

**St Mary's RC Primary School,**

**And**

**Polbeth Nursery**



**#building for success**

# **PROGRESS REPORT FOR SESSION 2020/21**

**(Standards & Quality Report)**

**10 Polbeth Road, Polbeth,**

**West Lothian, EH55 8SR**

# At St Mary's RC Primary School and Polbeth Nursery we aim to create an inclusive learning community where we are Building for Success

## Our Vision

We aim to provide high quality education that meets the needs of all learners, based on Gospel values, enabling them to be successful learners, confident individuals, responsible citizens and able to make an effective contribution to society, now and in the future.

## Our Values:

Trust & Honesty, Respect, Friendship, Safety & Perseverance



**#buildingforsuccess**

## Our Aims:

### Successful Learners

To provide the highest quality learning and teaching experiences which meet the needs of all learners in an inclusive, safe and nurturing environment.

### Confident Individuals

To encourage success, promoting confidence, independence and creativity in our learners to build resilience and develop a growth mind-set.

### Effective Contributors

To equip every pupil with skills for life by investing in them as individuals, creating a foundation to build skills for learning in Literacy, Numeracy and Health and Wellbeing.

### Responsible Citizen

To build and maintain effective partnerships between the school, the home, the parish, partner agencies and the wider community.

## ABOUT OUR SCHOOL

St Mary's RC Primary School is a denominational school which serves the communities of Polbeth and West Calder. In session 2020/2021, the school had a roll of 174 children across 7 mainstream classes and 24 children across 4 ASD classes. The nursery setting is nondenominational and has a role of 30 in the morning, 30 in the afternoon and 10 all day places. The school runs a very successful Breakfast Club which is well attended. We have a 51.72% Free School Meal uptake from pupils in P4-7. They have a long established and fully supportive Parent Council, who are very active in school, especially in the areas of fundraising and general parental communication and liaison. Improvements in the school and early learning centre are supported by very effective partnership working. The school has very good relationships with the Cluster Schools, local community, and the local church.

### The School Priorities for 2020/21:

**1. Improvement in all children and young people's wellbeing:**

*All learners are able show an increase in positive self-reporting using the wellbeing indicators.*

*All learners feel safe in school and have a trusted adult they can talk to knowing their responses will be acted upon.*

**2. Raising attainment for all, particularly in literacy and numeracy:**

*Almost all pupils will experience high quality teaching and learning in literacy and numeracy in all settings.*

*Increase staff confidence in the process of moderation and achievement of a level ensuring consistency of professional judgement, particularly in literacy and numeracy.*

**3. Closing the attainment gap between the most and least advantaged children**

*Improve targeted quintile 2 achievement of a level in literacy and numeracy in primaries 1, 4 and 7.*

**4. Improvement in employability skills and sustained, positive school leaver destinations for all young people.**

*Increased opportunities for all pupils to develop transferable skills across learning will enable them to be better prepared for the world of work*

## 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 2020/21 and what the impact has been. Our report recognises that we entered a period of school closures in January 2021 and our report reflects the progress made including this period and 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 the national and local advice.

