



Context of the School

School Values:

St Gerardine School values are for everyone to be:

- kind
- respectful
- responsible
- positive

School 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.

School 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
- Effective Contributors

Context of the School

St Gerardine School occupies a prominent position at the top of the hill in Lossiemouth. We are a non-denominational school and provide education to children from Primary 1 to Primary 7 (ages 5-12). The school welcomes children who live both within and outwith our catchment area.

Pupils come to St Gerardine from our own and other Lossiemouth nurseries as well as from nurseries further afield within Moray. At the end of P7, most pupils move from St Gerardine to Lossiemouth High School.

The school building is in good condition after an extensive refurbishment programme (2015-17) and classrooms are light and very spacious. Our Nursery has recently been refurbished and has picture windows overlooking the outdoor area which children can access directly from the nursery room. Our two P1 classes share an open plan area, each with their own space, a shared art/craft area and an outdoor quadrangle. Our two Primary 2 classes are accommodated in new modular classrooms connected to the main school by a wide corridor which is ideal for structured play activities. Our P 3-7 classes are based in classrooms along our long corridor.



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We also have a large hall which doubles up as our dining area, a music/art room and a bright and welcoming library/ICT suite. We have recently added a Nurture Room which doubles up as a cookery room for classes to use their practical cooking skills. The Nurture Room supports children with a wide variety of Additional Support Needs and can be used for many nurturing activities such as Lego therapy, nurture lunches and structured play sessions.

Outside we have a large tarmac playground with a climbing frame, painted designs and basketball nets. There is also a large playing field where children can play football, other sports/games and use the wooden play apparatus. At the other side of the school is a wildlife area. The surrounding area also offers a wealth of learning opportunities for our children: the local quarry for orienteering, the local woods for a bike club and for shelter building and the local beaches for transient art work and for the John Muir Award.

Roll	Physical Capacity	Functional Capacity	Attendance	Exclusions	LAC	ASN pupils	Service pupils	SIMD profile	Staffing	Vacancies
317	396	343	96.7%	0	1	53 (11 with hour allocation)	85 (27% of school roll)	Range 3-10 Average 6	31 (17 teachers and 14 PSA)	1.4 teachers



Priority 1

Summary of Priority: To ensure children's health and wellbeing is prioritised to ensure the best conditions for learning for all learners

Key links to Moray Education Priority Area(s):

- ☒ Raising Attainment and Achievement
- ☐ Learning, Teaching and Assessment
- ☐ Curriculum

- ☐ Self-evaluation for Self-improvement
- ☒ Supporting All Learners
- ☐ Leadership at all Levels

NIF Priorities:	NIF Drivers:	Children's Services Plan:	HGios?4 QIs:		
☐ Improvements in attainment, particularly in Literacy and Numeracy ☐ Closing the attainment gap between the most and least disadvantaged children ☒ Improvement in children and young people's health and wellbeing ☐ Improvement in employability skills and sustained, positive school leaver destinations for all young people	☒ School Leadership ☒ Teacher Professionalism ☒ Parental Engagement ☒ Assessment of Children's Progress ☐ School Improvement ☐ Performance Information	☒ <u>Priority 1</u> – Improve Wellbeing ☒ <u>Priority 2</u> – Safeguarding ☐ <u>Priority 3</u> – Poverty ☐ <u>Priority 4</u> – Corporate Parenting	☐ 1.1 ☐ 1.2 ☐ 1.3 ☐ 1.4 ☐ 1.5	☒ 2.1 ☐ 2.2 ☐ 2.3 ☒ 2.4 ☒ 2.5 ☒ 2.6 ☒ 2.7	☒ 3.1 ☐ 3.2 ☐ 3.3

