and learning journey • The ELC team engaged in an introductory training session on the Leader In Me 7 habits

	<ul style="list-style-type: none"> The ELC team engaged in a WL training session 'Writing quality observations in Early learning and Childcare Settings'. <p>Evidence indicates the impact is:</p> <p>Greater use of floor books being used across the setting.</p> <p>Some staff are consistently demonstrating improved quality of observations evidenced in the Learners Journeys.</p>
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Attendance

Most Learners attendance is recorded at over 90% for Session 2020/2021. There were no exclusions in Sesson 2020/2021.

Parental Engagement

Our active Parent Council are very supportive of the school. To ensure that all parents are involved within the wider school community we have developed a Family Engagement Calendar which provides a variety of opportunities across terms for Parents to engage with the life and work of the school including Virtual Time For Tea, Nursery Natters and Curriculum Information Sessions. Self-evaluation questionnaires and Questions of the Week are also sent to parents at various points and as part of our St Columba's Chronicle to ensure that we are seeking and taking parents/carers opinions regarding improvement priorities into consideration. Parents' Nights are also used as a tool to collect parents/carers opinions and to share school performance information. We also gather informal feedback through our Parent Council and interactions with parents via phone, email and through informal dialogue at the beginning and end of the school day.

Developing in Faith: Developing Gospel Values

Our school vision and values, 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 liturgical assemblies and in through daily actions in all classrooms. Our 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 through our assemblies, classroom discussions, liturgical assemblies and events throughout the year. They exercise responsibility through the variety of leadership roles available to them; this continues to be enhanced through The Leader in Me. They contribute to the local community through interactions with partner schools and with local charities. We are proud to be a Laudato Si school and are committed to working to create a better world. We work in partnership with global charities such as Maisy Milk to raise awareness of Global Citizenship. We continue to develop our children's understanding of their own faith and we revisit this through our weekly reflections as a whole school faith community.

Our Wider Achievements this year have included:

- Recognition of our continued significant use of digital tools to enhance learning after a period of Remote Learning.
- A P7 pupil's success in winning a Bathgate school's Writing competition organised by local author, Scott Fleming.
- Successful ELC Inclusion Fund and Edina Trust Bids which have allowed us to develop key areas in ELC and to augment STEM/Science materials in ELC and Primary.

- Our Royal Gala Garden Party organised in partnership with our Parent Council, to celebrate Bathgate's Royal heritage and connections.
- 2 teachers have completed their Middle Leadership Course.
- Our EYO has completed his Froebel course.
- Our EYO has completed his 3rd Year, Part 1 of his BA in Childhood Practice.
- Virtual Nature has been successfully completed by the ELC team.

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	Good
3.2 Raising attainment and achievement	Good

How good is our Early Learning and Childcare? 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	Good
3.2 Securing children's progress	Good

+Delete if not relevant

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