

St. Bernadette's Primary School and ELC Class Standards & Quality Report 2023/24



Falkirk Council
Children's Services

SQR 2023/24 – Prefacing Text

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 2023/24.

Staff at all levels continue to undertake and participate in a range of professional learning and development to support both the identified priorities of the improvement plan and, all our children and young people.

This report provides a helpful summary for parents/carers and other stakeholders, of successes and achievements in academic session from August 2023 - June 2024, and outlines priorities for session 2024/25.

Section 1

Context of the School/ELC Setting

This section should be used to give brief background information in relation to the type of establishment, its size, location, its management structure and staffing, the school community, SIMD, FME, school/nursery roll etc. It should also include some or all of the following: the school's vision, values and aims; local contextual issues; Scottish Attainment Challenge involvement; the Pupil Equity Fund allocation; factors affecting progress (e.g. staffing changes/issues); and outcomes from authority review/inspection etc.



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 vision is that St. Bernadette's will work together to create a safe, happy, connected learning environment built upon respect, positivity and creativity, with foundations rooted in the Catholic Faith.

Our school values, created in 2020 during the first period of remote learning in full consultation with staff, pupils and families. Our values are:

- Kindness
- Respect
- Honesty

- Co-operation
- Friendship
- Appreciation
- Forgiveness
- Love

Our current school role is 180 pupils in P1-7 and 40 children within our ELC class.

Our school leadership team consists of Headteacher, Depute Headteacher and Principal Teacher.

14 pupils (11 families) are entitled to the Pupil Equity Fund within the school and ELC (SIMD 1-2) in June 2024. 4% of our pupils are registered to receive free school meal entitlement.

Progress and Attainment, on track or above (June 2024)

Attainment	Reading	Writing	T&L	Numeracy
P1	97%	97%	100%	97%
P4	84%	80%	84%	84%
P7	92%	92%	96%	92%

Section 2

Review of progress for 2023 - 24

Priority 1: Learning, Teaching and Assessment

- All practitioners will identify their own strengths and development needs
- All staff will have a shared understanding of standards and expectations of planning, learning, teaching and assessment
- All learners will increase in all pupils accessing learning outdoors, whilst develop meta-skills through outdoor learning
- Identified pupils will use digital technology to remove barriers to learning and assessment.
- Digital skills progression across the school

NIF Priority

- 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 and practitioner professionalism

FC Service and School Improvement Priority

- Meeting the needs of all learners
- Quality Provision

HGIOS?4/HGIOELC? QIs (if appropriate HGIOURS themes 1- 5)

- 1.2 Leadership of Learning
- 2.3 Learning, teaching and assessment

Has this work been supported by PEF?
yes/no (If **yes**, make sure this is **explicit** in your text)
No

Progress and impact (based on outcomes for learners) How well are you doing? How do you know?

All teaching staff engaged in a self-evaluation of GTC Standards for Registration, in June 2023, to identify their own professional strengths and development needs. Key points were shared to identify common themes and encourage collegiate working.

Short-term planning format and content was agreed by all teaching staff with plans being moderated as part of the planned quality assurance procedures. This led to increased consistency and depth.

Data indicates there is consistency in attainment and progress over time. Data indicates almost all pupils across the school are achieving at the expected level in literacy and numeracy.

All teaching staff increased their confidence in planning and implementing high quality outdoor learning experiences through engagement in a block of outdoor learning sessions led by experienced outdoor practitioners. Evidence through session evaluations and pupil questionnaires indicated a high level of pupil engagement, with the majority of pupils identifying the meta-skills developed during each session. The majority of pupils were keen to have increased opportunities to take their learning outdoors. As a result, some staff aim to provide outdoor learning experiences on a weekly basis whilst the majority of staff are aiming to provide outdoor learning experiences on a monthly basis. Staff have indicated what they require to be further supported in the planning and implementation of outdoor learning experiences.