Progress and Impact

- Boxall Profile assessments are completed for all children participating in wellbeing interventions. Assessment strands inform planning and reassessment demonstrates impact of these sessions.
- Attainment meetings are ensuring that both PEF and ASN interventions target the right children, are timely and have impact. Interventions offered are reflective of need and research from Sutton Trust and case studies from other schools.
- 20/21 evaluation of need has seen the introduction of 5 minute boxes for literacy and numeracy interventions and the formation of 3 nurture groups that follow nurture principles, ensuring interventions are closely matched to identified need
- All lesson observations recognise the calm atmosphere across the school.
- Weekly assembly themes focus on the school values and link to SHANNARI indicators. These are shared with parents through the weekly newsletter and the weekly report to parents. As a result 100% of parents feel their child is safe at school and 85% of parents feel the work the school does helps their child's emotional wellbeing, confidence, health and help to achieve.
- Restorative practices and meetings are scaffolded for children and as a result serious playground incidents have reduced throughout the year
- All behaviour incidents, however minor, are logged on SEEMiS to identify areas for support of development at an individual child level.
- All staff have received training on restorative approaches, emotion coaching, zones of regulation and managing challenging behaviour. Some parents have completed sessions on emotion coaching



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Next Steps

- Continue to embed attainment meetings into the regular cycle of monitoring, ensuring actions from the previous meeting have been addressed
- Create separate PEF Action plan with clearly identified termly actions and success criteria
- Embed RRSA into the life of the school in conjunction with achieving RRSA Silver Award
- Continue to review and make arrangements for gaining pupils' views. Creation of a record of pupils' views and improvements made because of this and make public.
- Review the relationship policy in conjunction with all stakeholders
- Continue to provide emotion coaching sessions to the wider school community
- Implement Motional, software to track the emotional wellbeing of all children in school



Priority 2

Summary of Priority: To improve learning, teaching and assessment to raise attainment for all learners and reduce inequity due to family circumstances

Key links to Moray Education Priority Area(s):

- | | |
|--|--|
| ☒ Raising Attainment and Achievement | ☒ Self-evaluation for Self-improvement |
| ☒ Learning, Teaching and Assessment | ☐ Supporting All Learners |
| ☐ Curriculum | ☐ Leadership at all Levels |

NIF Priorities:

- ☒ Improvements in attainment, particularly in Literacy and Numeracy
- ☒ Closing the attainment gap between the most and least disadvantaged children
- ☐ Improvement in children and young people's health and wellbeing
- ☐ Improvement in employability skills and sustained, positive school leaver destinations for all young people

NIF Drivers:

- ☐ School Leadership
- ☒ Teacher Professionalism
- ☒ Parental Engagement
- ☒ Assessment of Children's Progress
- ☐ School Improvement
- ☒ Performance Information

Children's Services Plan:

- ☒ Priority 1 – Improve Wellbeing
- ☐ Priority 2 – Safeguarding
- ☐ Priority 3 – Poverty
- ☐ Priority 4 – Corporate Parenting

HGIOS?4 QIs:

- | | | |
|---|---|---|
| ☐ 1.1 | ☐ 2.1 | |
| ☐ 1.2 | ☐ 2.2 | |
| ☒ 1.3 | ☒ 2.3 | ☐ 3.1 |
| ☐ 1.4 | ☒ 2.4 | ☒ 3.2 |
| ☒ 1.5 | ☐ 2.5 | ☐ 3.3 |
| | ☐ 2.6 | |
| | ☐ 2.7 | |

Progress and Impact

- Moray tracker records summative assessments at three points in the year. This is used to track progress for groups and individuals over time. 3 year trend for progress over time shows an increase in all 4 areas (L&T, R, W, N) for all year groups except:

P4 R (-15%) and W (-20%)

P6 N (-10%)

P7 N (-2%)

- ASG team moderation area has been completed to allow virtual moderation sessions when physical moderation sessions are not possible
- Termly data staff meetings have allowed staff great understanding of tracking data and led to internal moderation sessions.
- Attainment meeting notes detail challenge regarding progress and attainment of individual children
- Whole school assemblies, wall displays, class discussion, newsletters and class and whole school Class Dojo story celebrate achievements. 99% of parents and carers access class pages
- PEF funding is used to plan appropriate interventions to raise attainment. School liaises frequently with Education Scotland PEF advisor and Closing the Gap tracking resulted in a reduction in the poverty related attainment gap from 24% (June 20) to 23% (Dec 20)
- Evaluation of the Sutton Trust Toolkit has allowed interventions to be reviewed and refined interventions based on needs analysis. Focus areas was on poverty related attainment gap in P4 and P5 (highest attainment gap- June 2020). Gap has narrowed across all 4 curricula areas from:

P4- gap narrowed 14% (43% to 29%)

P5- gap narrowed 44% (60% to 16%)

- Regular Boxall Profile assessments track and monitor the impact of nurture and social skills groups and inform next steps for these groups



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Next Steps

- Continue to improve consistency of attainment at first level with results at least in line with National averages
- Continue to develop staff confidence in interrogating the data from Teacher Professional Judgement, the Moray Tracker, SNSA and other arrangements and share the analysis across levels to ensure good progression and consistently good attainment for all learners.
- Standardised assessment through INCAS were reintroduced this year to support teacher professional judgement following lockdown and these will be reused next academic to highlight progress in closing any Covid related gaps
- Continue to track pupil's wider achievements and ensure equity for all through provision of after school clubs, encouraging attendance of those children with low participation. Encourage children that do not access local community provision to access school clubs/groups
- Ensure class teachers are fully aware of which children in their classes are from disadvantaged backgrounds
- Create separate PEF Action plan with clearly identified termly actions and success criteria
- Continue close monitoring of gap data and use attainment meetings to continue to make narrowing the gap the responsibility of all staff



Priority 3

Summary of Priority- To develop the curriculum to ensure strong outcomes for all learners

**Key links to
Moray Education
Priority Area(s):**

- ☒ Raising Attainment and Achievement
- ☒ Learning, Teaching and Assessment
- ☒ Curriculum

- ☐ Self-evaluation for Self-improvement
- ☐ Supporting All Learners
- ☐ Leadership at all Levels

NIF Priorities:	NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:		
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Progress and Impact

- Walkthrough show that almost all children can talk confidently about their learning experiences.
- Parent Survey shows that during the lockdown period 93% of parents believe the work set is at the right level for their child and a pupil survey shows that 90% of children find work enjoyable and 90% finding work accessible but challenging
- Children increasingly access digital technologies to support learning e.g. Microsoft packages, internet based applications, Microsoft Teams and Class Dojo they also complete and submit weekly homework using digital technologies
- The outdoor areas has been developed and continues to evolve based on the needs of classes with support from the Parent Council. Key members of staff have received outdoor learning CLPD.
- WTA ringfences collegiate time and this has allowed long term curriculum plans to be refined and coverage of the curriculum ensures breadth of experiences and outcomes. Regular moderation ensures consistency in planning, teaching and assessment.
- INCAS assessments for all children in P2-P7 are completed in Term 4 to provide baseline assessment following the 2 lockdown periods and inform class planning and differentiation
- Parent Survey results August 2020 indicated the need for a review school feedback regular information, at the right time to parents. Weekly reporting was amended in light of this and now parents have more information on how they can support learning at home, information regarding learning each week and examples of successful pieces of work.
- 20/21 evaluation of need has seen the introduction of 5 minute boxes for literacy and numeracy interventions and the formation of 3 nurture groups that follow nurture principles, ensuring interventions are closely matched to identified need
- Long and Medium term plans have been reviewed and link to progressions for literacy and numeracy. Working groups have been formed to work collegiately on developing progressions for grammar and phonics to link into existing literacy progression. All plans are accessible on the work group to ensure consistency and support for all members of staff.
- Teachers hold planning meeting with phase partners each week using Es and Os and benchmarks to scaffold discussions. Observations and peers observations evidence the impact of this



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Next Steps

- Continue to develop wider areas of the curriculum to embed changes to the long term curriculum plans and ensure they continue to reflect identified needs and ensuring they are in line with current thinking and research
- Continue to develop digital platforms and increase staff and parental confidence in the use of Microsoft Teams
- Register for and begin to work towards the digital schools award
- Whole school CLPD on learning outdoors to ensure a variety of approaches are in place
- Consider whole school wellbeing screening to ensure the needs of all children are met, either through class, small group or 1:1 provision
- Careful monitoring of L and T across school to ensure it matches gaps identified by INCAS Summer Term 2021. Autumn term 2021 interventions informed by this information
- Peer to peer observations and feedback sessions to share good practice focusing on the co-creation of success criteria
- Develop new reporting system that ensures that parents understand and have information about their child's progress and how it is assessed.



