



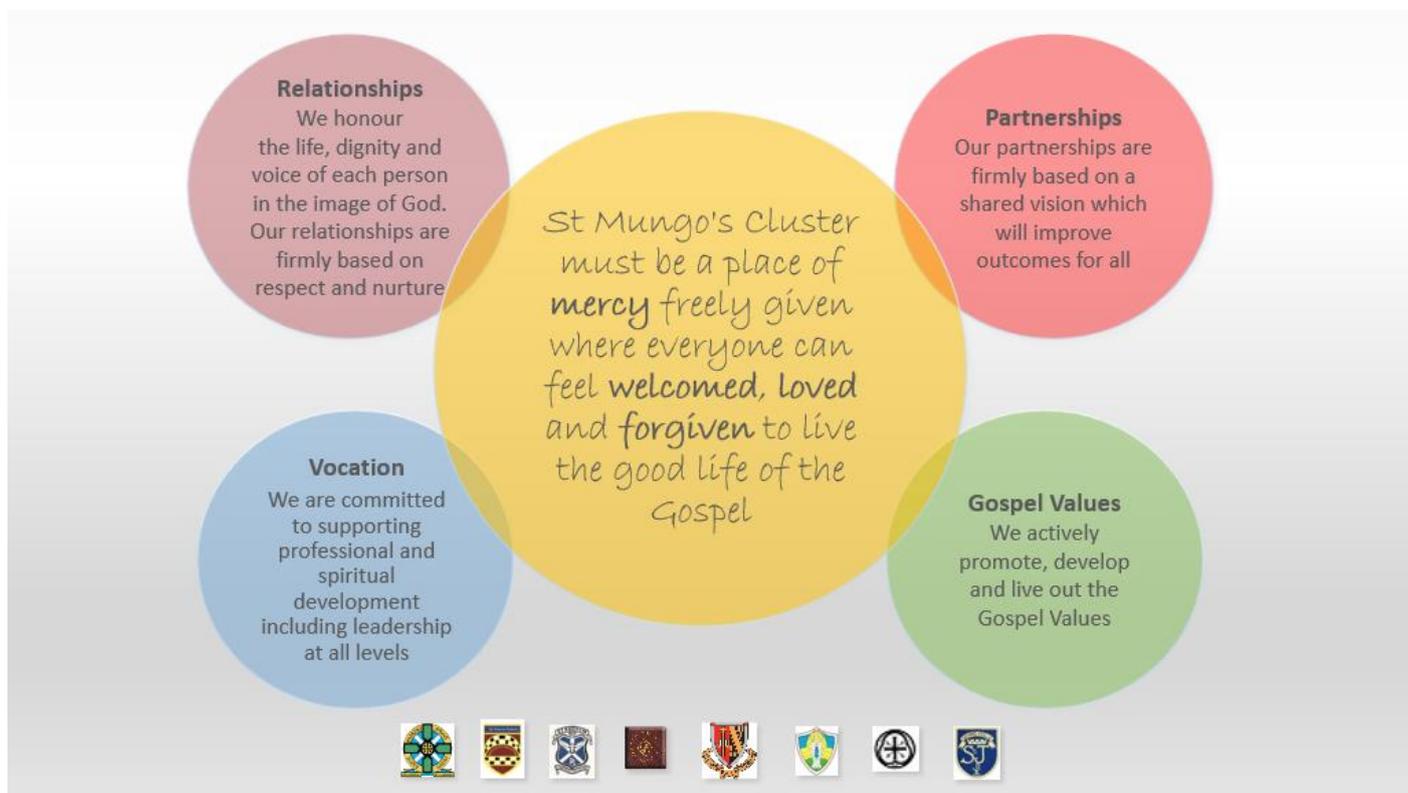
Falkirk Council
Children's Services

St. Bernadette's Primary School

Standards and Quality Report St Mungo's Cluster 2019-20



St Mungo's Cluster



The purpose of the annual Standards and Quality Report (SQR) is to record the successes and achievements in delivering improvement relating to the identified priorities in the improvement plan 2019/20. Ordinarily, the SQR documents the outcomes and impact of improvement actions over the course of four terms of the academic session.

