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East Dunbartonshire Council

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St Nicholas' Primary School

Standards and Quality Report

2022/23

Context of the School

St Nicholas' Primary is a co-educational, denominational school which is situated in Bearsden, serving the surrounding area of Bearsden and Milngavie.

This session our teaching team consists of 18.4 full time equivalent teachers and 0.4 education support. Within this allocation, there is a Head Teacher and 2 Depute Head Teachers. The school is supported well by administrative staff, classroom assistants and support for learning assistants. The staff forms a cohesive and effective team aiming to deliver high quality education.

Currently we have 276 learners in our school and the majority of the school population live in SIMD bands 17-20, with 4% of the school population living in SIMD bands 1-4. 8.3% of the school population receive FME entitlement and 6.2% of our learners speak an additional language at home. Overall attendance in St Nicholas' is very good with the average weekly attendance being above 95%. Through rigorous self-evaluation and analysis of attainment data we endeavour to develop an intervention programme for identified pupils in order to address the poverty related attainment gap.

Our school building opened in August 2018 and consists of 17 classrooms, a variety of open areas throughout the school, a gym hall and a dining hall. Within our playground, we have a large pitch, a trim trail, seating areas, a basketball court and various grassed areas.

Parents are highly committed to supporting the school community and the Parent Council have continued to work cooperatively with the school, meeting regularly via teams. A Parent Association has been established this session which organised some social and fundraising events for our community. Parent helpers are welcome and frequently assist with school outings. There are a number of extra-curricular activities including football and netball. Pupil participation is encouraged through the Junior Management Team, House Captains, Head Boy and Girl, and our recently established Rights Respecting School group.

Links with the local and wider community, including the local Parishes of St. Andrew's and St Joseph's, are fostered through on-going curricular and community work. We have well established links with local early years establishments, Turnbull High school and its associated primary schools as well as the local secondary schools within Bearsden and Milngavie.

Progress in School Improvement Plan (SIP) priorities

School priority 1: Learning, Teaching and Assessment

NIF Priority
Improvement in attainment, particularly in literacy and numeracy.
Closing the attainment gap between the most and least disadvantaged children

NIF Driver
school improvement
teacher professionalism
curriculum and assessment

HGIOS 4

QI 1.2 Leadership of Learning
QIs QI 1.3 Leadership of Change
QI 2.3 Learning, Teaching & Assessment
QI 1.3 Leadership of Change

Progress and Impact:

Through professional learning, staff are utilising the skills planners that are in place for each curricular area and are beginning to plan and assess cross curricular and interdisciplinary learning appropriately. This session P7 staff piloted an annual overview aimed to identify appropriate curricular links. All staff have now retrospectively completed annual overviews to demonstrate links across the curriculum as well as opportunities for depth throughout the session. Almost all staff feel this will have a positive impact on the learner's experience as it will demonstrate relevant and purposeful links across the curriculum for each year group.

Literacy and Numeracy frameworks demonstrate progression within each level and recently developed Termly Planning Formats now have a clear assessment focus. Staff started to develop and moderate high quality numeracy assessment (Holistic Assessments/High Quality) to encourage learners to apply their skills in unfamiliar contexts. Majority of learners, demonstrated that they could apply their skills and knowledge in this way. There is scope to further develop staff confidence in planning for assessment ensuring that a range of daily, period, high quality and standardised assessment are being used to inform professional judgement.

Through our approach to tracking and our SIP, class teachers are beginning to use data analysis skills to inform planning. The data profile of the school was shared with almost all staff and most staff found this very informative. Almost all staff were then supported to analyse their class data, form evaluative statements, and understand how data can inform next steps in learning and teaching.

Next Steps:

- Review approaches to planning for assessment in line with the Learning, Teaching and Assessment cycle.
- Staff should review their approaches to both summative and formative assessment including the effective use of peer and self-assessment.
- Further develop the use of Learning Intentions and Success Criteria to ensure these are meaningful, purposeful and are co constructed.
- Teachers should provide opportunities for learners to make more choices and decisions with learning experiences. This will support children to take increasing responsibility for and to lead their own learning.
- Further develop higher order thinking skills in day to day learning as well as assessments to ensure appropriate challenge for all learners.

