



St Margaret's Primary School and ELCC
Standards and Quality Report 2019 - 2020

The purpose of the annual Standards and Quality Report (SQR) is to record the successes and achievements in delivering improvement relating to the identified priorities in the improvement plan 2019/20. Ordinarily, the SQR documents the outcomes and impact of improvement actions over the course of four terms of the academic session.

Due to the closure of educational establishments in March 2020, planned improvement work was revised in term 4 of the school session to take account of the closure. Improvement work was centred appropriately and successfully around: the provision of distance learning for children and young people; organisation and delivery of emergency childcare for keyworkers via Hubs; and, the provision of pastoral support for vulnerable children and families.

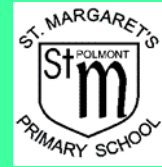
Importantly, staff at all levels continued in term 4 to undertake and participate in a range of professional learning and development to support both: the identified priorities of the improvement plan; and, digital learning and teaching during the term 4 closure.

The unprecedented intervention of the closure of schools and nurseries reduced the time available to progress improvement work as planned, therefore, the priorities identified in the improvement plan for session 2019-2020 remain relevant and will continue to be progressed in session 2020-2021.

Taking all of this in to account, this report provides a helpful summary for parents/carers and other stakeholders of successes and achievements across three terms of the academic session: August 2019 – March 2020.



St Margaret's Primary School and Early Learning and Childcare Campus Standards and Quality Report 2019/2020



Dear Parents/Carers,

This is a summary of our extended standards and quality report for the session 2019/2020. 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 2020/21.

It goes without saying that this has been an unprecedented year, following the impact of COVID19. This pandemic has touched our lives in so many ways. At the very least we have all been affected by lockdown and as a staff team we have found ourselves supporting your children's learning from a distance, a very new experience for us all.

That being said, I am fully aware that all teachers have been engaging with children as best they can from afar. They are now planning for when the children return to school with a focus on health and wellbeing, learning teaching and assessment and transitions. There will be elements of learning that we will need to revisit as there is every year, however, as you will see from our school priorities for next session, we are ready move forward with an exciting, engaging and motivating school year once we have settled back into school routines. That being said, there may be a time that school life differs to that was known before, as lock down is relaxed. Children's wellbeing (emotionally and mentally) and reconnecting with others, getting used to being back in the school environment will be the immediate priority.

Initially, and for as long as is needed, reconnecting with you all, supporting children in settling back into school with social distancing measures, sharing their stories of being at home and also, those children who sadly may have been directly touched by the Coronavirus, will be our main focus to begin with.

As I have said before in previous communication to you, my only wish is to see you all safe and well.

Let the new school year begin!

Best wishes and good health.



Our priorities for action in 2019/2020 were:

Play is the Way impact aim:

By June 2020 all pupils in P1, P2 and P3 will confidently demonstrate creativity, independence and high engagement in their learning through a developmentally appropriate approach.

Vision, Values and Aims:

1. By June 2020 pupils, staff and parents will demonstrate an understanding of the "St Margaret's Way" e.g. our new Values, Vision and Aims.
2. By June 2020 children, families and staff will demonstrate a real sense of pride in "self" and in the school.



STEM (Science, Technology, Engineering and Maths) aims:

1. By June 2020, teaching staff will feel more confident in teaching science.
2. By June 2020, pupils will feel more confident in demonstrating their ability to discuss, question and investigate a range of STEM based problems through out STEM hubs.

In addition, our maintenance priority focuses on a full self-evaluation and a refresh around learning and teaching approached in Numeracy and Maths, in order to raise attainment and encourage a love of learning in this area.

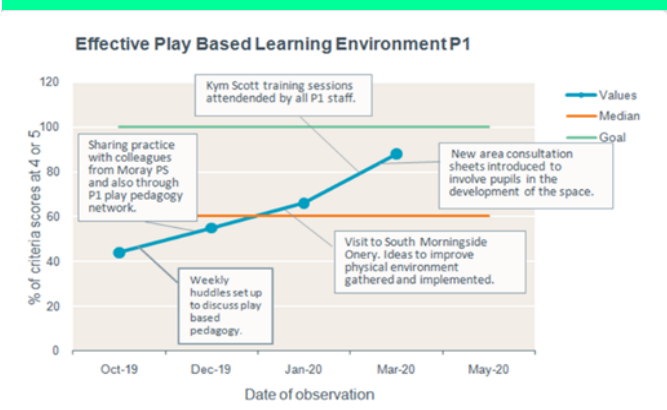


How are we doing and how do we know?

Play is the Way

Primary 1 and 2 have fully engaged in developing the learning environment (as above). As a team, we have been using the environment checklist to regularly evaluate the learning environment (see run chart). 100% of children in P1 and P2 are showing an increase in engagement of their learning (see run chart). All staff in P1—3 are evidencing success and assessing learning through the use of Seesaw. All P4 to p7 pupils are having a play based opportunity at least once per week.

