

STANDARDS AND QUALITY REPORT – REVIEW OF SESSION 2017/18

**Context of the School:**

Currently the school roll stands at 265 P1 – P7 pupils and 30 Nursery pupils. Having been extensively refurbished, the school provides light, fresh and spacious classrooms and communal spaces. Our Multi-Use Games Area (MUGA), outdoor building blocks and new sand-pit provide additional outdoor learning opportunities as well as alternative resources for the children during playtimes.

**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: Improve tracking and monitoring of pupils' progression within CfE**

**NIF Priority**

Improvement in attainment  
Closing the gap

**NIF Driver**

Assessment of children's progress  
Performance Information

**HGIOS 4 QIs**

2.3 Learning, teaching & assessment  
1.1 Self-evaluation for self-improvement

**Moray Priorities**

Learning & Teaching

**Progress and impact:**

High quality learning conversations are taking place in most classes and almost all children have a good understanding of their progress and next steps. Staff have worked with stage partners to develop holistic assessments for a variety of curriculum areas and interdisciplinary learning. Assessment information is used by teachers to ensure progress from children's prior learning and this is evident in almost all classes. Staff have worked within school and across the ASG to moderate children's writing and have a good shared understanding of the moderation process and what achievement of a level looks like within writing. Tracking is in place for literacy and numeracy for all pupils.

**Next steps:**

- Continue to moderate within the school and across the ASG with a particular focus on Numeracy.

**School Priority 2: Improve the use of digital technology across the school**

**NIF Priority**

Improvement in attainment  
Improvement in employability skills

**NIF Driver**

Teacher Professionalism

**HGIOS 4 QIs**

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

**Moray Priorities**

Learning & Teaching

**Progress and impact:**

Following the school's refurbishment and the purchase of 30 more laptops, all children have benefitted from improved access to computers, laptops and the internet. Children from P2 up are learning to code using programs such as Scratch and Kodu. All classes have had input on internet safety awareness. Staff have worked together to develop clear and coherent progressions within the technologies curriculum.

**Next steps:**

- Complete and implement the school's technologies progressions.
- Ensure resources are in place to support technologies across the school.
- Facilitate pupil leadership within digital technologies

<b>School Priority 3: To close the attainment gap and reduce inequity due to family circumstances</b>	
<p><b>NIF Priority</b> Improvement in attainment Closing the gap between the most &amp; least disadvantaged children Improvement in health &amp; wellbeing</p> <p><b>NIF Driver</b> Teacher Professionalism Parental Engagement Assessment of children's progress School Improvement Performance Information</p>	<p><b>HGIOS 4 QIs</b> 1.1 Self-evaluation for self-improvement 2.3 Learning, teaching &amp; assessment 2.4 Personalised support 2.5 Family learning 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment &amp; achievement</p> <p><b>Moray Priorities:</b> Learning &amp; Teaching; Self-Evaluation; Curriculum Design; Leadership, Management &amp; Building Capacity</p>
<p><b>Progress and impact:</b> The school's Pupil Equity Funding has been used to fund Pupil Support Assistants who have worked with children to support nurture through nurture lunches, nurture sessions and Lego therapy. Children attending these sessions have become more engaged with their learning and have shown that they are developing improved social skills. Our PSAs have also supported individual children and small groups with literacy and numeracy skills. Some children who are "at risk" have shown improvement in their literacy and numeracy but for others the gap is still significant. Assessments have been carried out to give the school clear data showing where the gaps are in order to target these gaps specifically. All children in P1 and some others in P2 and P3 have undergone literacy screening and measures have been put in place to address areas showing a need for intervention. This has proved very beneficial for learners in order to support them in their acquisition of literacy skills.</p> <p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>• Use assessment data to continue to monitor "at risk" pupils</li> <li>• Continue to use Pupil Equity Funding to reduce the gap for "at risk" children in their literacy and numeracy</li> <li>• Continue to screen P1 pupils to assess their reading readiness and support them in any gaps they have</li> <li>• Introduce "Talk Boost" to support children in understanding and using expressive language</li> </ul>	

<b>School Priority 4: To develop consistency of feedback to parents both pastorally and in relation to learning</b>	
<p><b>NIF Priority</b> Improvement in attainment Closing the gap between the most &amp; least disadvantaged children Improvement in health &amp; wellbeing</p> <p><b>NIF Driver</b> Parental Engagement</p>	<p><b>HGIOS 4 QIs</b> 1.2 Leadership of learning 1.5 Family learning</p> <p><b>Moray Priorities:</b> Learning &amp; Teaching</p>
<p><b>Progress and impact:</b> Reporting to parents has been extensively reviewed and new methods implemented. Parents now receive a Weekly Learning Diary with a summary of the week's learning as well as comments across the year on different curricular areas. Pupils contribute to the weekly diaries and are able to capture wider achievements. Parents also have the opportunity to comment on both learning and wider achievements. At the end of each term, parents receive a Termly Summary Report which gives parents information on attainment, effort, behaviour and homework. P2-7 pupils complete termly reflections with a different focus each term, culminating in their Pupil Profiles in Term 4.</p> <p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>• Collect feedback from pupils, parents and staff regarding the new reporting and make any changes required</li> </ul>	

<b>School Priority 5: To continue to develop active approaches to learning and creativity</b>	
<p><b>NIF Priority</b> Improvement in employability skills</p> <p><b>NIF Driver</b></p>	<p><b>HGIOS 4 QIs</b> 3.3 Creativity and employability 2.2 Curriculum 2.3 Learning, teaching and assessment</p> <p><b>Moray Priorities:</b> Curriculum design</p>
<p><b>Progress and impact:</b> Our Nursery pupils have benefitted from excellent learning opportunities through their play and the quality of the dialogue with nursery staff. In March, Nursery was graded "excellent" by the Care Inspectorate in their findings of the two areas assessed: Care &amp; Support and Management &amp; Leadership. P1 are in the process of implementing more play opportunities for their children and have developed their outdoor "quad" which gives children safe access to an outdoor area. P2 have also had the opportunity to develop their play through their structured activities which enable the children to explore and enhance the learning within the classroom through play.</p> <p>Across the school all children have begun to discuss the skills they need for work in the future and have reflected on these as part of their Term 3 work. All pupils benefitted from engaging with employers from the local area during our annual Career Morning and are becoming more aware of employment opportunities in the local area.</p> <p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>• Develop the play experiences of P1 further to ensure a smooth transition from Nursery to P1</li> <li>• Continue to embed skills development in everyday teaching</li> </ul>	

### Key Priorities for improvement planning 2018-19

- Improve tracking and monitoring of pupils' progress within CfE
- Implement the technologies curriculum across the school
- Close the attainment gap and reduce inequity due to family circumstances
- Build relationships across the whole school community
- Continue to develop active approaches to learning and creativity

Quality Indicator	School self-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