

St Margaret's Primary School and Early Learning and Childcare Campus Standards and Quality Report



Dear Parent/Carer,

The purpose of this leaflet is to let you know how well our school is doing. It is a summary of our standards and quality report for the session 2018/19.

The leaflet aims to give you information about how the school is doing, what our recent achievements have been and what our main priorities for improvement will be in session 2019/20.

As you will know, I have only been your Head Teacher since January 2019 and the priorities set out for this past year have evolved as the year has progressed.

I hope you find the leaflet helpful and informative. However, if you would like to see a full copy of the report and our school improvement plan for session 2019/20, these can be found on our school website from August 2019.

HJSnedden

Helen Snedden
Head Teacher



Our priorities for action in 2018/2019 were:

1. To raise attainment in literacy through a focus on closing the spoken language gap, working alongside Speech and Language Service (SALT) and providing targeted literacy support from P4 to P6.
2. To improve children's health and wellbeing and develop employability skills through developing their creativity and building resilience.

As the year passed by, these improvement priorities evolved into:

1. Raising attainment and improving children's health and wellbeing by improving attendance, particularly reducing late arrival to school.
2. Improving engagement in learning and raising attainment in literacy, numeracy and improving health and wellbeing by developing "Play is the Way" as a method of learning in P1 and P2.

How are we doing and how do we know?

Raising attainment

Speech & Language and targeted support

Identified children in the nursery, P1 and P2 were supported by the Speech and Language Teacher and relevant staff members. At the end of the intervention, the targeted children had made an average spoken language gain of 4 months higher than their chronological age. A number of children made exceptional progress in their spoken language with one child making progress of 21 months. In P1 and P2, on average the targeted children made a 17 month gain in their spoken language over a 12 month period.

School staff all received training and modelled lessons on Colourful Semantics. Colourful semantics aims to give children a better understanding of how sentences are structured, therefore improving their reading and writing.

How are we doing and how do we know? (continued)..

Play is the Way

At St Margaret's Primary School and Early Learning and Child-care Campus, we firmly believe in ensuring that all children achieve their full potential, to be the best they can be. We are committed to ensuring that all young children are provided with a nurturing environment which promotes creativity and curiosity, encouraging children to lead their own learning. 'Play is the Way' is Falkirk Council's strategy to ensure all pupils in the early years of Primary School confidently demonstrate creative thinking, independence and high engagement in their learning through a developmentally appropriate approach.

This year we have adopted a play based pedagogy in P1 and 2. Evaluations have shown raised attainment and improved environments for learning along with increased pupil engagement.

Improving Children's Health and Wellbeing

Developing creativity skills

The introduction of the Graeme Cluster skills framework and its use in Learning Logs, coupled with the creativity initiative through our link with Jupiter Artland, has increased children's ability to assess their own creativity skills.

The findings of February's health and wellbeing survey show that children are becoming more confident with their use of skills language. The shift from scoring themselves negatively to more positively has seen children's perceptions of themselves improve by 52%.

The final analysis is not due until late June 2019, where the pattern of continued improvement in confidence and perceived ability should be evident. Throughout the school there is evidence that most children are becoming more confident and able to talk about the skills they are developing across the curriculum.

Lateness

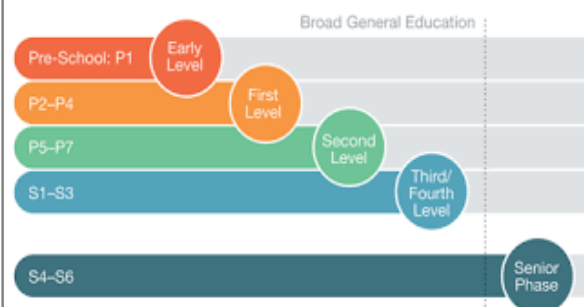
There is evidence since January 2019 that this has consistently improved from an average of 120 late arrivals in one week to between 11 and 22. This has enabled the school to better support the families who are having issues getting to school on an individual basis, following a cultural change in the attitude of arriving to school late.

This is having a positive impact on children's progress in learning and self-esteem.

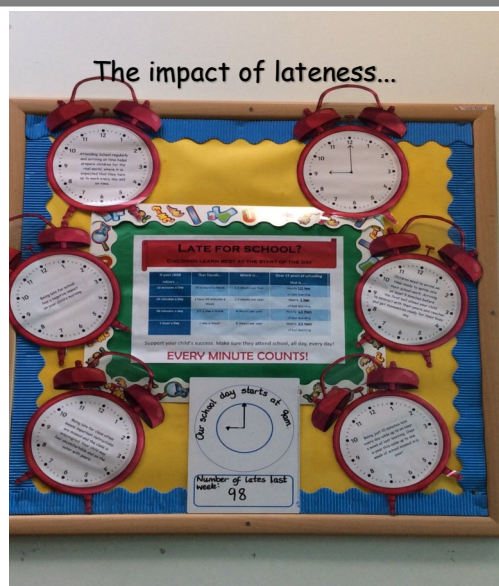
Unfortunately in recent weeks (June 2019) this has begun to rise again to 33. We urge you to support children in readiness for learning by attending school, on time, at 9.00am.

Our Attainment in June 2019

At St Margaret's Primary we track children's progress every term. Teachers meet with the Senior Leadership Team to monitor the children's progress, identifying who is 'on track' to achieve their expected level and those who require challenge (working ahead of time) and those who require more support.



Our tracking data (June 2019) indicates that the majority of children throughout the school continue to make very good progress in their literacy and numeracy.



Our Priorities for Action in 2019—2020

There will be 3 main priorities for the coming session. These priorities have been identified through one to one professional discussions with staff, self-evaluation process with staff, parents, pupils and on-going professional development.

1. We will be revisiting our Vision, Values and Aims.

To support us on this journey, we will be working closely with Steven Turnbull, a much sought after motivational coach, psychotherapist, sports psychologist and business mentor. We will be focusing on developing confidence, resilience and self-esteem, alongside embedding PIVOTAL approaches to behaviour management across the school and campus.

2. Play is the Way

We will continue to develop our approach to "Play is the Way" by progressing this into P3 and exploring opportunities to take aspects of this approach to learning into P4-P7.

In our ELCC we will develop the "Play is the Way" methodology through broader risky play opportunities.

3. STEM

STEM (Science, Technology, Engineering and Maths). We will be working closely with Education Scotland to develop STEM as a context for learning, focusing firstly on Science.

In our ELCC will be developing Froebel (Block Play) and Risky Play as per our cluster priority.

Curriculum Maintenance:

In addition to these identified areas for improvement, we will also be developing our Mathematics and numeracy curriculum following self-evaluation of pupils, staff and parent views in February 2019.

We will continue to develop the implementation of Language 3 (Spanish) through on-going CPD and team teaching.

There are a number of other small projects that filter into the areas above, which will be led by the Senior Leadership Team:

- ♦ Development of Pupil Parliament and Class Councils to ensure learner participation, engagement and consultation.
- ♦ Development of family and wider community learning opportunities to encourage parents, families and intergenerational volunteers to support the school. We will also be developing our approaches to family learning.
- ♦ Development of our outdoor learning area and Community Garden.

All hands on deck!

