

STANDARDS AND QUALITY REPORT – REVIEW OF SESSION 2018/19

Context of the School:

Currently the school roll stands at 293 P1 – P7 pupils and 40 Nursery pupils. The school provides light, fresh and spacious classrooms and communal spaces. Our Multi-Use Games Area (MUGA), outdoor areas and 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 assessment, moderation and tracking of pupils' progress within CfE**NIF Priority:**

Improvement in Attainment

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 Priority:

Learning and Teaching

Progress and impact:

Through the use of Moray's tracking system, ASG moderation work and professional dialogue, staff are gaining a greater understanding of their children's progress in relation to CfE attainment levels and their professional judgements are becoming more robust. Analysis of data with staff has also enabled them to target support towards specific children who are not making the expected progress and challenge others. With our reporting to families diaries now well established, children are becoming more engaged in dialogue about their progress and next steps and parents have fed back that they feel well informed about their child's progress.

Next steps:

- To continue to work with others in the school & across the ASG to develop assessments in new & unfamiliar contexts

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

Improvement in attainment

Improvement in employability skills

NIF Driver:

School Leadership

Teacher Professionalism

HGIOS 4 QIs:

2.2 Curriculum

2.3 Learning, teaching & assessment

3.3 Creativity & employability

Moray Priorities:

Learning & Teaching

Progress and impact:

The development of the technologies curriculum has supported the children's progression in technologies and improved their digital literacy and computational skills. Children have benefited from a broader variety of resources and are becoming more confident in programming across the classes from P2. New educational Lego has also contributed towards the children's engineering skills. Digital leaders have been trained in supporting classes and staff with their computers/laptops as well as delivering internet safety talks to all classes and to parents.

Next steps:

- To review how the technologies curriculum is becoming embedded across the school

School Priority 3: To build relationships across the whole school community**NIF Priority**

Improvement in health & wellbeing

NIF Driver

Teacher Professionalism

Parental Engagement

HGIOS 4 QIs

1.4 Leadership & management of staff

2.1 Safeguarding & child protection

2.5 Family learning

3.1 Ensuring wellbeing, equality & inclusion

Moray Priorities:

Curriculum

Supporting Learners

Progress and impact:

All staff have been trained in Restorative Approaches and these are gradually being embedded to manage conflict or disagreements. Children have responded very well to this initiative and almost all children are able to take part in restorative meetings very successfully, with the issues often resolved amicably between the parties. The school's anti-bullying policy and leaflets are further supporting a very positive ethos across the school and almost all children report that they feel safe at school.

Next steps:

- To introduce and develop P7 pupils as Restorative Peer Mediators in the playground

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

Improvement in attainment
Closing the gap between the most & least disadvantaged children
Improvement in health & wellbeing

NIF Driver

Parental Engagement
Performance Information

HGIOS 4 QIs

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

Moray Priorities:

Attainment & Achievement
Supporting Learners

Progress and impact:

The school's updated numeracy/maths progressions have improved the focus of learning for our children. Input for parents and the "number notions" packs for families have been well received and we are beginning to see greater engagement of parents with their child's maths learning/homework. Children who are disadvantaged due to their family circumstances have received extra support in their literacy and numeracy through "booster groups" targeting their specific needs. Some children have made significant progress as a result of this and support within class, whilst the progress of others remains a concern. Talkboost, a programme to support children's language and communication, has been used to support specific children from P1-3 and has shown significant improvements for these children over the course of the programme. Nurture sessions, nurture lunches and Lego therapy continue to be used to support children's social skills and behaviour, with staff reporting positive results. All of these initiatives have been funded through the school's Pupil Equity Fund.

Next steps:

- To continue to use assessment data to monitor the progress of disadvantaged children
- To identify children with limited access to opportunities/experiences & support further activities for them
- To engage families in information & support sessions around a variety of current social issues

School Priority 5: To continue to develop active approaches to learning and creativity**NIF Priority**

Improvement in employability skills

NIF Driver

Teacher Professionalism
Assessment of children's progress

HGIOS 4 QIs

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

Moray Priorities:

Curriculum

Progress and impact:

Children in P1 have benefited from a smoother transition from nursery through continuous provision in P1 which has allowed children to explore and enhance their learning through play. Staff have shared good practice in how skills are discussed and developed in their classes, resulting in more consistency across classes and children being better able to talk about their skills. The P5-7 classes also benefited from developing their own creative and inspirational Climate Change performance for parents, supported by Lossiemouth Entertainment Academy.

Next steps:

- To continue to embed skills development in everyday teaching

Key Priorities for improvement planning 2019-20

- To improve learning, teaching & assessment
- To close the attainment gap and reduce inequity due to family circumstances
- To support children leading learning
- To develop learning for sustainability

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	