

St. Mary's Primary, Larkhall

STANDARDS & QUALITY REPORT

23
24



SOUTH
LANARKSHIRE
COUNCIL



"Give it our best"
"Respect one another"
"Overcome obstacles"
"Work together"

St. Mary's School - A place to GROW



context of the school

St Mary's Primary is a Roman Catholic School in the growing town of Larkhall in South Lanarkshire. Our total school roll is currently 82 over 4 classes. There is no early year's provision within the school. The local area is a mixture of social and privately owned housing. Access to transport and facilities is relatively good and the area has been heavily invested in over the last few years. The new school building was opened in 2014 and provides an excellent, modern environment in which our children can learn and achieve. It comprises 4 classrooms, an open plan learning area, ICT suite, library and a dual purpose dining/assembly hall. The school is part of Our Lady of Fatima Parish along with St John's Primary Blackwood and both schools work closely with Father Wyllie.

The school is part of the Holy Cross Learning Community. The Learning Community has developed very positive working relationships, recently focussing on serving the common good as part of Developing Our Faith.

Our school vision is A Place to GROW where everyone Gives their best, Respect one another, Overcomes obstacles and Works together. We aspire to become a school that delivers high quality teaching and learning underpinned by continuous self-evaluation. Our curriculum is driven by three key principles - ensuring high quality learning experiences are provided for all learners and all pupils achieve, ensuring that promoting positive wellbeing is embedded throughout our school and that parents/carers feel involved and valued in supporting our learners. Our values are hard work, honesty, faith, kindness and friendship. We firmly believe that every pupil can grow to be the best that they can be and as a school we are committed to working in partnership with all our stakeholders. Our curriculum is designed to ensure all children are supported in their learning through our attachment informed practice. We embrace a play-based learning environment in our early primary stages.

We have an active and engaged Parent Council who play an integral role in school improvement, through fundraising and also by taking forward aspects of the school improvement plan.



highlights of 23/24

This year was another successful year in St. Mary's. Highlights include:

- Lenten Fundraising - Over £800 raised for charity.
- Participating in Active Schools Girls Football Festival/Dance Festival.
- Opening of our new Reading Garden.
- Establishing our Equalities and Inclusion Group.
- Achieving Gold Reading School accreditation.



23/24 priorities

Priority 1: To raise attainment in Literacy and specifically in Writing by implementing new Writings approaches.

<u>NIF Priority</u> Improvement in attainment, particularly in literacy and numeracy. <u>NIF Driver</u> Performance information School and ELC improvement	<u>SLC Priority</u> Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy	<u>SLC Stretch Aims</u> ACEL Primary – literacy – P1, P4 & P7 combined	<u>HGIOS24 QIs</u> 2.2 Curriculum 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment

Progress and Impact -

Most staff have grown in confidence in using the Talk for Writing approach. Four teachers have now attended training in both fiction and non-fiction and have used this approach within their classrooms. Almost all learners have benefited from a cohesive and progressive approach to fiction writing. More boys are engaging in writing during play activities in the infant stages and oral storytelling has improved learner confidence and participation in writing activities. More reluctant writers in the upper stages are now also writing more detailed pieces. Almost all teacher judgements around standards in writing based on shared expectations and benchmarks are improving. We have introduced new writing assessment proformas and staff have worked together to moderate writing using these. Primary 1-3 pupils have been given story maps for Talk for Writing extracts as part of their homework to encourage oral story telling at home.

Next Steps -

Although new assessment pro-formas have been created these need to be further embedded into the yearly assessment calendar. Staff also need more time to further embed new approach to writing and build more confidence especially regarding non-fiction texts. More focus is needed to inform/involve parents in our approaches to writing across all stages.

Priority 2: To review and begin to develop interdisciplinary planning across early, first and second level.