Due to the closure of educational establishments in March 2020, planned improvement work was revised in term 4 of the school session to take account of the closure. Improvement work was centred appropriately and successfully around: the provision of distance learning for children and young people; organisation and delivery of emergency childcare for keyworkers via Hubs; and, the provision of pastoral support for vulnerable children and families.

Importantly, staff at all levels continued in term 4 to undertake and participate in a range of professional learning and development to support both: the identified priorities of the improvement plan; and, digital learning and teaching during the term 4 closure.

The unprecedented intervention of the closure of schools and nurseries reduced the time available to progress improvement work as planned, therefore, the priorities identified in the improvement plan for session 2019-2020 remain relevant and will continue to be progressed in session 2020-2021.

Taking all of this into account, this report provides a helpful summary for parents/carers and other stakeholders of successes and achievements across three terms of the academic session: August 2019 – March 2020.

St. Mungo's Cluster

St Mungo's Cluster consists of seven primary school and one secondary school and operates across Falkirk Council. As a denominational Cluster we work closely together to serve our communities of Faith and Learning.

Senior Management, staff, parents and pupils across all schools contributed to various self-evaluation exercises to contribute to this Standard and Quality Report. This included evaluating all improvement priorities for the session 2019/20 using How Good is Our School? 4 and Developing in Faith. Staff, parent and pupil views were gathered for self-evaluation and to identify future improvements.

HMIe highlighted our Cluster Model for improvement and self-evaluation in a recent inspection stating our strong approach to cluster working is practice worth sharing. (March 2019.)

St. Bernadette's Primary

Keeping children & young people engaged in learning during lockdown: digital learning

Within St. Bernadette's Primary staff were engaging with pupils through the digital platform of Microsoft TEAMS. Class teachers posted weekly activity grids for pupils to engage with throughout the week. Following parental request, teachers tried to upload these on a Friday for the following week. This allowed parents to view learning and plan their week ahead. Learning grids had a range of activities from across the curriculum, with a focus of Health and Wellbeing, literacy and numeracy. There was a range of online and offline activities. 4 or 5 activities were selected to be returned to the teacher using the assignments tab. Teachers provided detailed feedback on these tasks to ensure learning was progressive. Other learning tasks could be shared within the posts or files sections if a child wished. Class teachers, support for learning teacher and SLT were available throughout the day to check in with pupils and assist with any queries. SLT and SfLT were contacting families where TEAMS were not being accessed to offer support and guidance. Positive feedback was received from parents regarding the learning set in a questionnaire issued in both April and June.

Our Context

Attainment

CfE Teacher Judgement: (reported in March 2020)

Whole School

Curr Area	Ahead	On Track	Concern	Input Req.
Listening and Talking	8%	73%	16%	3%
Reading	20%	55%	16%	9%
Writing	11%	57%	22%	10%
Numeracy	13%	68%	13%	6%

SNSA

SNSA 2018/19	P1 - Literacy			P1 - Numeracy					
St Bernadettes	% low	% med	% high	% low	% med	% high			
17/18	0%	22%	78%	0%	13%	87%			
18/19	0%	39%	61%	0%	36%	64%			
	P4 - Reading			P4 - Writing			P4 - Numeracy		
	% low	% med	% high	% low	% med	% high	% low	% med	% high
17/18	10%	17%	73%	19%	19%	62%	12%	49%	39%
18/19	26%	52%	23%	32%	45%	23%	29%	48%	23%
19/20	19%	54%	27%	30%	50%	20%	27%	65%	8%
	P7 - Reading			P7 - Writing			P7 - Numeracy		
	% low	% med	% high	% low	% med	% high	% low	% med	% high
17/18	8%	25%	67%	8%	16%	76%	4%	36%	60%
18/19	13%	53%	34%	11%	60%	29%	6%	69%	25%
19/20	4%	42%	54%	4%	48%	48%	11%	59%	29%

Achievement

Wider Achievement

Many pupils participate in out of school activity clubs such as Stenhousemuir Football Club, swimming, gymnastics, basketball, dance, theatre, and cycling.