School priority 2: Outdoor Learning and Play Pedagogy

NIF Priority
Placing the human rights and needs of every child and young person at the centre
Improvement in children and young people's health and wellbeing

NIF Driver
curriculum and assessment
school improvement
teacher professionalism
parent / carer involvement and engagement

HGIOS 4 QIs
QI 1.2 Leadership of Learning
QI 1.3 Leadership of Change
QI 2.3 Learning, Teaching & Assessment
QI 3.1 Wellbeing, equality & inclusion
QI 3.2 Raising attainment and achievement

Progress and Impact:

Input from "Love Outdoors" at the beginning of the session provided professional learning for almost all staff on how to develop learning outdoors in their classrooms as part of daily practice. The majority of staff felt that the training gave them some simple ways to start to deliver outdoor learning as part of the curriculum without relying heavily on expensive resources. All staff agreed to deliver learning outdoors for a minimum of 30mins per week. Staff choose an area of the curriculum and time of the week to suit the needs of their class. In order to track this development, staff agreed to place an "O" on their daily/ weekly plans or within their Forward Plan. In regular discussions with SMT, almost all staff reflected on their individual progress within this development in order to identify and agree next steps for themselves and class each term. A few members of staff have identified this as an area that they will address through their own professional development and were encouraged to attend EDC professional learning programme for outdoor learning. Data gathered from pre and post questionnaires, demonstrate that almost all learners enjoy learning outdoors, and would like to do this more regularly. Almost all staff reflected that this is an area for further development, in particular establishing the regular use of our outdoor space and the use of our local area to enhance the curriculum and develop the skills for learning, life and work.

After introducing Play pedagogy in P1 last session, our aim was to continue to develop this in P1 and implement within P2 ensuring a successful transition for our learners. The focus this year was also to build capacity in terms of staff knowledge and address the priorities following the evaluation of the progress made last session. Staff are now working on incorporating appropriate and effective observations ensuring that learners are leading their learning, using targets successfully in order to develop more independence. Play pedagogy is developing and teachers are mindful of the need to balance direct teaching, teacher initiated, and child-initiated play to support children's learning through exploration and investigation.

Next Steps:

- Actively plan for Outdoor Learning linked to the 4 capacities and the annual curriculum overview.
- Create opportunities to involve learners at the planning stage and protect time for reflection on their learning.
- Continue to ensure appropriate balance of direct teaching, teacher initiated and child initiated play as well as development of the learning space in play
- Develop play pedagogy into P3

School priority 3: Wellbeing and partnership

NIF Priority

Improvement in children and young people's health and wellbeing
Placing the human rights and needs of every child and young person at the centre

NIF Driver

teacher professionalism
parent / carer involvement and engagement
school leadership

HGIOS 4 Qis

QI 1.2 Leadership of Learning
QI 1.3 Leadership of Change
QI 1.4 Leadership and management of staff
QI 2.7 Partnerships

QI 3.1 Wellbeing, equality & inclusion

Progress and Impact:

The final priority for this session was linked to our ongoing recovery from the pandemic. Our aim was to support the wellbeing of all stakeholders by re-establishing parental involvement and enhance the spiritual formation of the school community through the shared experience of prayer and liturgy. We created a whole school parental engagement calendar at the beginning of the year ensuring that all learners had opportunities to share their learning throughout the session. We worked in partnership with the Parishes of St Andrew's and St Joseph's to plan and celebrate whole school, class and stage liturgical events. These events have been positively received by partners and parents with attendance over 75%. Almost all learners have developed in confidence and shown enthusiasm when sharing their learning. Almost all parents reported that this was a positive addition to our school and would like this to continue. Recent feedback has highlighted that a third of our parents want to engage with family learning opportunities in Reading, Writing, Numeracy and Wellbeing in order to support their children. Part of this priority was also to enhance leadership opportunities for learners and staff. This session we have had more opportunities for both staff and learners to contribute to the life and ethos of our school through our Eco Committee, RRS group, RESPECT ME Committee, JMT, Gardening Group and STEM group.

As part of this priority we trailed the EDC Wellbeing Tracker with one class and then subsequently rolled this out from P1-7 in Jan 2023. Almost all learners successfully engaged with the online tool and most staff agreed that the tool provided valuable data about their learners. The data gathered was shared with each class teacher and staff were given time to look at the data in depth in order to plan next steps for their class or individual learners. A variety of next steps have been utilised such as Nurture and LIAM sessions, identification of key adults, appropriate safe/quiet spaces for all learners. As a whole school we have now agreed on an approach to gathering and tracking wellbeing data, with clear procedures and timelines in place for next session.