Unfortunately, due to high staff absences throughout the session in P3, we have not yet seen the desired impact.



Our new Vision, Values and Aims

We now have our new core values following full consultation:

These are:

- ♦ **Be safe**
- ♦ **Be respectful**
- ♦ **Be the best YOU!**

This is affectionately known as “The St Margaret’s Way” but fully describes what we are about.....being the best we can be.

We now have a draft relationships policy which focuses on embedding our Vision, Values and Aims and centres round our recent whole school training around positive behaviour support, adverse childhood experiences and the impact of trauma, improving mental health and restorative practices. This will be shared with you in due course, once staff have the opportunity to trial this in practice.

We now have a draft Vision, Values and Aims statement which will be shared with the whole school community. This outlines our philosophy, our vision for the children in our community and the values we hold dear.

successful learners	confident individuals	responsible citizens	effective contributors
attributes - enthusiasm and motivation for learning - determination to reach high standards of achievement - openness to new thinking and ideas capabilities - use literacy, communication and numeracy skills - use technology for learning - think creatively and independently - learn independently and as part of a group - make reasoned evaluations - link and apply different kinds of learning in new situations.	attributes - self-respect - a sense of physical, mental and emotional well-being - secure values and beliefs - ambition capabilities - relate to others and manage themselves - pursue a healthy and active lifestyle - be self-aware - develop and communicate their own beliefs and view of the world - live as independently as they can - assess risk and make informed decisions - achieve success in different areas of activity.	attributes - respect for others - commitment to participate responsibly in political, economic, social and cultural life capabilities - develop knowledge and understanding of the world and Scotland’s place in it - understand different beliefs and cultures - make informed choices and decisions - evaluate environmental, scientific and technological issues - develop informed, ethical views of complex issues.	attributes - an enterprising attitude - resilience - self-reliance capabilities - communicate in different ways and in different settings - work in partnership and in teams - take the initiative and lead - apply critical thinking in new contexts - create and develop - solve problems

Our new Vision, Values and Aims cont.....

As a staff, we will be developing approaches to **planning across CfE levels and beyond**, as appropriate.

Early: Nursery and P1

First: P2 to P4

Second: P5 to P7



STEM

We have supported the development of a lead teacher by facilitating 2 days per week to develop our STEM rationale.

We now have 3 STEM hubs to support learning at early, first and second level with a view to extending children's learning in these areas and developing literacy, numeracy and health and wellbeing.

Through PEF funding, we have secured 25 hours to facilitate this (Feb 20—June 20). This personnel is working closely with the lead teacher to develop STEM as an engaging learning experience. This is also supported very well by volunteers (PVG checked) from our parent body, for which we are extremely grateful.

Throughout the session we have engaged in ongoing professional learning with Gayle Duffus of Education Scotland. Our lead teacher, Miss McCafferty has been successful in becoming the **Falkirk RAISE Co-ordinator** and staff have also followed on their own professional learning which relates to this area. **There is a real buzz for STEM as a context for learning. Very exciting!**

We have just begun our journey in planning across a level through STEM which will support this approach to planning and thinking about the design principles in other areas next session.

Our Attainment in session 2019/2020

Unfortunately due to COVID19, this has been an interrupted year, however, throughout the year, I meet regularly with all teaching staff termly to discuss and track all children's progress. In general, our attainment in Literacy and Numeracy is looking very positive.

Literacy

Most of our children, at all stages, are making good progress in reading, writing and listening and talking. They are predicted to achieve their expected level. Some children are achieving ahead of time. Those requiring additional support are identified and support is in place to meet identified needs.

We have identified, through tracking discussion, to evaluate our progress in more detail in writing. This will be a maintenance priority in the coming session.

We have also identified a development need around reading comprehension across the school. In session 19/20, with the support of the Parent Council, we have introduced the Accelerated Reader scheme, which is providing us with lots of rich data around children's engagement and progress. We will continue to monitor this.

Numeracy

This is also true for numeracy, however, through our self-evaluation process, we have recognised that some children lack confidence in this area and there is a need to develop their understanding of key numerical and mathematical concepts.

Health and Wellbeing

Through our tracking, progress and planning meetings, we have observed that some of our children can lack resilience as learners. They find independently learning very challenging, whilst also working in a group can provide challenges for them. In order for children to reach their potential, they must develop the skills of **independent** conflict resolution, problem solving, creative thinking, overcoming challenge and learning with and from others. This will be a priority to provide the opportunities and support for children to develop these vital skills.



Our priorities for action in 2020/2021

There will be 3 main priorities for the coming session. These priorities have been identified through 1 to 1 professional discussions with staff, self-evaluation process with staff, parents, pupils and ongoing professional development.

