

**St Mary's Primary School**  
**Standards and Quality Report 22/23**

**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. 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.



Our school vision is A Place to GROW where everyone Gives their best, Respects one another, Overcomes obstacles and Works together. Our curriculum is driven by three key principles - ensuring high quality learning and progress for all learners, ensuring the wellbeing indicators are embedded across the curriculum and involving learners and parents/carers in learning. Our values are hard work, honesty, faith, kindness and friendship and we aim to promote these through all our relationships and within our curriculum. 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 stakeholders.

We have a very 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. We have strong community links with SLC Active Schools and The Machan Trust.

We are part of the Holy Cross Learning Community with whom we have strong partnerships. We also link with our neighbouring denominational schools in Larkhall to provide opportunities beyond the classroom for our learners. We have good relationships with nurseries within the Larkhall area to ensure a smooth transition for new entrants.

Within the nurturing ethos of St. Mary's, we aim to promote the holistic development of our children fostering resilience, confidence, independence and creativity. Our team of teaching, support and facilities staff all work together to ensure our school is a warm welcoming space for children, parents and visitors.

## Review of progress for session Aug 2022- June 2023

School priority 1:	
<p><u>NIF Priority (select from drop down menus)</u> Closing the attainment gap between the most and least disadvantaged children and young people Improvement in attainment, particularly in literacy and numeracy.</p> <p><u>NIF Driver</u> School and ELC leadership Teacher professionalism Parental engagement Assessment of children's progress Performance information</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership and management of staff 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family learning 3.2 Raising attainment and achievement</p>
<p><b>Strategy</b> <b>What did we set out to do?</b></p> <ul style="list-style-type: none"><li>• Staff will continue to explore changes to pedagogy using The Powering Up Children Approach.</li><li>• Numicon resource used p1-7 to support understanding of number concepts.</li><li>• Targeted group of learners identified for focused interventions and programme of parental workshops.</li><li>• Learners will be more engaged within lessons and will be able to reflect on learning.</li><li>• Mixed attainment collaborative learning in pupils p4-7 including opportunities to explore flipped classroom model as well as play in upper primary.</li><li>• Develop learning through play within P1-3.</li><li>• Skills for learning, life and work are more visible in learners.</li><li>• Learners have more independence and take responsibility for their learning.</li></ul> <p><b>Progress and Impact</b> <b>What difference did we see? What did we achieve?</b></p> <p>Staff engaged in CLPL activities to further develop their knowledge and understanding of Pedagogy. Engaging in this professional dialogue allowed staff to work collaboratively to develop our new Learning, Teaching and Assessment Policy. Numicon resources were introduced to P1-3 learners. Interventions were used effectively for identified pupils and tracking of these interventions was introduced to monitor their effectiveness more closely. Engagement levels in lessons continued to increase for most learners across the school including those learners within the targeted group as evidenced through peer visits and teacher professional dialogue. Play Pedagogy had a positive impact on this for our youngest learners. P4-7 further developed their skills for learning, life and work through Discovery Stations where explicit skills development was evident. PASS results evidence 84.9% of P2/3 and 79.7% of P4-7 feel positive and confident about themselves as learners and enjoy learning. Staff CLPL sessions focusing on Play Pedagogy led to the creation of new planning formats to provide opportunities for responsive planning. Digital technologies were used effectively within P4-7 to increase opportunities for learners to take more responsibility for their own learning and to lead learning.</p>	
<p><b>Next Step(s) to inform SIP for 2023/2024:</b></p> <ul style="list-style-type: none"><li>• Full implementation of new Learning, Teaching &amp; Assessment Policy including CLPL opportunities for staff.</li><li>• Further develop Play Pedagogy including short, medium and long term planning.</li><li>• Increase opportunities for all pupils to participate in planning for learning and increase confidence when discussing skills.</li></ul>	

**School priority 2:**NIF Priority (select from drop down menus)

Closing the attainment gap between the most and least disadvantaged children and young people  
Improvement in attainment, particularly in literacy and numeracy.

NIF Driver

School and ELC leadership  
Teacher professionalism  
Parental engagement  
Assessment of children's progress  
Performance information

HGIOS?4 QIs (select from drop down menus)

1.1 Self-evaluation for self-improvement  
1.2 Leadership of learning  
1.3 Leadership of change  
1.4 Leadership and management of staff  
2.1 Safeguarding and child protection  
2.2 Curriculum  
2.3 Learning, teaching and assessment  
2.4 Personalised support  
2.5 Family learning  
3.2 Raising attainment and achievement

**Strategy****What did we set out to do?**

- Reading for pleasure a key feature in all classrooms.
- Build a community of reading through staff joining the TRG delivered by literacy coordinator and held in school.
- Develop reading outdoors.
- At all stages, one IDL completed each year that has a focus on books.
- Facilitate learner social networks to help establish reading identities.
- Family learning to promote reading for pleasure.
- Achieve Silver Level as part of our Reading Schools accreditation programme.