A skills progression pro forma has been developed with all skills being identified across all primary stages. One teacher has been awarded as an Apple Learning Coach after successful completion of the programme. Programme, in order to support staff with professional development regarding digital skills. An award of £5000 to purchase digital technologies has been discussed with staff to enhance the learning experiences of the children. Digital Ambassadors have been upskilled to support teaching and learning of their younger peers.

Next Steps:

- Develop consistency of pedagogical practice across the school, through a shared understanding of what makes high quality learning and teaching.
- Develop clear progressive curricular pathways across the BGE
- Develop planning for challenge and differentiation across literacy and numeracy.
- Support planning and implementation of outdoor learning next session.
- Develop skills progression of digital learning across the school with the support of the Apple Learning Coach.
- Increase learner agency and participation to ensure learners are fully involved in planning and evaluating learning in order to identify their next steps

Review of progress for 2023 - 24

Priority 2: Inclusion - Flexible and targeted support for Learning in the mainstream setting

- Practitioners will understand the legal duties relating to equality, children's rights, ASN legislation and their role in ensuring regular professional development to support this. This will lead to improved outcomes for children and young people.
- All practitioners take positive and proactive steps to ensure that barriers to learning are minimised.
- Well planned interventions lead to positive outcomes for children with additional support needs.
- All learners feel included, engaged and involved in the life of the school.
- All learners feel supported to do their best.

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Progress and impact (based on outcomes for learners) How well are you doing? How do you know?

Staff capacity to reduce barriers to learning

In August 2023, all staff participated in a development session looking at the CIRCLE Inclusive Classroom Framework to begin reflecting on the inclusive practice in their classroom. Using the reflective questions they created a bespoke Inclusive Classroom Plan to improve their practice.

In September 2023 all teachers participated in a staff development session led by the Support for Learning teacher – Nicola Lorenzetti. This session gave teachers the opportunity to spend time familiarising themselves with resources and tools to enhance the learning experience of the children in their class. Following this all teaching staff worked in trios to carry out classroom audits of the physical environment and supported each other to identify areas for improvement.

Staff were given time during the November in-service day to familiarise themselves with the Falkirk Council Staged Intervention Model and to engage with professional learning which linked to their developments needs and the children in their class.

Teaching staff attended three staff development sessions delivered by our designated Speech and Language therapist – Erin Cully. These sessions raised staff awareness of the role of SALT, the assessment process and diagnosis and the practical tools which can be used to support children in schools.

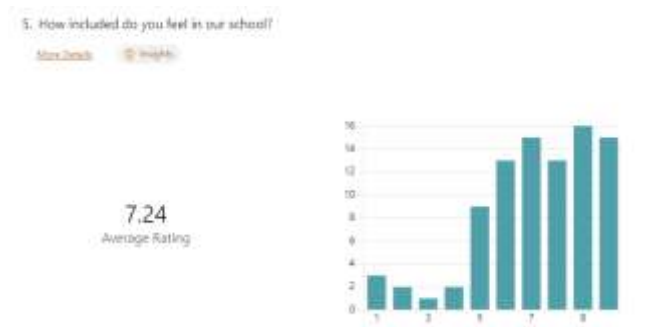
Staged intervention overviews were shared with all staff and the roles and responsibilities at each stage. Class teachers and support for learning teachers were released from classes to attend TAC meetings, planning and transition meetings for pupils. Their on-going communication with parents and carers through Seesaw also meant that concerns were raised quickly and dealt with before there was any negative impact on the child.

Support for learning timetables were reviewed termly and updated in response to data obtained through class observations, learning walks and learner progress meetings. All children who were identified as red or amber in literacy or numeracy had targeted interventions and all Stage 2 or 3 children had personalised targets within a GIRFME plan or Form 4 – Child’s Plan.

Learners experiences – Pupil Participation Survey May 2024

When asked – *How included do you feel in our school?*

91% of pupils scored 5 or more



When asked – *How does it feel to be a pupil in your class?*

Less than 5% of words (21/425) were negative



When asked – *What makes our school unique and special?*

19% of children used the word different to highlight how unique and special our school is



When asked – *what BIG change would you make to our school?*

0% of children said they would like more support or to feel more included



Parental feedback

In May 2024 a focus group of parents were asked for their feedback on the effectiveness of support provided for their child throughout this school year.