We have continued on our Rights Respecting School Journey and built on our Bronze award by continuing our focus group and raising awareness of children's rights. Almost all learners have now engaged with rights based learning at class level and as a school we have agreed six school articles. These articles are important to our whole school community and we will endeavour to ensure that these are integral to all that we do. We have agreed a playground charter and created more displays around our school reminding everyone. Our RRS lead, has continued to support all staff by highlighting appropriate resources throughout the session. Most learners are demonstrating a good awareness and understanding of their rights. Two of our P7 learners have represented our school at the EDC pupil forum and led the learners in agreeing a pitch charter.

Next Steps:

- Develop our parental engagement calendar to include family learning opportunities
- Create opportunities for all learners and staff, to participate in a leadership group contributing to the ethos and life of the school and its improvement.
- Full implementation and evaluation of EDC Wellbeing tracker as per agreed school approach.
- Relaunch our VVA in conjunction with our RRS Journey

Progress in National Improvement Framework (NIF) priorities

We have made progress in each of the national priorities related to primary schools. A brief summary is included below:

Improvement in attainment, particularly in literacy and numeracy

School tracking of NIF levels at P1, P4 and P7 show high levels of attainment over time with most achieving their appropriate level in literacy and numeracy. There has been an improvement in Writing and Talking and Listening from P1 to P4.

Tracking evidenced shows that almost all learners in P1-4 are on track in Literacy and Numeracy. In P5-P7 most learners are on track for Literacy and Numeracy. NSA data this session demonstrates that in P1 most learners are above average in both Literacy and Numeracy. In P4 only a few learners are below average in reading, writing and numeracy with the majority of learners above average in reading and writing. In P7 only a few learners are below average in reading, writing and numeracy with the majority of learners above average in all 3 areas.

Last session in P1 and P4, attainment was above national and EDC averages in Literacy. In P7, Reading was above national and EDC averages, whereas Listening/Talking and Writing was above national but lower than EDC average. In P1 attainment in Numeracy was above national and EDC averages, whereas attainment in P4 and P7 was above national average, however lower than EDC average.

This session almost all learners in P1 and P4 will attain appropriate CFE levels in Literacy and Numeracy. In P7 most learners will achieve their appropriate CFE levels.

Teachers are developing their use of assessment in order to make secure judgments in achievement of a level

The data discussed above was not unexpected due to our robust tracking and monitoring procedures. Through specific interventions and additional staffing, we have tried to address any gaps. Although the data would show that they have not achieved the level, most learners have made good progress from their prior levels of attainment in literacy and numeracy.

Closing the attainment gap between the most and least disadvantaged children and young people

The promotion of equity is at the heart of all we endeavour to achieve here at St Nicholas' Primary. Through our robust quality assurance procedures, we identify learners who, for whatever reason, may be experiencing a barrier to their learning. Their learning is closely monitored to ensure appropriate support and progress is being made. Targeted support (some of which has been supported by PEF funding) has allowed us to provide additional teaching input for identified learners in order to address a specific gap in their learning. We have tried to ensure collaborative working with all those involved by allocating staff to specific classes, in order to ensure that this intervention is providing additionality for the learner and at the same time reinforced as part of their daily/ weekly routine at school and at home.

The focus again this year has been on pupil attainment in reading, spelling/phonics, numeracy and wellbeing. We regularly track our interventions and use data to ensure progress is being made and targets reviewed accordingly. We effectively use a range of reliable data to support those identified or affected by the poverty related gap, being vulnerable or disadvantaged.

Improvement in children and young people's health and wellbeing

The school and staff are committed to providing a safe and nurturing learning environment as well as improving the wellbeing outcomes for all our children. We piloted and then adopted the EDC wellbeing survey this session to gather views of our learners. This data was analysed by class teachers and any actions identified for groups of learners or individuals. In addition to this, our P6 and P7 learners completed the

SHINE survey that highlighted themes and trends that we have been able to address at school and class level. We have continued to successfully implement a whole class approach with LIAM as well as 1-1 sessions.

An important aspect of improving learner’s health and wellbeing this session was to further establish pupil leadership groups and enhance pupil voice. Through our Junior Management Team, our House System and Captains, ECO Committee, Anti Bullying Group, and RRS group, pupils are now taking on leadership roles. This will be further developed next session so that almost all pupils will have this opportunity.

Active schools have provided ongoing support with afterschool and lunchtime clubs such as fundamentals and netball, and fostered links with local sporting clubs. From this our learners have had the opportunity to become more active during and after school as well as developing new skills.

We have a robust ASN cycle with Universal and Targeted Support Plans in place for those learners who require support. Health and Wellbeing Interventions are at class and school level and have been supported by additional teaching and non-teaching staff as well as the creating of specific safe spaces for all learners.