**Progress and Impact****What difference did we see? What did we achieve?**

Almost all of our children enjoy reading for pleasure promoted by the opportunities provided throughout the school session including Weekly Book Club, Reading Assemblies, Comic Playtimes, Booknic, Head Teacher A Book and a Blether sessions and our daily TREE (Together Reading Excites Everyone) time. Most children could speak much more positively about reading and about the book choices they make as well as being able to recommend books to others. We have continued to provide a variety of genres led by the interests of our children throughout the year. Every class undertook an IDL topic with a book focus which provided opportunities for pupils to analyse texts within mixed ability groupings. We created a Reading for Pleasure Padlet for pupils to share their favourite books and to make and/or read recommendations. We also developed a staff reading for pleasure library, offering a diverse range of texts for staff to enjoy. Additionally, we created a Grown-Up Book Trolley to further promote reading for pleasure for our families which sits at the school gates at the end of the school day. Our whole school Booknic was very successful and we were pleased to include our new Primary 1 pupils as part of their induction programme. Our Reading Leadership Group continued to send weekend reading bags home for families to enjoy. One member of staff based her Practitioner Enquiry around Reading for Pleasure which she successfully shared at a local authority event. In January 23, we won the First Ministers Festive Countdown Reading Challenge for our innovative approaches to challenges. In April 24, we successfully achieved our Silver Reading Schools accreditation. Overall attainment in Reading for every cohort was 78% or greater in June 23.

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

- Reading School Gold Level to be moved to maintenance agenda.
- Extend collection of Non-Fiction texts.
- Build on the reading culture created by introducing Talk for Writing to improve oracy and writing levels.

**School priority 3: Promote the Positive Health and Wellbeing of Children, Parents, Carers and Staff**

<p><u>NIF Priority (select from drop down menus)</u> Closing the attainment gap between the most and least disadvantaged children and young people Improvement in attainment, particularly in literacy and numeracy. Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing</p> <p><u>NIF Driver</u> School and ELC leadership Teacher professionalism Parental engagement Assessment of children's progress Performance information</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 1.1 Self-evaluation for self-improvement 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement</p>
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**Strategy**

**What did we set out to do?**

- Nurture as a key feature in all interactions between learners and staff.
- Learners are given opportunities to build their resilience.
- All learners contribute to school improvement.
- Health & wellbeing passports for tracking each child. Health & wellbeing section of Learning Journey Passports.
- Varied programme of specialist teaching blocks during 2h PE
- After school and lunch time clubs offered to all stages.
- All learners identified with a H & WB concern will be considered for interventions.

**Progress and Impact**

**What difference did we see? What did we achieve?**

Through observations and gathering views of pupils and staff we can see attachment informed practice in effect. All teaching and support staff continue to embed SLC's attachment strategy and we have refreshed our Promoting Positive Relationships and Understanding Distressed Behaviour Policy. Daily emotional check-ins are used each morning in all classes to focus all staff and learners on positive health & wellbeing. Pupils are becoming more confident when discussing their emotions and this provides a starting point for teaching staff to support pupils throughout their day. This session we have introduced the Building Resilience Programme through our assemblies and this is followed by lessons in class and opportunities to share learning at home to enhance home school partnerships. Our Sensory Room and Nurture Nook provide quiet spaces for learners when needed. PASS results show 89.7% of pupils in P4-7 and 93.4% of pupils in P2/3 have a positive sense of well-being, safety and comfort in school. Most children were able to have health and wellbeing learner conversations and set appropriate targets with their teacher. All pupils participated in Health Week in June 23 and all reflected positively on experiences to develop physical, emotional and mental wellbeing. Teacher observations for children included in targeted interventions saw an improvement in confidence and self-esteem of almost all pupils. Pupils experienced a variety of opportunities to participate in different sports including Swimming, Taekwondo and Yoga. All pupils across all stages were offered extra-curricular activities both after school and at lunchtime including dance, dodgeball, multi-sports, Mini Vinnies and netball. Forest Schools experiences were delivered to targeted pupils to support wellbeing, improving self-esteem and leading to increased levels of engagement in learning experiences. Termly monitoring of pupil wellbeing ensured early and appropriate interventions were put in place. All pupils, staff and our Parent Council contributed to the creation of our Curriculum Rationale ensuring a shared vision with all stakeholders. Enhanced transition for P7 pupils was established with Holy Cross and Larkhall Universal Connections. This had a positive impact on P7 pupils who were making the transition to high school.

**Next Step(s) to inform SIP for 2022/2023:**

Continue to embed SLC Attachment Strategy and refreshed PPRUDB Policy.  
Continue to provide relevant interventions to improve the health and wellbeing of all learners.