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Priority 4

Summary of Priority- To develop the role of children and staff as leaders of learning)

Key links to Moray Education Priority Area(s):

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|---|--|
| ☐ Raising Attainment and Achievement | ☒ Self-evaluation for Self-improvement |
| ☒ Learning, Teaching and Assessment | ☐ Supporting All Learners |
| ☐ Curriculum | ☒ Leadership at all Levels |

NIF Priorities:

- ☒ Improvements in attainment, particularly in Literacy and Numeracy
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NIF Drivers:

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Children's Services Plan:

- ☒ Priority 1 – Improve Wellbeing
- ☒ Priority 2 – Safeguarding
- ☒ Priority 3 – Poverty
- ☐ Priority 4 – Corporate Parenting

HGIOS?4 QIs:

- | | | |
|---|---|---|
| ☐ 1.1 | ☒ 2.1 | |
| ☒ 1.2 | ☒ 2.2 | ☐ 3.1 |
| ☒ 1.3 | ☒ 2.3 | ☐ 3.2 |
| ☒ 1.4 | ☒ 2.4 | ☒ 3.3 |
| ☐ 1.5 | ☒ 2.5 | |
| | ☐ 2.6 | |
| | ☒ 2.7 | |

Progress and Impact

- VVA created and reviewed by all stakeholders so it is relevant to the pupils of the school and local context. VVA posters were created by stakeholders from the whole school community meaning the VVA can be seen and felt throughout the whole school environment. Pupil Council and parental focus groups support HT to review them and confirm they are relevant.
- SI plan informs working groups formed for literacy, numeracy and outside learning ensuring change remains focused on implementing and evaluating key SI priorities. SI Action plans show termly progress towards objectives and detail next steps for the coming term. Despite Covid restrictions 87% of planned SI activities have taken place this academic year.
- Staff meetings and LT meetings focus on regular evaluation of the school inline with HGIOS framework, informing next steps linked to annual SI priorities.
- Parent views are regularly sought, and changes made in response to this. Remote learning plans adapted in light of parental survey June 2020 parental answers show easier access (Ease of access 61%-June 2020 compared to 86%- January 2021) and substantial rise in engagement with learning from home this academic year.
- 100% of PR and D action plans support school improvement priorities with regular opportunities for individual forest schools, digital support, Autism, Sensory profiling, sign language, bereavement) and collective CLPL (emotion coaching, zones of regulation, de-escalation, Class Dojo, Microsoft Teams)
- Peer learning opportunities for staff and learners has established and refined the use of Microsoft teams enhancing the approaches used for Teaching and Learning with 96% of children in P5-7 feeling mostly able to complete work set according to pupil survey.
- All pupils have class and pupil voice groups. We have developed the House Captain roles and Star 7 jobs to give P7 children more responsibility. Feedback from pupils during assemblies and end of term pupil reports show they are developing their attitudes to learning within the school values. The school has been awarded the Green flag (Eco Schools Scotland).
- Learning Intentions are specifically planned in almost all classes, have clear links to the experiences and outcomes and are discussed with the children to inform the co-creation of success criteria in the majority of classes.
- Restorative practices and meetings are scaffolded for children and as a result serious playground incidents have reduced throughout the year.
- Child voice groups and councils and committees provide regular opportunities for children to be involved in the improvement work in school e.g. What makes a good teacher, What makes a good school and what makes a good lesson.



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Next Steps

- Provide more varied ways to engage parents and the wider community in the life of the school (virtual drop in's, virtual parent coffee, assessment guidance) to ensure relevance of the VVA to the whole school community.
- Further develop staffing teams for wider curriculum areas.
- Provide further peer to peer learning opportunities for staff, both inside and outside the school setting.
- Continue to embed the use of assessment meetings to increase confidence in using data to inform next steps in learning across all staff
- Parent Council/Forum to be more actively involved in the reviewing and planning of the SIP with greater use of focus groups.
- Promote involvement of wider community in pupil groups and improve collation/analysis of evidence of impact from pupil groups as facilitated by staff.
- Review the relationship policy in conjunction with all stakeholders and continue to promote the use of zones of regulation with the whole school community
- Use HGIOURS to embed Child voice into the school improvement cycle