Placing the human needs and rights of every child and young person at the centre of education

Through our agreed vision, values and aims as a Catholic school, our core value is respect and ensuring that all learners’ achieve their God given potential, therefore placing the needs and rights of every child at the centre of what we do. Embarking on our Rights Respecting Journey has allowed us to refocus our Catholic values and ensure that we demonstrate our commitment to children’s rights. It has allowed us to raise awareness with our learners and provide a better understanding of the roles and responsibilities in relation to rights. We are at the start of our journey and through this journey we aim to:

- Put the wellbeing of the child at the centre of everything we do
- Enable all children to fulfill their role as a responsible citizen now and in the future
- Ensure that the children know of their rights, can talk confidently about them and enjoy exercising them
- Encourage, support and develop skills of independence, creativity and teamwork
- Ensure teachers have the knowledge and skills to deliver rich opportunities for quality learning about the UNCRC
- Develop each child’s ability to make informed choices, recognising that their actions contribute towards ensuring that the rights of all are respected
- Develop strong relationships between Right’s Holders and Duty Bearers with an emphasis on ensuring that all children experience their rights.

Achievement of Curriculum for Excellence (ACEL) data

ACEL data at the end of June 2023				
	Reading	Writing	Talking & Listening	Numeracy & Mathematics
Early level by end of P1	almost all	almost all	almost all	almost all
First level by end of P4	almost all	almost all	most	almost all
Second level by end of P7	most	most	almost all	most

Impact of Interventions for Equity and Pupil Equity Funding (PEF)

Pupil equity funding secured additional staffing to raise attainment for children at risk of not achieving with a particular focus on narrowing the poverty related attainment gap. This additionality provided the following interventions and impact:

- Targeted Maths Recovery programme for identified learners was in place from January to June. Additional 0.4 teacher was utilised to provide this targeted support. While not all learners have achieved the expected levels for their stage, almost all learners have made individual progress within the Maths Recovery Programme.
- Reading Recovery programme in place for identified learners from P3-7. At the P7 stage, all identified learners' reading age improved by over 1 year in a three-month period. At the P6 stage, all identified learners' reading age improved by over 1 year in a three-month period. At the P5 stage, the majority of learners' reading age improved by 6 months over a three-month period. At the P3 and P4 stages, all learners' reading age increased by 6 months over a three-month period.
- Nessy is in place for identified learners from P4 –P7, focusing on developing reading comprehension. The majority of these learners' comprehension age has increased in added value by 6 months or over. In P7 most of the identified learners' reading age increased by 6 months or over. In P6, the majority of identified learners' comprehension age increased by three months or over. In P5, the majority of identified learners' comprehension age increased by over 18 months. In P4, the majority of identified learners' comprehension age has increased by at 6 months or over.
- A few identified children have received nurture input over the session. Individual targets were set to meet each child's well-being needs. Almost all identified learners had a focus on emotional regulation. All of the learners indicated that they were now more aware of strategies to help them. The majority of these learners reported that they could employ these strategies independently. The children with action plans achieved most of their identified health and well-being targets.

All interventions are driven by data and closely monitored and tracked to ensure they are having impact. As a school we will continue to examine the data we gather, to ensure we use PEF to continue to narrow the poverty related attainment gap within our setting.

Self-evaluations of How Good Is Our School? (4th edition)

Quality indicator	School self-evaluation	Inspection/ Authority evaluation
1.3 Leadership of change	Satisfactory	Choose an item.
2.3 Learning, teaching and assessment	Good	Choose an item.
3.1 Ensuring wellbeing, equity and inclusion	Good	Choose an item.
3.2 Raising attainment and achievement	Good	Choose an item.

Summary of School Improvement priorities for Session 2023/24

- Raise attainment in Reading with a clear focus on the learning, teaching and assessment cycle
- Enhancing learning through outdoor experiences and partnership working to ensure pupil voice is central.
- Develop rights based learning in partnership with the mission of the Catholic Faith.

What is our capacity for continuous improvement?

All staff are committed to improving outcomes for all learners and work closely with parents to ensure a shared understanding regarding next steps in learning. Almost all pupils and parents comment positively on the work of the school. We will continue to strive to involve all of our parents in the life and work of the school, ensuring we are providing the best education for all learners.

The school has a clear vision for improvement over the next 3 years. Through a focus on data informed approaches to learning, teaching and assessment and rigorous self-evaluation the school is well placed to achieve this, in partnership with pupils, staff, parents, community stakeholder.