<b>School priority 4: Serving the common good</b>	
<p><u>NIF Priority (select from drop down menus)</u>  Placing the human rights and needs of every child and young person at the centre of education  Improvement in children and young people’s health and wellbeing</p> <p><u>NIF Driver</u>  School and ELC leadership  Parental engagement  Assessment of children's progress</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u>  1.1 Self-evaluation for self-improvement  2.2 Curriculum  2.7 Partnerships  3.1 Ensuring wellbeing, equality and inclusion</p>
<p><b>Strategy</b>  <b>What did we set out to do?</b></p> <ul style="list-style-type: none"> <li>• Improve staff knowledge of Catholic Social teaching</li> <li>• Staff will identify areas of strength and areas requiring development in relation to our Catholic Mission with a key focus in wellbeing and inclusion and partnership working.</li> <li>• Policies relating to inclusion and wellbeing should also reflect our Catholic Mission.</li> <li>• Parents/carers and learners to have an improved knowledge and understanding of faith in action.</li> </ul> <p><b>Progress and Impact</b>  <b>What difference did we see? What did we achieve?</b></p> <p>Staff developed a deeper knowledge and understanding of Catholic Social Teaching through professional reading/reflection and discussions during collegiate working time. Pupils were then introduced to Catholic Social Teaching at a whole school assembly. These actions helped to ensure a shared understanding and promoted discussion around how we can begin to embed this throughout our curriculum.</p> <p>Staff engaged with the Developing in Faith document with a particular focus on Serving the Common Good. Staff completed self-evaluation questionnaires and identified the following areas of strength within St. Mary’s:</p> <ul style="list-style-type: none"> <li>➤ organisation of school charitable events to ensure pupils develop a deeper understanding of the value of ‘faith in action’</li> <li>➤ opportunities for pupils to participate in Laudato si’, Pope Francis Faith Award and Mini Vinnies</li> </ul> <p>The Cost of the School Day Policy was refreshed to reflect our increased focus on the principles of our Catholic Mission. This enabled staff to further develop our inclusive ethos which strives to ensure equity for all. This was further emphasised by using our Participatory Budget to provide school uniform and resources to promote a zero cost of the school day for those most in need.</p> <p>In February 23, we started to share the Parish Bulletin with parents/carers on the school app to help to promote events within our parish of Our Lady of Fatima. We also shared our faith actions with our parent forum and the wider community through termly newsletters, our school app and Twitter. We have also begun to share what aspects of This is Our Faith pupils are learning about in each primary with parents/carers. This has led to a deeper knowledge and understanding among parents/carers of how our pupils participate in faith actions.</p>	
<p><b>Next Step(s) to inform SIP for 2022/2023:</b></p> <p>Provide opportunities to further explore the Catholic Charter with a particular focus on diversity.</p>	

## **National priority: How we are ensuring Excellence and Equity?**

### **Strategy**

**Brief commentary on context and identified barriers to learning which affect progress and attainment, key interventions undertaken**

- All pupils within targeted group have a GIRFEC profile.
- All pupils within targeted group are supported to attend a lunch time or after school club.
- All pupils within targeted group will be supported in classrooms and with interventions as appropriate.
- Updated Cost of the School Day Policy
- Responsive to needs of families.

### **Progress and Impact**

**What difference did we see? What did we achieve?**

Our school is an inclusive and supportive environment for our learners. Our vision and values are based on all stakeholders being able to GROW. Through observations, forward plan meetings and tracking & monitoring information we have been able to identify that positive changes have been made to promote excellence and equity. 74% of pupils within the targeted groups attended a lunchtime or afterschool club. This resulted in increased confidence and self-esteem as evidenced by classroom teachers. Whole school approaches to pedagogy, becoming a reading for pleasure school and developing our children's health and wellbeing has had a positive impact on our learners across the school. Targeted interventions have improved outcomes for most children. A small number of children continue to have significant barriers to learning linked to attendance and SEBN. There was a renewed focus placed on implementing SLC Maximising Attendance Policy. All parents/carers were given attendance updates in March along with attendance impact information. PASS assessment evidence show 82.9% of P4-7 pupils have positive attitudes to attendance at school. Our Participatory Budget group ensured that our school had a zero cost of the school day with the targeted provision of uniforms, resources and funding for educational excursions for identified children. The introduction of GIRFEC Profiles ensures our most vulnerable learners are tracked and monitored more closely. Nine pupils were targeted and accessed small group interventions in Literacy and Numeracy. Short term targets were achieved by seven of these learners. The gap within Numeracy narrowed by June 23.

### **Next Step(s) to inform SIP for 2022/2023:**

Continue to deliver whole school approaches as well as targeted interventions.

Further consider the implications the cost of living crisis will have on all our families with particular attention on those who are most vulnerable.