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](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 (HGIOS4) 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><b>To improve children and young people's health &amp; wellbeing</b></p> <p>Our measurable outcomes for session 2020/21 were:</p> <ul style="list-style-type: none"> <li>• Almost all P1-P7 pupils will self-report as green on WLC wellbeing indicators tracker.</li> <li>• Almost all (90%) of pupils report a high satisfaction with their school experience in PASS assessment.</li> <li>• All children can identify a trusted adult who they can talk to regarding the wellbeing indicators.</li> <li>• All children to participate in daily class 'check-ins'</li> </ul> <p><b><u>NIF Driver(s):</u></b></p> <ul style="list-style-type: none"> <li>• School Improvement</li> <li>• Teacher Professionalism</li> <li>• Assessment of Children's Progress</li> <li>• Parental Engagement</li> </ul>	<p><i>We have made <b>very good</b> progress.</i></p> <p>What did we do?</p> <p><b>School</b></p> <ul style="list-style-type: none"> <li>• Trusted Adult approach adopted. Conversations take place as and when required with digital booking links on display throughout the school. Every pupil has a trusted adult and there are termly opportunities for this to be changed/reviewed.</li> <li>• Termly WLC pupil self-reporting using wellbeing indicators</li> <li>• PASS assessments used against the wellbeing indicators</li> <li>• Daily check-in's across the school for all pupils</li> <li>• Wellbeing indicators used in conversations to resolve any issues in class.</li> <li>• Digital services and functionality have supported transitions from Nursery/P1 and P7/S1.</li> <li>• 2 hours quality PE for all classes per week, supported by specialist.</li> <li>• Emotion Works and Zones of Regulation used to help children identify and talk about feelings and use appropriate regulation strategies</li> <li>• Emotion Regulation Cogs made available and visible throughout the school. (classes, playground and shared spaces)</li> <li>• Range of books available to further support implementation of Emotion Works approach with pupils</li> <li>• Behaviour blueprint embedded promoting positive relationships and restorative approaches based on school values. All staff utilising behaviour blueprint lanyards. Positive ethos evident through staff/pupil interactions. Increased parental awareness of blueprint and promotion through digital media, increasing positive relationships.</li> <li>• LEGO Based Play approaches used within nurture sessions.</li> <li>• Pupil friendly School Improvement Plan created by Junior Leadership Team and shared with all classes.</li> <li>• Relentless focus and commitment from staff in creating a place where all children feel safe, valued and ready to learn.</li> <li>• In the recent pupil ethos survey results 100% of pupils P5-P7 reported they feel safe at school.</li> <li>• Individual resources and strategies used to supported identified children</li> <li>• Children feel safe, well-looked after and secure reflecting the school's values of Trust &amp; Honesty, Safety, Respect and Friendship.</li> <li>• The Building Resilience Programme is providing opportunities for children to explore their mental, social and physical wellbeing.</li> <li>• Targeted check-ins by the Family Support Practitioner.</li> <li>• The meaning of WBI at different ages/stages is developed with learners and staff to allow appropriate self-reporting/monitoring and tracking of wellbeing</li> <li>• Wellbeing indicators are used effectively to plan and evaluate supports and interventions.</li> </ul> <p><b>ELC</b></p> <ul style="list-style-type: none"> <li>• Multi-sensory 'Mood Monsters' used to encourage children to think and discuss their feelings and emotions.</li> </ul>

	<ul style="list-style-type: none"> <li>• Well-being indicator characters used to support learner understanding e.g. Safe Sally, Healthy Harry.</li> <li>• Time made to listen and engage with all children.</li> <li>• Nurturing spaces created indoors and outdoors.</li> </ul> <p><b>Evidence indicates the impact is:</b></p> <ul style="list-style-type: none"> <li>• <b>Learners'</b> collated self-evaluation responses to well-being challenge questions indicated that almost all felt strongly that St Mary's gave a sense of belonging and that their views were considered when planning learning and teaching.</li> <li>• <b>Learners</b> are developing a range of self-regulation strategies to support managing their emotions. Most learners (over 75%) in P1 – P7 self-reported as 'green' on West Lothian Council's well-being indicators tracker. Learners are supported through positive relationships with staff and the use of restorative behaviour approaches.</li> <li>• <b>Learners</b> in the ELC are self-registering using Mood Monsters and most can identify the well-being indicator characters and describe the messages each conveys. They have referenced the GIRFEC characters within floor books.</li> </ul>
<p>2.</p> <p><b>To raise attainment, especially in literacy and numeracy</b></p> <p>Our measurable outcomes for session 2020/21 were:</p> <ul style="list-style-type: none"> <li>• Almost all literacy and numeracy learning experiences are evaluated good or above using Tapestry pedagogy measurement.</li> <li>• Most staff (75-90%) are confident in planning for high quality learning experiences in numeracy and maths in line with the refreshed progression pathways by June 2021.</li> <li>• By the end of 2021, 100 % of children attending Polbeth Nursery School will experience good or very good quality early learning.</li> </ul> <p><b>NIF Driver(s):</b></p> <ul style="list-style-type: none"> <li>• School Improvement</li> </ul>	<p><i>We have made <b>good progress.</b></i></p> <p>What did we do?</p> <p><b>School</b></p> <p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>• Literacy Lead Role within the school</li> <li>• Range of data analysed used to review literacy attainment figures. Identified universal gaps and delivered appropriate literacy interventions</li> <li>• Reading culture across the school continued to be developed.</li> <li>• Staff participated in moderation sessions.</li> <li>• High quality CLPL opportunities for staff from Literacy Lead and increased opportunities for cluster, authority, RIC and National engagement through virtual collaboration and networking.</li> <li>• Investment in quality resources</li> <li>• Cohesive and comprehensive annual writing plan</li> <li>• Comprehensive assessment programme</li> </ul> <p><b>Numeracy:</b></p> <ul style="list-style-type: none"> <li>• Numeracy and Mathematics teaching staff lead within the school.</li> <li>• Further staff CLPL opportunities in Maths Mastery both at RIC and school level</li> <li>• Embedding Mastery approach across setting using Maths No Problem Resource and pedagogy.</li> <li>• Additional concrete materials purchased to enable each child to have access to a range of resources to support progression in numeracy.</li> <li>• SNSA data used to identify gaps and inform Primary 7 interventions.</li> <li>• Ongoing Learners' conversations relating to Authority and School Tracking.</li> <li>• Maths drop-in sessions for staff training in effective use of concrete materials including Virtual Drop in during Remote Learning.</li> <li>• WLC progression planners used across all stages.</li> </ul>