Clubs offered within St. Bernadette's:

- Basketball
- Drama

- Gymnastics
- Choir
- Family Learning through STEM Vocational Programme
- Cross Country

The Basketball Team were runners up in the Falkirk Council Basketball League.

The school choir participated in the annual community schools concert organised by the Larbert Men's Christian Society.

Pupils participating in the Under the Trees targeted group achieved the John Muir award.

The school achieved Digital Schools status.

18 Primary 7 pupils achieved the Pope Francis Faith Award.

Mrs McCarter-Gall and Mrs Kinnaird, Senior Early Years Officers, were both successfully awarded a BA in Childhood Practice.

Mrs Duncan was successfully awarded her Catholic Teacher Training Certificate.

Pupil Leadership

- House Captains / Vice Captains
- Playground leaders
- Library leaders
- Buddies
- Monitors

Staff Leadership

All staff took on leadership roles during session 2019/20. These included Pope Francis Faith Awards, play based learning, numeracy, STEM, Expressive Arts Drama group, family learning through STEM vocational programme and developing our house system.

Participation

Family Learning through STEM Vocational Programme

20 families participated in the Family Learning through STEM Vocational Programme. This included 6 weekly sessions within St. Bernadette's and a celebratory event in Larbert High School with other Larbert cluster primaries.

Parent meetings / evenings

During 2019/20 we had very good parental participation at parental meeting and evenings. Almost all parents/carers attended.

Parents/carers were invited to attend class led assemblies followed by a showcasing learning event. Almost all pupils were represented at these events.

Parent/Carer responses to surveys

During 2019/20 approximately 42% of parents/carers engaged in online questionnaires and surveys

Parent Council

Within St. Bernadette's Primary School there is a well-represented Parent Council. The Parent Council have organised many events such as family quiz, race night, 200 club and discos to raise funds. These funds have assisted to purchase SMART TVs and Smartboard projectors, online subscriptions, play resources and iPads.

Coffee Mornings

Each month pupils from the Pope Francis Faith Award group organise a coffee morning. These are very well attended by the local community and parishioners from Our Lady of Lourdes and St. Bernadette Parish Church.

Parent Helpers

Regular parent helpers assist in all areas of school life, for example, uniform Swap Shop, playground supervision, resource management and play in P1.

Attendance and Exclusion**Attendance**

The average attendance of identified Pupil Equity Fund pupils (SIMD 1-3) during 2019/20 was 95%.

18% of all pupils had an attendance rate below 95% during 2019/20. Of that, 7 pupils were identified Pupil Equity Fund pupils (SIMD 1-3).

Exclusion

There was 1 exclusion during 2019/20

Place -Geographical and economic influences –

St. Bernadette's Primary serves the community of Stenhousemuir, Larbert, Carronshore and Carron.

1.5% of our pupils receive free school meal entitlement (September 2020).

The breakdown of data of where pupils live according to SMID index (2019/20), where Decile 1 is most deprived and Decile 10 being least deprived is as follows:

Decile 1: 0.4%, Decile 2: 4%, Decile 3: 7%, Decile 4: 3%, Decile 5: 8%, Decile 6: 19%, Decile 7: 9%, Decile 8: 21%, Decile 9: 6% and Decile 10: 22%

Economic influences

Forth Valley Royal Hospital is located within Larbert.

Larbert Train Station has excellent rail links to Stirling, Glasgow and Edinburgh making the local area an ideal location for commuting to the workplace.

Geographical Influences

Forth Valley Royal Hospital has a well-established woodland within its grounds. This is easily accessible by local bus transport for engaging in outdoor learning.

The Orphan Land is just 4 minutes walk from the school grounds. This piece of nature was adopted by St. Bernadette's Primary in 2014 and is fantastic for outdoor learning.

People - Community Demographic

St. Bernadette's Primary fosters and promotes the moral teachings of the Catholic Church. We aim to serve the community of Stenhousemuir, Larbert, Carronshore and Carron by providing an education of the highest quality for all children. Our curriculum is vibrant and evolving to ensure we equip our children with lifelong skills to enable them to become happy fulfilled individuals.

