

St. Bride's Primary School & Nursery Class



Standards and Quality Report Session 2022 - 2023



*St. Bride's Primary School Community a joyful place where;
We can Dream, We do Believe and We will Achieve great things!*

COMMUNITY FAITH CARING RESPECTED FAIR RESPONSIBLE AMBITIOUS ACHIEVING



St. Bride's Primary School & Nursery Class



Standards and Quality Report

Session 2022 - 2023

Context of the school:

St. Bride's Primary School and Nursery Class is in the town of Cambuslang and sits within the Trinity Learning Community. The current school role is 313 pupils, 273 pupils in 10 classes (June 2023) and 48 pupils in our Nursery Class. Our Nursery operates 1140 hours, and all pupils attend full-time from 9am to 3pm. The local area is a mixture of social and privately owned housing. The school currently has 33.7% of the school roll living in SIMD 1&2 and 16% in receipt of Free Meal Entitlement.

The new school building was opened in 2015 and provides a bright, modern environment for learning. The school has a limited, concrete outdoor area for pupils and with the support of our parents and pupils through the Participatory Budget, we continue to develop this to enhance outdoor learning for the pupils.

At St. Bride's we aim to provide a welcoming, safe, nurturing and inclusive environment for our pupils and families based on Gospel Values. Every child is encouraged and supported to reach their individual potential. Leadership is promoted throughout the school, empowering learners and staff to strive for excellence. We value and celebrate partnerships with parents, St. Bride's Parish, the wider community and local business and have strong, productive relationships with our Learning Community Primary Schools and Trinity High School, our associated Secondary.

St. Bride's School Community is a **joyful place** where:

We can Dream, We do Believe and **We will Achieve** great things,
through our school values of

Community, Faith, Caring, Respected, Fair, Responsible, Ambitious and Achieving.

We strive to exemplify our school values in all we do.

St. Bride's pupils are high achieving, happy learners!



School priority 1: Learning, Teaching and Assessment - Improving Our Schools

NIF Priority (select from drop down menus)

Improvements in attainment, particularly in literacy and numeracy

NIF Driver

Assessment of children's progress

HGIOS?4 QIs (select from drop down menus)

1.1 Self-evaluation for self-improvement

1.2 Leadership of learning

1.3 2.3 Learning, teaching and assessment

Strategy

What did we set out to do?

- By September 2022 all teaching staff will understand the principles and purpose of Improving our Schools
- By 31st March 2023 all teaching staff will have developed skills, knowledge and confidence when creating effective LI and SC in Writing
- By 31st March 2023 all teaching staff will have used data to identify a Targeted Intervention Group (TIG) within their class
- By 31st March 2023 all teaching staff will have developed knowledge and skills in participating in professional dialogue that supports improvement in the class
- By 31st May 2023 all staff will confidently use Data to discuss pupil attainment during focused tracking conversations
- By 31st May 2023 Writing in all class TIGs will have increased by 4 points on the Criterion Marking Scale

Progress and Impact

What difference did we see and What did we achieve?

- All staff completed Improving Our School (IOS) sessions for Year 1 and SLT completed 5 extra training days with The West Partnership.
- All staff have engaged in professional reading to improve their practice
- One CT has also completed the accredited Post Graduate Certificate in Improving our Classrooms with The West Partnership.
- Following IOS initial training and interrogation of whole school Data, staff identified the focus for school improvement as:
Curricular Area – Writing. Feature of Highly Effective Practice (FHEP) - Learning Intentions and Success Criteria
- During Forward Plan and Tracking meetings staff used Data to inform discussions regarding Teaching & Learning, Assessments and Pupil Attainment and to inform next steps to improve outcomes for all pupils in Literacy, Numeracy and Health & Wellbeing.
- Staff use the model 'Fact, Story, Action' during Forward Plan and Tracking meetings to inform discussions.
- All staff now use common terminology when discussing pupil attainment focusing on the Lenses of: Attendance, Gender, Free Meal Entitlement (FME), Scottish Index of Multiple Deprivation (SIMD), English as an Additional Language (EAL), Additional Support Needs (ASN)
- Following Trio visits with a focus on Learning Intentions and Success Criteria in Writing, teaching staff were able to reflect and improve on their own practice through shared experiences and dialogue.
- Teaching staff are more confident creating Learning Intentions and Success Criteria where Learning Intentions are non-contextual across the Curriculum



- Following the Targeted Intervention Group (TIG) training session, staff have an understanding of how to effectively use Data to identify pupils within their own class and how to plan appropriate and effective interventions to improve attainment in Writing.
- Following rigorous interrogation of whole school Data, 'Tools for Writing' was identified as a common theme for improvement and featured highly throughout all Literacy lessons.