<u>NIF Priority</u>	<u>SLC Priority</u>	<u>SLC Stretch Aims</u>	<u>HGIOS?4 QIs</u>
Improvement in skills and sustained, positive school-leaver destinations for all young people NIF Driver School and ELC leadership Curriculum and assessment	Support children and young people to develop their skills for learning, life and work	ACEL Primary – literacy – P1, P4 & P7 combined ACEL Primary – numeracy – P1, P4 & P7 combined	2.2 Curriculum 2.3 Learning, teaching and assessment 3.3 Increasing creativity and employability

Progress and Impact -

Most staff have further developed their knowledge and understanding of how to plan relevant and progressive IDL opportunities for pupils, including relevant skills development by participating in CLPL activities. Staff reviewed SLC Skills Framework and have work individually within their own classes to have more of an emphasis on skills language. Most pupils are slowing developing more confidence in this area. Primary 1-3 have created a display centred around skills they are developing during play opportunities. P6/7 have also focused more on the skills they are developing as part of sharing learning intentions and to evaluate their learning. This is evident in class displays and jotters. Class Twitter pages were created to give further opportunities to regularly share learning experiences. Staff have reviewed examples of good practice in enquiry-based learning approached and this has been trialled using 'The Big Question' whole-school approach. Evaluation of this showed staff and pupils were keen to continue to develop further knowledge of this approach.

Next Steps -

Further focus is required to develop staff confidence in delivering IDL/enquiry-based learning. Pupils also need more frequent opportunities to lead learning, focusing on developing skills for life, learning and work. Pupils also need more regularly planned opportunities to share and talk about their learning experience with other their peers, staff and parents.

Priority 3: To develop a community of faith and learning.

NIF Priority Placing the human rights and needs of every child and young person at the centre of education NIF Driver School and ELC leadership School and ELC improvement	SLC Priority Ensure inclusion, equity and equality are at the heart of what we do Support children and young people to develop their skills for learning, life and work	SLC Stretch Aims	HGIOS?4 QIs 3.1 Ensuring wellbeing, equality and inclusion 1.5 Management of resources to promote equity
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Progress and Impact -

Analysis of Parental Questionnaire results indicated the areas we need to improve on are communicating with parents on whether our curriculum covers a wide range of religions and beliefs, how we promote a positive view of young children with a disability and how we challenge stereotypes and racism.

One staff member has led development work around race equality and inclusion. A focus group of parents and pupils has been established to co-create an Equality and Inclusion Policy for the school. Pupils in this group are also creating a pupil version of this in poster form.

All staff were signposted to and participated in CLPL activities as part of SLC's Race Equality Week focus. All teaching staff have completed Racial Equality CLPL and have grown in confidence in using correct terminology with the children or in taking positive steps to ensure our curriculum reflects our inclusive ethos.

Almost all P5-7 pupils have participated in lessons, both with their own class teachers and with the West Partnership's live lessons, about racism. These promoted empathy and respect as well as helping pupils to developing a deeper understanding of terminology and their role in contributing positively to society to ensure equality. After auditing our novel studies for P4-7, new reading resources were purchased to ensure we have a wide range of children's literature featuring characters from diverse cultural backgrounds or stories that involved inequality or injustice. All primary 4-7 pupils read Planet Omar during Race Equality week and participated in various activities to develop their knowledge of black people who have impacted the world. Primary 1-3 classes were signposted various books for use during TREE time with a focus on developing pupil's awareness of equality at their level.

As part of Race Equality Week, respect and understanding of different beliefs and cultures was promoted and celebrated at the end of the week with a special assembly for classes to share learning across the school. This was also further shared with parents and carers using our social media platforms.

All senior pupils participated in lessons focusing on other world religions, with pupils suggesting which religions they would like to learn more about. Pupils were very interested to learn more about OWR and researched more about beliefs and symbols. Children in Room 4 talked about their own religion and traditions that they and other family members follow.

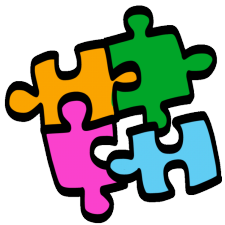
Next Steps -

Further focus needed across all stages in ensuring the curriculum reflects our inclusive ethos.

Implementation of new Equality and Inclusion Policy.

More emphasis and signposting to parents/carers needed.

Further develop knowledge and understanding of accreditation for Attachment.



24/25 priorities

Priority 1: To raise attainment in Literacy and specifically in Writing by further implementing new Writings approaches.

Priority 2: Further develop application of skills through interdisciplinary and enquiry-based learning.

Priority 3: To further promote an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God.