Our current school role (September 2020) is 199 pupils in P1-7 and 40 children within our nursery class. We have 8 classes in total. Our school leadership team consists of Headteacher, Depute Headteacher and Principal Teacher.

Pupils range in age from age 3 years old to 12 years old.

In September 2020 the school roll has 105 girls and 92 boys.

21 pupils have been identified Pupil Equity Fund pupils (SIMD 1-3) in August 2020. This is 15 families.

Performance - Priorities

PEF

During session 2019/20 we received £18,000 of Pupil Equity Fund allocation.

During session 2020/21 we will receive: £15859.80 of Pupil Equity Fund allocation

During session 2021/22 we will receive: £16540.20 of Pupil Equity Fund allocation

PEF Priorities 2019/20:

- Under the Trees universal STEM focus
- Under the Trees targeted P6/7 group
- Talk for Writing
- Play based learning in the outdoors
- Promoting positive playground resources
- Mangahigh subscription

PEF Priorities 2020/21:

- Mangahigh subscription
- Talk for Writing
- Numicon Big Ideas and Breaking Barriers numeracy intervention programmes
- Do Be Mindful
- Nesy

St. Mungo's Cluster Improvement Priorities 2020/21:

Priority 1: Creativity

By June 2021, 100% of P2 learners will have the opportunity to engage in high quality rich learning experiences within literacy and numeracy to support curiosity, enquiry and creativity leading to improved attainment.

Priority 2: Health and Well Being

100% of targeted pupils will show an increase in self-regulation and emotional literacy by May 2021.

Priority 3: Numeracy

In each school there will be an increase of 10% in individual attainment (target P4 and P5 group) by May 2021

Priority 4: STEM

100% of learners will have opportunities to engage in high quality STEM experiences across and through the curriculum.

Review of progress for 2019-20	
Priority 1 By June 2020, 100% of P2&3 learners will have the opportunity to engage in high quality rich learning experiences within literacy and numeracy to support curiosity, enquiry and creativity leading to improved attainment.	
NIF Priority- Improve attainment in Numeracy and Closing attainment Gap NIF Driver- Teacher professionalism	FC Priority Improving Attainment Play Pedagogy
HGIOS?4/HGIOELC? QIs 2.3 Learning, teaching and Assessment	Has this work been supported by PEF? YES
Progress and impact	
<p>Staff undertook professional learning regarding play pedagogy. There was an increase of knowledge and understanding of play pedagogy resulting in greater ownership of environments and informed risk taking.</p> <p>Staff co-created a shared rationale for quality learning within literacy and numeracy. This has resulted in an agreed and understood framework to enable improved classroom practice and support professional dialogue between staff at all levels.</p> <p>The group initially evaluated and reviewed the modes of learning to ensure an appropriate balance between child initiated, adult initiated and adult-led learning. Early data demonstrates an increase in meaningful engagement with learning.</p> <p>Staff collaborated through TEAMS to share planning, evaluations and provide a level of support and challenge through professional dialogue. There was an increase in confidence, ICT skills and collective teacher efficacy.</p> <p>Early years staff across the cluster planned a practitioner enquiry with a focus on high quality learning experiences. Due to school closures, March – August 2020, these have yet to be implemented.</p> <p>Best practice was shared across the cluster through visiting each other's establishment. This has resulted in stronger networking across the cluster, which in turn provided a positive space for deeper collaboration.</p>	
Next Steps <ul style="list-style-type: none"> • Re-establish network taking into consideration any staff changes. • Carry out practitioner enquiry. • Continue to develop and share provocations to spark curiosity, creativity and engagement. 	