Next Steps to inform SIP for 2023/2024:

- Following the successful participation in The West Partnership, Improving Our Schools programme, staff will continue to apply the knowledge and skills learned to rigorously interrogate whole school Data to identify and inform School Improvement.
- Continue to develop a consistent approach to the use of effective Learning Intentions and Success Criteria across all Curricular Areas to ensure high quality Learning and Teaching experiences for all learners
- To continue to focus on the development of 'Tools for Writing' across all areas of Literacy to improve attainment in Literacy and other areas of the Curriculum.
- Following robust interrogation of whole school Data, Talking and Listening has been identified as a focus for school improvement
- Staff will ensure the robust use of Data through the various Lenses of: Attendance, Gender, Free Meal Entitlement (FME), Scottish Index of Multiple Deprivation (SIMD), English as an Additional Language (EAL), Additional Support Needs (ASN) will be used to identify effective interventions to improve attainment in Talking & Listening for all pupils.
- Following staff discussions and evaluation of their knowledge, Metacognition has been identified as the Feature of Highly Effective Practice that will inform staff training, leading to improvements in Teaching & Learning



School priority 2: Develop Number Talks across Nursery, P1 to P7

NIF Priority (select from drop down menus)

Improvements in attainment, particularly in literacy and numeracy

NIF Driver

Assessment of children's progress

Teacher professionalism

HGIOS?4 QIs (select from drop down menus)

3.2 Raising attainment and achievement

2.3 Learning, teaching and assessment

2.2 Curriculum

Strategy

What did we set out to do?

- To raise attainment in Numeracy, in particular, number skills, such as place value, addition, subtraction and multiplication.
- Staff to revisit and refocus teaching and learning in Numeracy to ensure high quality experiences for all learners.
- Ensure learning experiences within the Nursery are Number rich with a particular focus on learning outdoors.

Progress and Impact

What difference did we see and What did we achieve?

- Following staff consultation and an audit, staff ensured there was a clear focus on high quality Learning and Teaching in the use of Number Talks strategies for all learners across the school.
- Through the use of IOS recording of Data, staff are recording pupil attainment more accurately and use this data as a basis for discussion at Forward Plan and Tracking Meetings.
- Staff use Benchmarks and Tracking Data to inform Teaching and Learning to improve attainment for all pupils in Numeracy.
- Data shows that pupils working at Early Level make strong progress in all aspects of Numeracy.
- Through the use of Assessment and Quality Assurance calendars this ensures a consistent approach to assessing and recording pupils attainment and informing next steps for Learning and Teaching in Numeracy
- Nursery staff are using the Outdoors more to develop numeracy skills ensuring that resources and experiences are engaging, relevant and fun for all children

Next Step(s) to inform SIP for 2023/2024:

- To continue to develop a consistent approach to the use of Number Talks across all classes raising attainment for all pupils.
- To improve pupil confidence in Number through the provision of high-quality learning and teaching experiences.
- To continue to provide high quality Learning & Teaching across all Levels with a particular focus on tracking attainment at First and Second Level to ensure improvements in Numeracy attainment.
- To raise attainment in Numeracy across all Levels



- Early Level staff in school to attend Play-Based Learning Training to inform high quality learning experiences in Numeracy
- In Nursery staff will continue to provide high quality, engaging experiences in Numeracy and Maths including outdoors
- Numeracy and Maths experiences and resources within Nursery will reflect children's own personal preferences and choice.
- Nursery Staff to attend Early Years Numeracy training provided by South Lanarkshire Council

School priority 3: Play Based Learning	
<u>NIF Priority (select from drop down menus)</u> Improvements in attainment, particularly in literacy and numeracy <u>NIF Driver</u> Assessment of children's progress Teacher professionalism	<u>HGIOS?4 QIs (select from drop down menus)</u> 3.2 Raising attainment and achievement 3.1 Ensuring wellbeing, equality and inclusion 2.2 Curriculum

Strategy

What did we set out to do?

- Staff to engage in PBL training provided by South Lanarkshire Council
- To develop a consistent pedagogical approach to PBL in Primary 1 & Primary 1/2
- To enhance children's engagement and interactions in their learning through a PBL approach
- To raise attainment through PBL particularly in Literacy & Numeracy

Progress and Impact

What difference did we see? What did we achieve?

