

STANDARDS AND QUALITY REPORT – REVIEW OF SESSION 2016/17

Context of the School:

Currently the school roll stands at 258 P1 – P7 pupils and 32 Nursery pupils. The school has just been extensively refurbished and provides light, fresh and spacious classrooms and communal spaces. The recent addition of a Multi-Use Games Area (MUGA) in the playing field provides additional useful space for PE and other activities.

Values:

St Gerardine School values are for everyone to be: **kind, respectful, responsible and positive.**

Vision:

Learning - Through a fun, purposeful and challenging curriculum, we foster equity in order to encourage every child to develop their potential, equipping them with the skills required for life-long learning.

Ethos - By creating a positive, safe, secure and welcoming environment, differences are celebrated, every child matters and everyone is valued and included.

Achievement - We develop confident individuals through recognising and celebrating success and achievements both in and out of school.

Partnerships - All members of our school actively work together to develop a positive and engaging partnership with the wider community, promoting high standards and successful learning.

Aims:

To help every learner develop the knowledge, skills and attributes for learning, life and work, which are encapsulated in the four capacities: **Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.**

School Priority 1: To ensure high quality learning and teaching has maximum impact on pupils through the development of a “growth mindset” and improved focus and engagement

NIF Priority

Improvement in attainment
Improvement in health & wellbeing

NIF Driver

Assessment of children’s progress
School Improvement
Performance Information

HGIOS 4 QIs

1.2 Leadership of learning
2.3 Learning, teaching & assessment
3.1 Ensuring wellbeing, equality & inclusion
3.2 Raising attainment & achievement

Moray Priorities

Learning & Teaching

Progress and impact:

Staff have worked with all children to increase their awareness of a “growth mindset” and their understanding of the ability of the brain to grow and develop when challenged. Through our “Child Voice” sessions, children have reflected and evaluated the impact of this work on their attitudes to learning. All children are now aware of the need to persevere when challenged and understand that they can learn from mistakes. Staff have had input on “Better Movers and Thinkers” to understand how physical activity can help children’s brain development, engagement with learning and focus in the classroom. This will be taken forward within lessons during the coming session.

Next steps:

- Continue to embed “growth mindset” understanding for all children
- Improve children’s engagement and focus through “Better Movers & Thinkers” programme

School Priority 2: To provide learners with a wide range of fun, meaningful and challenging experiences

NIF Priority

Improvement in attainment
Improvement in employability skills

NIF Driver

Teacher Professionalism
Assessment of children’s progress
School Improvement

HGIOS 4 QIs

2.2 Curriculum
2.3 Learning, teaching & assessment
3.3 Creativity & employability

Moray Priorities

Learning & Teaching
Leadership, Management & Building Capacity

Progress and impact:

Staff have received input on the benefits of play and creative activities to support and enhance learning. In the early years, play is well developed in the nursery and is gradually being further incorporated into P1 learning. Children are increasingly seeing how their learning is relevant to life through accessing learning within a real context.

All children are becoming more aware of the skills they need for life and work and many are beginning to be able to discuss the skills within their learning. During our Career Morning, all children were able to identify how people from our local community are using these skills within their jobs.

Next steps:

- Continue to ensure children can articulate the skills they are developing, their strengths and next steps

School Priority 3: To ensure learners' experiences are coherent and progressive from nursery to P7 in RME and in a modern language.

<p><u>NIF Priority</u> Improvement in attainment Improvement in employability skills</p> <p><u>NIF Driver</u> Teacher Professionalism Assessment of children's progress School Improvement</p>	<p><u>HGIOS 4 QIs</u> 2.2 Curriculum 2.3 Learning, teaching & assessment 2.6 Transitions</p> <p><u>Moray Priorities</u> Curriculum Design Learning & Teaching</p>
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Progress and impact:
Staff have worked collaboratively to develop progressions in RME from Nursery through to P7. These progressions are now ready to implement next session and will provide improved continuity and coherence to our RME teaching. Following staff training, all children are now accessing French language through daily routines, songs and simple conversations. Almost all children have become more confident in asking and responding to simple questions in French and most of the older pupils are able to hold simple dialogues about everyday subjects with each other. In addition, P7 have benefitted from Spanish input from a secondary languages teacher who is a native Spanish speaker. These children have made very good progress in their conversational Spanish in a short space of time and are very confident in the areas of language learnt.

Next steps:

- Implement RME progression
- Continue to embed modern languages

School Priority 4: To close the attainment gap and reduce inequity due to family circumstances

<p><u>NIF Priority</u> Improvement in attainment Closing the gap between the most & least disadvantaged children Improvement in health & wellbeing</p> <p><u>NIF Driver</u> Teacher Professionalism Parental Engagement Assessment of children's progress School Improvement Performance Information</p>	<p><u>HGIOS 4 QIs</u> 1.1 Self-evaluation for self-improvement 2.3 Learning, teaching & assessment 2.4 Personalised support 2.5 Family learning 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment & achievement</p> <p><u>Moray Priorities:</u> Learning & Teaching; Self-Evaluation; Curriculum Design; Leadership, Management & Building Capacity</p>
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Progress and impact:
Through training, staff now have a clear understanding of the attainment gap and inequity due to family circumstances. Pupils at risk of not reaching their potential due to inequity have been identified and data analysed in reading. Staff are continuing to improve parental involvement for all pupils and to encourage parents who find it harder to engage with their child's learning to become involved in parent meetings, open afternoons etc. Staff are running homework clubs to support children. The school's Nurture Room has recently opened and has already seen successful impact on pupils through nurture lunches, Lego therapy and other activities which support our more vulnerable children. Book bags have been issued to nursery children to support their literacy and further engage with parents.

Next steps:

- Analyse data of "at risk" pupils in numeracy
- Continue to improve parental involvement of "at risk" pupils
- Implement Pupil Equity Funding plan to close the gap and reduce inequity

Key Priorities for improvement planning 2017-18

- Improve tracking and monitoring of pupils' progress within CfE
- Improve the use of digital technology across the school
- Close the attainment gap and reduce inequity due to family circumstances
- Develop consistency of feedback to parents both pastorally and in relation to learning
- Continue to develop active approaches to learning and creativity

What is our capacity for improvement?

NIF quality indicators

Quality Indicator	School self-evaluation	Inspection evaluation
1.3 Leadership of change	Good	
2.3 Learning, teaching and assessment	Good	
3.1 Ensuring wellbeing, equity and inclusion	Good	
3.2 Raising attainment and achievement	Good	