Review of progress for 2019-20	
Priority2 : 100% of targeted pupils will show an increase in self-regulation and emotional literacy by May 2020.	
NIF Priority- Health and Wellbeing NIF Driver – Teacher Professionalism	FC Priority Improvement in children’s and young people’s health and well being
HGIOS?4/HGIOELC? Qis 2.4 Personal Support 3.2 Inclusion and Wellbeing	Has this work been supported by PEF? Yes
Progress and impact	
<p>Staff undertook professional learning in the Emotion Works framework for emotional literacy. Knowledge, understanding and confidence in use of the framework has increased.</p> <p>All children in the cluster were introduced to the Emotion Works cogs and these are being used to support dysregulation and structure restorative conversations, at all levels. Children are now demonstrating an increase in emotional vocabulary to articulate their feelings.</p> <p>School environments reflect and support our approach to emotional literacy through classroom and whole school visuals. Early signs indicate a shared approach being used by children and adults across the school.</p> <p>The health and wellbeing questionnaire was piloted in term 1 and the cluster working group collaborated to evaluate, review and improve.</p> <p>All schools participated in the Compassionate and Connected Community professional development opportunity, led by Educational Psychology Service, exploring the use of attunement principles within the classroom.</p>	
<p>Next Steps</p> <ul style="list-style-type: none"> • Develop staff attunement and nurturing principles in order to establish and maintain positive relationships • Embed a consistent approach to emotional literacy across the whole school to support dysregulation and structure restorative conversations • Use the wellbeing questionnaire to identify and support appropriate interventions. • Re-establish network taking into consideration any staff changes. 	

Review of progress for 2019-20	
Priority 3: In each school there will be an increase of 10% in individual attainment (target P4 group) by May 2020	
NIF Priority- Improve attainment NIF Driver – Teacher professionalism	FC Priority Improving attainment
HGIOS4 /HGIOELC? QIs 2.3 Learning, teaching and assessment	Has this work been supported by PEF? No.
Progress and impact	
<p>All staff participated in cluster professional development in the use of concrete, pictorial and abstract approaches to numeracy. Early signs indicate an increase in the understanding of the importance of concrete materials to support numeracy.</p> <p>The cluster group explored a variety of assessment tools to gather data and created an assessment which aligned to the pressure points. This led to identification of children who require intervention. Due to school closures, March – August 2020, these have yet to be implemented.</p> <p>The cluster group began to produce a glossary of mathematical language to ensure consistency across all schools.</p>	
<p>Next Steps</p> <ul style="list-style-type: none"> • Ensure consistency of the use of concrete, pictorial and abstract approaches to numeracy • Re-administer appropriate assessment to identify numeracy gaps within P4 and P5. • Re-establish network taking into consideration any staff changes. • Carry out practitioner enquiry of numeracy intervention. • Complete the glossary of mathematical language by December 2020. 	

Review of progress for 2019-20	
Priority 4: 100% of learners will have opportunities to engage in high quality STEM experiences across and through the curriculum.	
NIF Priority- Teacher professionalism NIF Driver – Employability Skills	FC Priority Raising attainment
HGIOS4/HGIOELC Qis 3.3 Creativity and Employability 2.3 Learning, Teaching and Assessment	Has this work been supported by PEF? YES
Progress and impact	
<p>Across the schools IDL planning had a STEM focus. Children were involved in an increase in STEM learning which was visible across the whole school, ensuring coverage all 5 science themes.</p> <p>The resourcing of STEM was undertaken through revisiting the cluster science boxes and STEMifying them. Stage plans were produced with a list of resources, including online learning.</p> <p>Staff collaborated through TEAMS to share planning and provide a level of support and challenge through professional dialogue. There was an increase in confidence, ICT skills and collective teacher efficacy.</p> <p>The cluster group collaborated to produce a framework for STEM planning. This took account of both science and technical vocabulary, acknowledging the tension between them. This also took account of pupil voice. Due to school closures, March – August 2020, these have yet to be implemented.</p> <p>Partnership was established between cluster group, Forth Valley College and Education Scotland.</p> <p>Within St. Bernadette’s Primary, 20 families participated in the Family Learning through STEM Vocational Programme. This included 6 weekly sessions within St. Bernadette’s and a celebratory event in Larbert High School with other Larbert cluster primaries. The impact on families was increased STEM skills as well as protecting time to build family relationships through learning together.</p>	
Next Steps	
<ul style="list-style-type: none"> • Introduce the STEM planning framework in term 2, leading to an evaluation of the approach in term 3. • Continue to build on the partnership between cluster group, Forth Valley College and Education Scotland. • Engage in STEM family learning programme. • Across the cluster, organise a celebration event to showcase and share best practice. 	