<ul style="list-style-type: none"> <li>• Teacher Professionalism</li> <li>• School Leadership</li> <li>• Assessment of Children's Progress</li> </ul>	<ul style="list-style-type: none"> <li>• Learner conversations with Authority Lead</li> </ul> <p><b>ELC</b></p> <ul style="list-style-type: none"> <li>• Daily 'Word Boost' activities for all children.</li> <li>• Themed Literacy Weeks incorporating pupil voice.</li> <li>• Staff training from Speech and Language Therapist to encourage use of blank level questioning used during story time and small group work.</li> <li>• Teaching Children to Listen programme implemented several times each week and supported consistency of approaches in staff/pupil interactions.</li> <li>• Assessment tools used to assess pupil engagement weekly with activities and resources changed accordingly.</li> <li>• Online journals used to record progress and communicate pupil learning in partnership with parents.</li> <li>• Further development of Frobelian approaches.</li> <li>• Numeracy-rich environment developed throughout the nursery.</li> </ul> <p><b>Evidence indicates the impact is:</b></p> <ul style="list-style-type: none"> <li>• Over 57% of <b>learners</b> in quintile 2 engaged fully in learning during lockdown in P1/P4/P7.</li> <li>• <b>Learners</b> have benefitted from improved teacher pedagogy in literacy and numeracy as a result of literacy and numeracy staff leads however Tapestry classroom visits were unable to happen due to COVID safety measures.</li> <li>• The majority of <b>learners</b> in the ELC are performing at or beyond their age in the Renfrew word finding assessment by the end of their pre-school year.</li> </ul>
<p>3. <b>To close the attainment gap between the most and least disadvantaged children</b></p> <p>Our measurable outcome for session 2020/21 was to:</p> <ul style="list-style-type: none"> <li>• Through targeted interventions, our combined literacy attainment (P1/P4/P7) for learners in Quintile 2 is to be at least 60%. Our combined numeracy attainment for pupils in Quintile 2 is to be at least 65%.</li> </ul> <ul style="list-style-type: none"> <li>• <b><u>NIF Driver(s):</u></b></li> <li>• Assessment of Children's Progress</li> </ul>	<p><i>We have made <b>good progress.</b></i></p> <p>What did we do?</p> <p><b>School</b></p> <ul style="list-style-type: none"> <li>• All learners without digital technologies were given devices home during remote learning periods.</li> <li>• Learners with significant gaps are identified and supported appropriately, including the continuation of targeted support remotely during lockdown period.</li> <li>• Digital learning and teaching strategy established to promote teacher and pupil choice as to when or what digital services are appropriate in the context of the learning and teaching taking place.</li> <li>• 'Excellence, Equity and Empowerment for all' Improvement Calendar created to support planning and monitoring of interventions and assessments.</li> <li>• Rigorous assessment carried out by SfL in order to best meet the needs of each child.</li> <li>• Family Support Worker engages with families who require support</li> <li>• Staff sharing a range of different skills, e.g. ASD staff giving advice and strategies to mainstream staff.</li> <li>• Pupil Support Workers employed with specific, targeted Literacy and Numeracy intervention remits.</li> <li>• Very strong Support for Learning team with Support for Learning Teacher overseeing interventions and the subsequent impact upon learning.</li> <li>• Nurture teacher employed to support emotional health and well-being.</li> </ul>