100% of parents who responded graded the support their child has received this year as excellent.

100% of parents who responded graded staff efforts to make my child feel included and successful as excellent.

100% of parents who responded graded communication about my child and their learning needs as excellent.

One parent commented –

“my child has been challenged and this has improved his attainment. St Bernadette’s have considered his specific needs and have accommodated him without singling him out”.

Another parent commented –

“empathy and inclusivity had the greatest impact on my child. This has fostered compassion and understanding without judgement. In turn, this has prompted staff to actively listen and to seek understanding. (Child’s name) has felt listened to by staff members which in turn has allowed himself to feel supported when needed”.

When asked for feedback for any member of staff a parent commented –

“(teacher name) has helped him so much this year and always fed back quickly to us about any issues, she has recognised all of his difficulties and throughout many conversations with (child’s name) he feels better about himself and has a great relationship with her”.

Targeted interventions

Read Write Inc Fresh Start (PEF Funded)

A small group Literacy intervention that teaches struggling readers to read accurately and fluently with good comprehension. The programme also works through explicitly taught phonemes through Speed Sounds lessons which supports decoding for reading and accurate spelling for writing.

P6/7 group (7 children) 3 x 1 hour sessions per week plus 1 child who attends for Speed Sounds only

P5 group (5 children) 3 x 1 hour sessions per week plus 2 children who attend for Speed Sounds only

P4 group (6 children) 2 x 20/25 minute sessions per week for Speed Sounds only

All children attend regularly and enjoy the sessions. Assessments (for spelling) show that all children have made progress. I would need to carry out standardised reading assessments to show progress in reading. Through observations though, all children have become more accurate and fluent readers. Comprehension has improved too. Many of the children have a specific learning difficulty which means that they should have opportunity to read a text many times over before completing comprehension. Due to time constraints and large numbers of children this is not always possible in class. The small group support is crucial to this. The small group sessions are also crucial to some children's weekly and daily routine.

Some quotes from the children:

"I enjoy working in the small group because it is easier to learn than in the class."

"I use the strategies to help me with spelling, reading and grammar."

"I use the things you teach me to help me learn."

"I like to 'sound talk' and think of 'best friends' when spelling and I'm less stressed."

"I feel good about spelling more than before."

Nessy (PEF Funded)

An online program that children complete independently to support spelling and reading. Used across the school from P2/3 to P5. We currently have 25 users.

All children have made progress (can send Nessy data if required)

Nessy is not completed consistently across the school despite frequent email reminders from me that Nessy can be done independently in place of a spelling or reading task. I feel like it shouldn't be perceived as another thing to do but rather to replace a task.

More popular with children in the lower school. Upper school tend to reach a plateau then not progress much. Switched upper school to IDL in August 2024 after this feedback.

Younger users said:

"I like the games and getting nuggets"

Older users said:

"It's hard and I get stuck"

"Too much spelling"

IDL (PEF Funded)

An online multi-sensory program that children complete independently to support spelling and reading. We also have IDL for Numeracy. Is particularly good for Dyslexic Learners.

We currently have 17 children across P5-7 using IDL for spelling and reading.

IDL for numeracy is not being used. Tried it with children in the lower school but was too difficult. All children across P6 and 7 in particular have made excellent progress (can send IDL data if required)

The P6s and 7s enjoy completing IDL compared to Nessy. They sometimes get frustrated with technical issues and repetitive lessons however I have contacted IDL many times over the year and they always resolve issues quickly and act on feedback from the children.

Definitely worth continuing with IDL for reading and spelling but not for numeracy. Have been recommended Number Sense by Nessy to support numeracy in the lower school so will look into that for next session. The upper school children who need support do better in class with differentiated work, concrete materials and things like Smart Multipliers to remove barriers to learning. Veronica has worked with pupils to support numeracy.