Review of progress for 2019-20
<p>Priority 5:</p> <p>By May 2020, 85% of learners will be on track in writing attainment.</p>
<p>NIF Priority Improve attainment</p>
<p>HGIOS4/HGIOELC Qis</p> <p>2.3 Learning, Teaching and Assessment</p>
Progress and impact
<p>Improving the quality of teaching of writing was a focus last session which included consultancy, staff development of writing pedagogy and moderation of writing.</p> <p>All staff attended Talk for Writing training and implemented this approach in their classrooms. All staff adapted their teaching of writing from a weekly Big Writing lesson to a daily, short tasks model which incorporated oral, visual and active story telling as part of the writing process.</p> <p>We also invested in providing supplementary resources for our teachers to use to enhance their teaching of writing. We invested in enhancing the reading culture of our school further by creating reading spine packs for each stage to use for daily reading aloud for enjoyment and to improve pupil vocabulary.</p> <p>Our staff worked collaboratively to review evidence on the ways to improve attainment in writing through quality feedback. The staff created a consistent, progressive code for marking writing and feedback grids which focused their teaching and assessment on genre specific skills.</p> <p>In June 2020 our P3-7 pupils provided their views on the impact which our teaching of writing had on their writing skills and enjoyment of writing. They recognised that</p> <p>73% of pupils felt the feedback they had been given this year was either clear and personal or very personal and easy to understand. The children viewed looking at examples of stories, feedback from their teacher and reading more at home as the areas which had a positive impact on their writing. 89% of the pupils who responded reported being more confident in writing and making good or excellent progress.</p> <p>In June 2020 our staff reported that they felt Talk for Writing had a positive impact on their teaching of writing particularly the use of model texts, having an agreed marking scheme and staff training.</p>
<p>Next Steps</p> <p>Throughout session 2020/21 we will - Continue to develop a positive reading culture to encourage engagement with reading Continue to develop Talk for Writing through planning and assessment Improve teacher moderation of writing to inform judgement of a level</p>

Key priorities for School Improvement Planning 2020 -2021

St Mungo's High School Cluster:

Priority 1: Creativity

By June 2021, 100% of P2 learners will have the opportunity to engage in high quality rich learning experiences within literacy and numeracy to support curiosity, enquiry and creativity leading to improved attainment.

Priority 2: Health and Well Being 100% of targeted pupils will show an increase in self-regulation and emotional literacy by May 2021.

Priority 3: Numeracy

In each school there will be an increase of 10% in individual attainment (target P4 and P5 group) by May 2021

Priority 4: STEM

100% of learners will have opportunities to engage in high quality STEM experiences across and through the curriculum.

St. Bernadette's Primary:

Priority 5: Writing

By May 2021, 85% of learners will be on track in writing attainment.

What is our capacity for continuous improvement?

We continue to build on our strong commitment to cluster collaboration and improvement impacting on all children and families within our denominational schools. Staff feedback from cluster wide professional learning evidenced this approach is highly valued. Distributed leadership is prioritised, and opportunities will continue to be provided for staff. Our model facilitates sharing of good practice, resources and robust moderation across learning. Our drive for consistency in pedagogy, tracking of attainment and achievement and approaches will lead to better outcomes for all.

Teachers' agency was in action as many acted in leaderly ways to make deliberate choices and take innovative risks for their pupils and themselves and to lead colleagues who may have been struggling with challenges and changes.

(D Netolicky (2020) School Leadership During a Pandemic: Navigating Tensions)

This reflects the actions of staff across our cluster community during the period of lockdown. We are now confident that staff are well placed to continue their empowerment journey.

Self-Evaluation of the Core HGIOS?4/HGIOELC? QIs

1.3	Good		
2.3	Good		
3.1	Good		
3.2	Good		