- Two Class Teachers have completed PBL training with South Lanarkshire Council
- Across Primary 1 and Primary 1/2 there is a more consistent approach to the delivery of PBL for pupils
- Staff are more confident in planning and delivering high quality PBL experiences across Curricular Areas in particular Literacy & Numeracy
- Class Teachers are sharing their knowledge with other staff across the Infant Department
- Following on from PBL training, CT is beginning to adopt a more responsive approach to planning learning experiences for children.
- An additional opportunity arose for another CT to attend PBL training. This was completed June 2023. CT enthusiastic and more confident to plan and deliver high quality learning and teaching experiences based on PBL approach.
- Children are happy and engage well in PBL experiences.
- Children interact positively with each other, when engaged in learning experiences provided through a PBL approach
- Children have performed well and almost all have achieved Early Level in Literacy and Numeracy.



- Children with an Additional Support Need have been able to engage well and access learning experiences through PBL approach to Teaching and Learning.
- Nursery staff provide high quality child lead learning experiences throughout all areas within the playroom.
- Nursery planning is responsive and builds on and extends children's learning and reflects their interests and choices.

Next Step(s) to inform SIP for 2023/2024:

- Starting in June 2023 and continuing in new Session, P1 CT trained in PBL is embarking on further training to extend knowledge and practice into P2
- P1 teacher for Session 2023-24 will attend PBL training
- P2/3 teacher for Session 2023-24 who has previously completed PBL training, will implement PBL approached across learning experiences
- Nursery staff will continue to provide high quality child lead learning experiences across all areas within the playroom based on responsive planning



School priority 4: Catholic Education and Ethos: Laudato Si Schools Programme

<p><u>NIF Priority (select from drop down menus)</u> Improvement in children and young people's health and wellbeing <u>NIF Driver</u> Parental engagement School Improvement</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.2 Curriculum</p>
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Strategy

What did we set out to do?

- The ethos and values of the school reflect the principles of Laudato Si Schools Programme – ‘To celebrate all the things that Catholic Schools do for the common good of all humanity’
- All classes will explore the themes of Laudato Si schools programme as part of their faith teaching
- Whole school assemblies will reflect the themes explored in the programme
- Throughout the year children will have the opportunity to ‘Learn, Pray, Act, to respect the earth as outlined in the Programme.

Progress and Impact

What difference did we see? What did we achieve?

- All staff now have Laudato Si files and School Yearly Planner.
- Staff display Laudato Si whole school Termly selected quote on This Is Our Faith display wall in class.
- Staff refer to and incorporate identified Laudato Si quote in Learning and Teaching
- Laudato Si principals are embedded throughout the school and as part of our school values
- Staff ensure that Laudato Si quotes are linked to our lessons linked to ECO schools teaching, learning and whole school activities
- Pupils in Primary 6 & 7 who are undertaking the Pope Francis Faith Award link their learning to the ethos and principles of Laudato Si
- All classes have explored the themes of Laudato Si Schools Programme as part of their faith teaching
- 3 members of teaching staff worked together to develop and devise a School Calendar of Events considering and reflecting the principles of Laudato Si
- Throughout the year staff planned for and delivered whole school charity fundraising and prayer events reflecting our Catholic ethos, school values and encompassing the principles of Laudato Si. During Lent there was a focus on raising money for SCIAF.
- Throughout the year money was raised for Missio through weekly class collections, raffles, charity days. The school received a gift of a Missio Pack, one of only 5 schools in Scotland for the outstanding charity work and fundraising.
- Lead by our Missio Champ teacher, the school are working towards gaining the prestigious accredited 5 Star Missio School Award.
- Each class throughout the school has a Missio Champ who regularly meet and charitable and prayer events for the school.



- The Missio Champ teacher and 4, Primary 6 Missio Champs attended the annual commissioning of Missio Champions at a Diocesan mass with Bishop Toal.
- Primary 4 children attended an after school Mini Vinnies Club where they learned about the life of St. Vincent de Paul and the work of the St. Vincent de Paul organisation. The children planned for and made a variety of crafts that they sold during whole school charity events raising money for the local St. Vincent de Paul Society.
- The school held a Prayer Breakfast on Pancake Tuesday to celebrate the start of Lent and on the Feast of St. Margaret to mark the start of Catholic Education Week. Parents, families, and the wider community joined the celebrations in school to mark these occasions.
- Classes plan and lead the celebration of First Friday masses throughout the year with mass being celebrated in our parish church by our school chaplain.
- Children and staff represented the school at a Sunday mass in the parish which was televised nationally across Scotland.
- Primary 6 children as part of their Pope Francis Faith Award, planned and organised a Daffodil planting event in the parish gardens.

All Laudato Si activities undertaken by the school have been celebrated and shared on the Laudato Si international platform.

Next Step(s) to inform SIP for 2023/2024:

- To continue to develop the ethos and values of the school reflecting the principles of Laudato Si Schools Programme – 'To celebrate all the things that Catholic Schools do for the common good of all humanity'
- Continue to plan whole school and community events which focus on, highlight and celebrate our school values based on our Catholic faith and themes for the Laudato Si programme



National Priority: How we are ensuring Excellence and Equity?