<ul style="list-style-type: none"> <li>• School Improvement</li> <li>• Teacher Professionalism</li> <li>• Parental Engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Full time Family Support Practitioner employed, providing targeted support to individuals and families.</li> <li>• Continual monitoring of pupil attendance.</li> <li>• Further embedding of Nurturing Schools principles across the whole school.</li> <li>• Nurture group provision for small, targeted groups.</li> <li>• A range of Virtual Extra-Curricular opportunities offered to P4-7 children via Microsoft Teams</li> </ul> <p><b>ELC</b></p> <ul style="list-style-type: none"> <li>• Weekly SWAYs used to support learning at home during lockdown.</li> <li>• Graduate EYO focused on literacy interventions.</li> <li>• Learner journals used to meet individual needs and communicate to parents, including over COVID-19 lockdown period.</li> <li>• WLC Early Level Progression Pathways used to support planning and provision.</li> <li>• Staff focus on developing the writing of high quality observations.</li> <li>• Trackers are used to identify children who are 'red' and appropriate interventions are put in place.</li> </ul> <p><b>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</b></p> <ul style="list-style-type: none"> <li>• <b>Learners</b> have access to a range of targeted agile supports across the curriculum and beyond to help provide the very best outcomes for all.</li> <li>• 73% of <b>Learners</b> living in quintile 2 were reported as on track for Numeracy and 60% for Literacy across Primaries 1/4/7 combined by June 2021.</li> <li>• <b>Learners</b> benefit from equity measures to ensure that poverty is not a barrier to learning opportunities. All learners are entitled to receive a free, nutritious breakfast each day in order to support their health and learning capabilities. 100% of learners had access to digital devices during lockdown period.</li> <li>• <b>Learners</b> in the ELC are showing progression in the WLC Trackers and learning journeys as a direct result of literacy interventions.</li> </ul>
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<p>4.</p> <p><b>To improve employability skills, and sustained, positive school-leaver destinations for all young people</b></p> <p>Our measurable outcome for session 2020/21 was to:</p> <ul style="list-style-type: none"> <li>• All children to be given an opportunity to join a committee</li> <li>• All teaching staff to be trained in 'The Leader in Me'</li> <li>• Almost all pupils in P6&amp;7 level to attend a careers fayre</li> <li>• All children in Primaries 6 &amp; 7 to be given opportunity to attend residential excursion</li> </ul> <p><b><u>NIF Driver(s):</u></b></p> <ul style="list-style-type: none"> <li>• School Improvement</li> <li>• Teacher Professionalism</li> <li>• Parental Engagement</li> <li>• School Leadership</li> </ul>	<p><i>We have made <b>good progress.</b></i></p> <p>What did we do?</p> <p><b>School</b></p> <ul style="list-style-type: none"> <li>• Almost all staff trained in 'The Leader in Me' Programme and Lead Lighthouse Group of Staff continue to implement approaches across the whole school. Children have been introduced to all 7 Habits through Assembly Programme and in class learning opportunities. Weekly assemblies continued for all learners during lockdown period.</li> <li>• Maths programme has a daily focus on the application of skills</li> <li>• All learners participated in fortnightly skills based outdoor learning sessions supported by The Conservation Volunteers.</li> <li>• School edible garden area created, promoting sustainable education.</li> <li>• Continued opportunities for pupil leadership roles within the school e.g. House Captains, Junior Leadership Team and in class opportunities.</li> <li>• Due to COVID-19 pandemic, planned residential experiences for Primaries 6 &amp; 7 were cancelled again this session.</li> <li>• Audit of STEM resources and successful funding granted from Edina Trust.</li> </ul> <p><b>ELC</b></p> <ul style="list-style-type: none"> <li>• Children in the ELC have been involved in promoting Polbeth Community Fridge and were helping to 'sell' the produce, promoting exposure to the world of work.</li> <li>• Children have received increased ICT and STEM opportunities as a result of staff distributed leadership roles.</li> <li>• Staff have provided opportunities for continuity of learning during COVID-19 pandemic by sharing videos of themselves undertaking fun activities linked to life skills e.g. planting vegetables and science experiments.</li> <li>• Children have been developing their own risk assessments during play and outdoor learning.</li> </ul> <p><b>Evidence indicates the impact is:</b></p> <ul style="list-style-type: none"> <li>• <b>Learners</b> have opportunities to have their voice heard, giving them increased ownership of their learning and school, thus increasing participation, confidence and building resilience.</li> <li>• <b>Learners</b> have indicated which Habits from The Leader in Me programme has helped them adapt to the Blended Model of Learning and support them through the COVID-19 pandemic.</li> <li>• <b>Learners</b> have been exposed to a range of careers and understand that forming effective habits can support development of skills needed for life and work.</li> <li>• <b>Learners</b> in Primaries 6 &amp; 7 were unable to attend planned residential experiences in final term due to COVID-19 restrictions.</li> <li>• <b>Learners</b> in the ELC demonstrate engagement in high-quality STEM experiences through floor book evidence.</li> </ul>
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### ***Evaluative comment on schools attendance and exclusion data.***

The school attendance rate of 93.54% with an exclusion rate of 0% for session 20/21. The Family Support Practitioner facilitates school attendance through providing a direct link between the home and school. The Head Teacher monitors late coming and attendance monthly and works closely with families and the school's Family Support Practitioner to overcome any barriers regular attendance.

