



Context of the School

School Values:

St Gerardine School values are:

- Respectful
- Responsible
- Resilient
- Kindness

School Vision:

Lighting the Paths of Learning

*Learn Include **G**lobal Citizenship **H**eadline **T**ogether*

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.

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 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.



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Roll	Physical Capacity	Functional Capacity	Attendance	Exclusions	LAC	ASN pupils	Service pupils	SIMD profile	Staffing	Vacancies
308	396	343	96%	0	1	103 ch 33% (9 with hour allocation)	96 (31% of school roll)	Range 3-10 Average 6	31 (17 teachers and 14 PSA)	0



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Priority 1

Summary of Priority- To raise attainment in Literacy and Numeracy to be at least in line with national averages, with a particular focus on attainment at first level

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:

- ☒ 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 | ☐ 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

- School has signed up for trial of new attainment and tracking programme linked to SEEMIS, all teaching staff have been trained in its use and
- Amalgamation of Attainment and Tracking meetings have focused targeted interventions, including interrogation of P4 SNSA outcomes and plans for the remainder of the school year in response to this.
- ASG Literacy and Numeracy groups are now more focused and tightly linked to ASG Improvement Plan
- All PR and D meetings completed and staff aligned to working groups based on SIP priorities and CLPD opportunities planned linked to this. Working groups have provided a clear focus for CLPD
- Michael Fullan Right Drivers Change Project undertaken and learning shared with all school staff and ASG head teachers, informing school improvement planning for the upcoming year. Plan to share with staff in the summer term. Working groups providing clear focus for CLPD.
- Learning walks and revisits taken place for all teachers with added focus on pupil voice regarding new learning opportunities.
- Levels of Attainment increased in all areas across first level as a result of targeted interventions and impact of working group actions:

P2 (Jun 2022) *All except LT now in line with national averages*

August 2020 intake	Beg of 1 st Level	End of P2
L & T	71	73
R	78	80
W	64	77
N	71	75



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P3 (Jun 2022) *All except reading now in line with national averages*

August 2019 intake	End of P2	End of P3
L & T	77	81
R	70	70
W	57	70
N	73	81

P4 (Jun 2022) *All except writing now in line with national averages*

August 2018 intake	End of P3	End of P4
L & T	65	84
R	72	76
W	63	64
N	63	78

Next Steps

- Continue to develop curricular plans to ensure learning activities always match the needs of all learners, providing opportunities for children to lead learning as well as revisiting and revising previously learnt knowledge- using Tom Sherrington WalkThrus material
- Develop a teaching, learning and assessment policy that provides a consistent approach throughout school shaped by CLPD by WalkThrus
- To ensure children's progress over time is clearly accessible and understood by all and ensures next steps are reflective in planning
- Refine and develop approaches to reporting to parents
- Implement ASG wide assessment opportunities to provide consistency and further scaffold moderation sessions provided by QAMSOs and provide a greater understanding of ACEL. Link outcomes of this to peer to peer observations.
- Embed HIGIOURS to focus child led school improvement work
- Continue to develop parental focus groups to allow parents to have a greater impact on school self evaluation and improvement planning



Priority 2

Summary of Priority- To refresh and develop all stakeholder engagement opportunities to continue to narrow the attainment gap between different groups of children

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:	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

- Parental engagement stocktake survey sent out to all parents and results analysed, activities planned for Autumn Term including relaunch of Open Days with demonstration sessions from DHTs, Nurture, SfL and Intervention teacher
- Parental Focus/Steering Groups held for updating the school's vision, values and aims, positive relationship policy and school improvement planning and priorities
- Pupil Council democratically elected from P1-P7. This group have met regularly and been pivotal in updating the school's vision, values and aims. They have begun to use HIGIOURS to focus their involvement in school improvement
- Full time teacher used to support interventions to narrow attainment gaps and PEF funding supported full time delivery of Numeracy/Literacy boxes and Talkboost for the summer term, narrowing of the gap can be seen in:

P3 Listening and Talking and Numeracy
 P4 Listening and Talking, Reading and Numeracy
 P5 Reading
 P6 Listening and Talking and Reading
 P7 Listening and Talking, Reading and Numeracy

Next Steps



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- Ensure the new refreshed VVA and associated infographic permeates through all areas of school and the community
- Begin to work towards Autism Inclusion and Dyslexia Friendly Quality Mark
- Provide more varied ways to engage parents and carers and wider community in the life of the school
- Targeted, timely proven interventions (Lexia, Talkboost, Num/Lit Boxes, Mathletics) implemented with a focus on reading, writing and numeracy for children working below age related expectations in P4 (R and W), P5 (W), P6 (N) and P7 (W) (2022/23) and informed by INCAS outcomes
- Embed HIGIOURS to focus child led school improvement work
- Continue to develop parental focus groups to allow parents to have a greater impact on school self evaluation and improvement planning