Maths and Numeracy: building on the work begun in session 2019/20

STEM: building on the development begun in session 2019/20

Developing our data—literacy through self-evaluation and evidence based practice.

We will have three maintenance areas throughout the coming session which will focus on:

- ◆ **Play is the Way**
- ◆ **Embedding our Vision, Values and Aims**
- ◆ **Curriculum: Literacy and 1+2—self-evaluation of our writing achievement and attainment and 1+2**

As part of this, we will be looking at ways to embed **family learning, parental and pupil engagement**. These three areas have been selected as ongoing maintenance following last year's SIP, our tracking and monitoring procedures and on-going school self-evaluation.

Our **writing attainment** and **teacher judgement** have been identified as areas for enquiry following this year's tracking and monitoring, planning meetings and progress meetings.

There are a number of other small projects that filter into the areas above, which will be led by various staff, parent and pupil groups. Following consultation with staff and pupils, we will now also be addressing issues raised regarding:

- ◆ Our playground and outdoor areas (support staff and pupil leadership)
- ◆ Our lunchtime experience (PT, kitchen staff and pupil Leadership)
- ◆ Our homework policy (Parents and pupil leadership)



WOW! A busy and exciting year ahead!

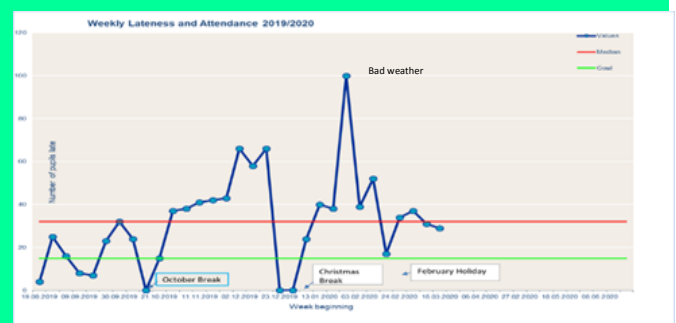
This all being said, it is important to remember that our very first, and incredibly important priority, will be to settle the children back into school and support their emotional, mental and physical health and wellbeing first and foremost, however long this takes.

A step in the right direction.....Lateness

We have been tackling the issue of late arrivals to school for some time now and it would seem that, with your help, this is becoming less of an issue. When we return please continue to make sure your child arrives to school on time. It makes a HUGE difference to their learning and that of others.



Weekly lateness chart session 2018/2019



Weekly lateness chart session 2019/2020

An update on our successes during lockdown: March 2020 and onwards

As I have said throughout this document, we have all found ourselves in unprecedented times. We have all found ourselves in lockdown, with very short notice to prepare. This has led to staff providing support for children's learning from a distance; something we have never had to do before. In turn, families have had to engage their children with learning in very challenging and trying circumstances.

That being said, I would like to note a few points which I consider to be great successes and testimony to the commitment and hard work of the St Margaret's Staff Team and the excellent relationships we have with our school community. This list is not exhaustive and there are many more:

- Staff have fully committed and engaged with digital learning, however this has meant that they had to very quickly learn how to use programmes, systems and approaches that they have never used before, then make them accessible for families.
- Staff have been able to engage with children via Seesaw, offering feedback on learning, videos to support learning or just to say "hello" and providing tasks for children to engage with and consolidate prior learning. For those children who have engaged with this we can see the quality of learning they are engaging in and answer any queries they have.
- Other children and families have developed their own learning experiences through the outdoors, developing life skills around the home, health and fitness and many more! All of these are fantastic and are experiences we will build upon when we return.
- The creativity of the staff as a team has surpassed anything I could imagine. They have continuously supported each other with great resources they have found and creative ways to engage with you all from afar. We are currently looking in depth at how we will use the outdoors, life skills and STEM to facilitate learning when we return.
- A recent pilot questionnaire for our children to ascertain how they are managing during lockdown, has been very positive. 100% of the children who engaged with the questionnaire so far are all telling us that they are very keen to get back to school and are missing their teachers and friends. However, 30% of the children are telling us they are worried about COVID 19. This is very helpful data to enable us to plan to meet our children's needs when they do finally return. We will continue to send this out throughout the Summer holidays and urge you to get your child to respond, so we can hear their voice and identify what they will need.
- We have been engaging with some families, as required, on an individual basis to support during lockdown. Again, testimony to the relationship we have with you all.
- Our Support for Learning Teacher has provided additional support through Seesaw and Teams to those who require it.
- We have begun transition arrangements for our Primary 7 children and Nursery children through virtual tours and online tasks. Creative use of technology has assisted us in engaging with you from afar.
- Our staff team has supported Falkirk's key workers and vulnerable children at the Victoria Hub since the beginning of lockdown and throughout the holidays. This further demonstrates their commitment to Falkirk's children and families, as well as supporting our key workers, enabling them to work.