Seasons for Growth

Seasons for Growth is a small group intervention that supports the social and emotional wellbeing of children who are dealing with significant life changes. We explore the impact of the change and loss on everyday life and learn new ways to respond to these changes.

10 children (largest group to date) across P5-7 participated 1 session per week for 10 weeks.

The Seasons for Growth program can be a little dull so I adapted many of the lessons to become more active and hands on. The children responded really well to this approach. We built up a trusting and safe environment which meant that all children were comfortable in sharing their story. The celebration session was a huge success and there was positive feedback from parents/carers.

The children said:

"I really liked it and it has helped me a lot. In class I felt worried a lot but at Seasons for Growth I was able to share how I felt. I trusted the group enough to tell things."

"I liked it because I got to know other people and I learned how to control my temper. I liked the ice cream floats."

"I really enjoyed SfG because I got to tell people about it but not the whole class. I am so glad we made the group."

"It was fun."

"It was fun and I loved the ice cream floats. I trusted the others in the group because of the activities and the guidelines. I like that we only tell our own story. It has helped because sometimes in school I get overwhelmed and stressed."

"I liked Choices Tuesday and using the post its."

Under the Trees (PEF Funded)

Eight pupils attended weekly outdoor learning sessions led by under the Trees, gaining their Wild Passport Award. All gained skills and knowledge in safe and practical use in the learning of various tools, den building and fire activities. All pupils demonstrated an increase in perseverance, largely gained during the tool and fire activities. Almost all demonstrate an increase in self-confidence. Some have demonstrated an improvement in their listening skills.

Next Steps:

- Continue to target inclusion through outdoor learning, led by Under the Trees.
- Continue to target literacy attainment through targeted PEF interventions.
- Continue to evaluate inclusion using the CIRCLE resource
- Ensure inclusion and equality leads to improved outcomes for all learners
- Increase learner agency and participation to ensure that all learners are included, engaged and involved in the life of the school.

Review of progress for 2023 - 24 ELC

Priority 1: PLANNING FOR A CHILD-CENTRED PEDAGOGY

- Imbed revised planning system to ensure
- Responsive and intentional planning
- Assessment and progression framework
- Focus child – documentation of learning
- Personal plans – what matters to me – enhance and embed
- Core experiences and continuous provision

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Has this work been supported by PEF?
yes/no (If **yes**, make sure this is **explicit** in your text)
No

Progress and impact (based on outcomes for learners) How well are you doing? How do you know?

All practitioners have an increased understanding of responsive and intentional planning and are now more confident in using this within the setting. An in-depth daily schedule and long term planner was created which staff use daily to help them focus their duties consistently in a manageable fashion.

All practitioners have used the assessment and progression framework and feel this has helped them to develop their understanding and confidence in how this can be used to observe and identify next steps and how this would link to planning. This framework was used as a basis during tracking meetings to help frame discussion and maintain focus.

What Matters to Me approach has been embedded, with updated documentation, and practitioners feel they have an enhanced relationship with both parents and children as they have greater depth of family understanding and use this document to plan for individual children's interests. This is updated after six weeks of enrolment and every six months thereafter to ensure any changes in the child's wellbeing and what matters to them is documented.

Core experiences and continuous provision planners were used within every area of the environment to ensure that skills and resources were identified to allow natural coverage of all circular areas. Planned audits throughout the year ensured the areas were working for the children and skills progression was taking place.

Next Steps:

- Continue to embed responsive and intentional planning.
- Continue to develop confidence within the assessment and progression framework cycle.
- Embed What Matters to Me fully in practice with all practitioners.
- Continue to monitor spaces, interactions and outdoor learning using the continuous provision planners and core experiences.