Priority 3

Summary of Priority- To continue to develop as a mentally healthy school for all members of the school community

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:

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NIF Drivers:

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Children's Services Plan:

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| ☐ 1.2 | ☒ 2.3 | ☒ 3.1 |
| ☐ 1.3 | ☒ 2.4 | ☒ 3.2 |
| ☒ 1.4 | ☒ 2.5 | ☐ 3.3 |
| ☐ 1.5 | ☒ 2.6 | |
| | ☐ 2.7 | |

Progress and Impact

- Glasgow Toolkit training provided to staff. All children screened and rescreened and whole school, class and individual targets set and interventions set as a result of the data. Visit to NEP to collaborate on next steps for assessment. Individual data clearly demonstrates the impact of interventions put in place.
- RRSA bronze accreditation received, work well underway towards silver award. RRSA Steering group created that meet regularly and presentation on the school journey so far to other schools has taken place. Curriculum Rationale and positive relationship policy have been remodelled and now have UN Articles at their core. Links have begun to assemblies and the weekly newsletter.
- There has been a 50% reduction in low level behaviour incidents this academic year.
- Emotion coaching sessions have begun with individual parents and carers.
- There has been an increase in participation in community based activities e.g. Lantern Walk, Remembrance Parade, Marina Christmas singing, Moray Badge, Queen's Green Canopy, Moray Cross Country and Kwik Cricket and Jubilee Picnic at Station Park
- School have registered for MKC Heroes and resources purchased to support military families where needed. Military families signposted to events they can receive priority to attend e.g. Platinum Jubilee events in London.

Next Steps

- Launching the new positive relationship policy linking language of adults to values
- Develop restorative playtime spaces supported by peer mediators and the Rights Respecting Steering Group
- Linked Values/Rights/Wellbeing assembly planner linked to weekly newsletter
- Ensure more focus/tracking on less high profile children through Glasgow Wellbeing Toolkit
- Continue to develop meaningful opportunities for children to influence decisions made in school and develop wider achievement
- Continue to develop wellbeing opportunities for all school staff



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Priority 4

Summary of Priority- To review curriculum provision to ensure it is reflective of the VVA, providing opportunities for building upon prior learning and ensures strong outcomes for 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:

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NIF Drivers:

- ☒ School Leadership
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Children's Services Plan:

- ☒ Priority 1 – Improve Wellbeing
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- ☐ 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

- Whole staff evaluation of Curriculum Rationale and VVA completed using the self evaluation tool. Input to all staff regarding refresh of the Curriculum Rationale and VVA. Children and Parents views sought and contributed to the updated Curriculum Rationale and VVA.
- Pupil Voice groups established and meeting regularly e.g Pupil Council, RR Steering Group, Playground Pals, Peer Mediators and Eco Committee.
- Key maths professional learning undertaken via the Northern Alliance- Understanding Fractions and ASG Working Group established and standardised maths progressions and strategies to be taught for consistency.
- Increase in attainment levels in Numeracy can be seen in all year groups from baseline at the beginning of the year except P5 and P7

P1 +1%, P2 +4%, P3 +1%, P4 +22%, P6 +7%

- Increase in attainment levels in Writing can be seen in all year groups from baseline at the beginning of the year except P5

P1 +4%, P2 +13%, P3 +8%, P4 +4%, P6 +2% and P7 +11%

Next Steps

- Ensure the new refreshed VVA and associated infographic permeates through all areas of school and the community
- Continue to develop meaningful opportunities for children to influence decisions made in school and develop wider achievement through the following opportunities, Pupil Council, Rights Steering Group, Playground Pals, Peer Mediators, Eco Committee, After school/lunch extra curricular activities, including MKC Heroes
- Staffing teams review wider curriculum areas to ensure they are relevant to the Curriculum Rationale, context of the school and interests of the children
- Refine school wide phonics/spelling progression
- Refine school wide phonics/spelling progression
- Introduce whole school handwriting scheme



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- Ensure developed formative and summative maths assessments are used to inform next steps for all children (across the ASG)
- Embed amended maths progression for 2nd level (across the ASG)
- Develop sustainable family learning opportunities, particularly supporting literacy and numeracy key skills and confidence
- Establish opportunities for more explicit recognition and teaching for Global Citizenship linked to Global Goals
- Continue to develop the use of digital technologies to enhance learning opportunities and provide home/school links