<p><u>NIF Priority (select from drop down menus)</u> Improvements in attainment, particularly in literacy and numeracy <u>NIF Driver</u> Assessment of children's progress Teacher professionalism</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.2 Curriculum</p>
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Strategy

- Increased attendance/punctuality, Attainment in Writing, and access to, and involvement in Extra Curricular Activities for all pupils living in Social Index of Multiple Deprivation (SIMD) 1 and 2 and have Free School Meal Entitlement (FME)

Progress and Impact

What difference did we see? What did we achieve?

- Staff have a clearer, comprehensive understanding of personal circumstances which impact attendance and learning and take the necessary steps to address these.
- The Senior Leadership Team are part of the Test for Change Initiative focusing on raising arrange of and addressing the impact of attendance on attainment with South Lanarkshire Council working alongside 11 primary schools within the authority
- Through targeted intervention with families, those pupils identified as having low attendance have seen an improvement in attendance in school over the last academic year.
- Through PBL experiences, Primary 1 Class Teachers observed an increase in the number of pupils and that most pupils choose to take part in writing experiences
- Class Teachers stated that pupils' confidence levels have increased and that pupils are all making progress at their level of attainment
- Class Teachers felt that pupils are more engaged if they have personal knowledge and experience of the context set for writing
- All pupils living within SIMD 1 & 2 and have FME were targeted, encouraged, and given a wide range of opportunities to participate in extra-curricular clubs, such as gymnastics, netball and chess, Lego, Mini Vinnies, Art, Sports, Science.
- Almost all our Targeted Group attended an extra- curricular club
- Every teacher in consultation with the children and based on current, relevant learning planned a class excursion. Within the school, all of the identified, targeted children attended their class excursion to have the opportunity of new experiences
- A whole school excursion was planned to attend a Pantomime in December 2022. Almost all our Targeted Group attended the Pantomime
- All but 1 pupil from the Targeted Group attended the Primary 7 residential excursion
- In Writing all targeted pupils increased their attainment in Writing
- The school continues to provide and promote an Open Door Policy, which encourages and facilitates honest, supportive, and coordinated support for pupils and their families.
- No family within the school is knowingly disadvantaged due to poverty and family circumstances.



- Staff are more aware of their approach to dealing with real life family poverty and how best to deal sensitively with pupils and their families.
- School staff have knowledge and links within the community and are aware of support and help from Government bodies to signpost and support families experiencing difficulties because of poverty.
- Families have more access to help needed to alleviate stress and financial burden and links to support are added to our School App and Twitter.
- All pupils have been given a variety of opportunities this session to ensure they are taking an active role within the school through the House System, increased opportunities for pupil voice through a wide variety of pupil voice groups and for pupils to contribute more fully within their school and community
- Masterclasses established across the Infant and Upper School where through pupil suggestions and choice on a termly basis, all pupils take part in a variety of extra-curricular activities.
- Through Cost of the School Day (CoSD) families are not asked to pay for anything extra throughout the school year e.g. Trips, photographs, swimming, etc.
- Swimming tuition and bus travel paid for all targeted pupils
- Bus travel paid for, for all pupils in Primary 6 attending Swimming lessons
- Pre- loved uniforms and footwear available for all families through regular 'Rake and Take' opportunities.
- New families enrolling throughout Term time from targeted groups provided with starter uniform packs.

Next Step(s) to inform SIP for 2023/2024:

- Robust tracking of attendance throughout the year. DHT/Equity Lead to give HT and Staff a monthly update.
- Equity Lead and Class Teachers to track patterns of attendance and take positive action to encourage increased, sustained attendance.
- Equity Lead to participate in South Lanarkshire Council's Test for Change Programme Year 2 and build on good practice and positive outcomes for all targeted pupils.
- To enhance Health and Wellbeing for all pupils and provide wider experiences for all through pupil voice groups, after school clubs, school excursions and P7 residential trip.
- Through pupil consultation offer a wide variety of after school clubs, where pupils have increased choice and access to clubs with specialised coaching for activities.
- Develop Parental Engagement and Involvement through maintaining good communication, sharing high expectations and supporting parents with CoSD
- Continue Masterclasses across the School reflecting pupils' personalisation and choice.
- Following robust interrogation of school Data raise attainment in Talking and Listening for all pupils receiving FME and living in SIMD 1 and 2 through targeted support and intervention.
- Ensure CoSD rationale is shared and understood by all school staff and families, ensuring all children and families have access to preloved uniforms, school activities,



extra-curricular activities and excursions and that no child experiences exclusion due to poverty.