Review of progress for 2023 - 24 ELC

Priority 2: Inclusion - Flexible and targeted support for Learning in the mainstream setting

- Practitioners will understand the legal duties relating to equality, children's rights, ASN legislation and their role in ensuring regular professional development to support this. This will lead to improved outcomes for children and young people.
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<ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy <p>NIF Driver</p> <ul style="list-style-type: none"> School and ELC leadership Teacher and practitioner professionalism 	
<p>HGIOS?4/HGIOELC? QIs (if appropriate HGIOURS themes 1- 5)</p> <ul style="list-style-type: none"> 1.2 Leadership of Learning 2.3 Learning, teaching and assessment 	<p>Has this work been supported by PEF? yes/no (If yes, make sure this is explicit in your text)</p> <p>Yes</p>
<p>Progress and impact (based on outcomes for learners) How well are you doing? How do you know?</p>	
<p>Throughout the year various audits, such as the CIRCLE Scale and Spaces Audit, to identify development and improvement needs. A communication friendly environment was developed, supported by Speech and Language Services.</p> <p>Children with Speech and Language involvement were able to use the visual symbols from the ELC environment to support their communication at home.</p> <p>Visuals have been created for all areas of the ELC environment and areas within the school which helps aid transition throughout the entire building.</p>	
<p>Next Steps:</p> <ul style="list-style-type: none"> Continue to develop a communication friendly environment, working alongside Speech and Language Services to achieve their bronze award for our visual environment. Continue to use the Spaces and Adult Child Interactions audit tools to evaluate current practice and identify next steps. 	

Section 3

Key priorities for School Improvement Planning 2024- 2025

This section should articulate with the school improvement plan for the forthcoming session or plan cycle. It should focus on a small number of key improvement priorities which will be expressed as outcomes for learners (as they will appear on the strategic overview of the new improvement plan).

St. Bernadette's Primary School

Learning, Teaching and Assessment

- Consistency of pedagogical practice across the school, through a shared understanding of what makes high quality learning and teaching.
- Develop clear progressive curricular pathways across the BGE
- Increase learner agency and participation to ensure learners are fully involved in planning and evaluating learning in order to identify their next steps

Inclusion

- Develop as a community of faith and learning
- Ensure inclusion and equality leads to improved outcomes for all learners
- Increase learner agency and participation to ensure that all learners are included, engaged and involved in the life of the school.

Developing as a Community of Faith and Learning

- Cluster: Reigniting our cluster mission through the development of a shared vision for our cluster; creating a shared sense of unity and purpose among all schools.
- School: Further develop evangelisation through our values and purpose

St. Bernadette's ELC Class

Planning for a child centred pedagogy

- Curriculum rationale review
- Fully embed continuous provision/core experiences planners
- Termly review of responsive planning and evaluation records
- Further develop the use of assessment and progression framework cycle.

Personal Planning

- Fully embed What Matters to Me documentation and create guidance for practitioners and families to understand the reasoning of this process.

Leadership Across All Levels

- Every practitioner will have a leadership role within the ELC to increase leadership skills and accountability.

What is our capacity for continuous improvement?

A brief statement that reflects your current evaluation of your school's capacity for continuous improvement. This should link to each of the QIs you have graded below.

We continue to build on our strong commitment to collaboration and improvement impacting on all children and families within our school community. Distributed leadership is prioritised, and opportunities will continue to be provided for all staff. Our model facilitates sharing of good practice, resources and 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 school community and we are confident that staff are well placed to continue their empowerment journey.

Summary of Self-Evaluation – Reference QIs

Primary / Secondary Self-Evaluation of the Core HGIOS?4	
	Self-Evaluation Grading
1.3 Leadership of change	Very Good
2.3 Learning, Teaching & Assessment	Good
3.1 Ensuring Equality, Inclusion & Wellbeing	Good
3.2 Raising Attainment & Achievement	Very Good

ELC Classes / ELC Centres Self-Evaluation of the Core HGIOELC? / Quality Framework			
	Self-Evaluation Grading		Self-Evaluation Grading
1.3 Leadership of change	Very good	1.1 Nurturing Care and Support	Very good
2.3 Learning, Teaching & Assessment	Good	1.3 Play and Learning	Good
3.1 Ensuring Wellbeing, Equality & Inclusion	Very good	2.2 Children experience high quality facilities	Good
3.2 Securing Children's Progress	Good	3.1 Quality assurance and improvements are well led	Good
		4.3 Staff Deployment	Good