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

The school plays a significant role in the life of the local community. The school works effectively with their partners to plan, deliver, monitor and evaluate joint work. Feedback from partner organisations indicates strong and effective relationships with the school. Engagement and communication between partners is regular, structured and supportive and feedback is always acted on. Using digital methods has been central to the continued success and progress made within school improvement initiatives during this challenging year.

Effective partnership working is improving the learning provision and securing positive outcomes for the children and families. There is a clear strategy in place to grow existing partnerships and establish new ones, including raising the profile of the Parent Council.

There is a planned calendar of events for families and partners including fundraising and pupil learning events although many of these have been postponed until safety measures are relaxed. All partnerships are based firmly on the school's shared Vision, Values and Aims, putting the needs of the learners at the centre. Although further disrupted this session due to the COVID 19 Pandemic, partnership working will continually built upon and strengthened.

Partners are clear about their roles and responsibilities and understand and appreciate the context of the school and support the future direction of the school. They have opportunities to contribute to the future direction of the learning community at St Mary's.

Views from learners, staff, parents and partners were collected electronically in May 2021 to inform this evaluation and plan for next steps for continued school improvement.

### ***Developing in Faith section to be added for denominational schools***

Our mission at St Mary's RC Primary School is to continue to develop as a community of faith and learning, providing the highest quality education based on the Gospel Values. Our theme this year has focused on Honouring Jesus Christ as the Way, the Truth and the Life. The school is committed to the integrated education and formation of the whole person, in partnership with parents as the first educators of their children. 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 assemblies. 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. They exercise responsibility through the variety of leadership roles and committees available to them. They contribute to the local community through interactions with partner schools and with local care homes. Monthly and Feast Day Masses, led by our Parish Priest and pupils, are celebrated within the school, with the wider Parish also invited, albeit via digital streaming opportunities for the majority of this session. Our rigorous Assembly programme supports our inclusive ethos and allows for shared experiences of prayer whilst allowing for the

celebration of success of our achievements. We provide our Mainstream learners with religious education programmes that encourage the application of Gospel Values in their daily lives. Pupils in Primaries 6&7 have the opportunity to participate in the Pope Francis Faith Award programme which allows them to develop their understanding of Gospel values and the understanding of how to instil the Gifts of the Spirit into their daily lives. Staff CLPL opportunities this year have supported the delivery of high quality learning experiences.

### **Our Wider Achievements this year have included:**

- Provision of digital devices and connectivity to support remote learning.
- Improved digital literacies across the school community.
- Counselling service for identified individuals through Action for Children, including during remote learning periods.
- Digital products and services have encouraged continuity of learning and have been used to share successes and progress of learners.
- A shared understanding of our vision, values and aims and improvement drivers with Learners, Staff, Parents and Partners.
- A clear focus on the importance of Health and Wellbeing across our learning community including the roll out of the One Trusted Adult approach.
- Increased understanding of the Wellbeing Indicators for staff and pupils.
- Strong and reflective Senior Leadership team.
- Lead roles for staff including Literacy, Numeracy and Health and Wellbeing.
- Increased awareness of self-regulation strategies.
- Regular opportunities for parental participation and feedback.
- Pupil voices sessions held in school and remotely (including our Junior Leadership Team) where suggestions are heard and acted upon.
- Nurture area further developed and Whole School Nurturing Approaches further embedded.
- Continued Employment of Family Support Practitioner.
- PEF interventions including increased staffing levels and new resources to provide targeted support.
- 'The Leader In Me' programme further developed.
- Improved school grounds and equipment purchased including new garden area.
- Digital transition procedures from nursery – P1 and P7 to S1.
- School App use increased to further enhance communication.
- House system further embedded.
- Strong links with Parish.
- Virtual range of extracurricular clubs on offer.
- Continued Parent Council engagement throughout school closures.

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

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

How good is our Early Learning and Childcare? The quality indicators\* evidence that:

1.3 Leadership of change	<b>Good</b>
2.3 Learning, teaching and assessment	<b>Very Good</b>
3.1 Ensuring wellbeing, equality and inclusion	<b>Very Good</b>
3.2 Securing children's progress	<b>Good</b>

+Delete if not relevant

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