



Empowerment at St Margaret's Jan 2019 – June 2021



Identified issues

1. Our pupils have **fallen out of love with maths**, are disengaged, **lacking in confidence** and **not attaining** as they should
2. There are too many **inconsistencies** in pedagogy, **confidence levels of staff** and **use of resources** throughout the school
3. Our **curriculum** feels **overloaded** and overwhelming to teach

Desired outcomes

1. Our children will develop a love of maths, increased confidence and resilience leading to raised attainment
2. Our teaching staff will support each other in the delivery of maths and numeracy leading to a more consistent experience for our pupils from confident professionals throughout the school
3. Our maths and numeracy curriculum will be de-cluttered, making it easier for the children to develop the skills, knowledge and understanding they need as they transition to GHS

Empowerment

- Staff team selected relevant CLPL (La Salle)
- Extended mastery memberships offered to staff (5) to support colleagues and own practice
- Freedom to de-clutter the curriculum in consultation with GHS
- Resources refresh devolved to staff
- Creation of lead teacher role to develop rationale, collate and review data with colleagues, refresh curriculum pathway and support pedagogy

Identified issues

1. Lack of structure in the **playground** is leading to too many low level incidents, lack of respect for staff team and pressure to supervise
2. Area to **supervise** is too large for a small number of staff
3. **Feedback from pupils** through our Pupil Parliament indicating that many do not enjoy the playground

Desired Outcomes

1. Our children will be more respectful towards staff and each other in the playground, taking responsibility for their behaviour and choices
2. Through the introduction of zones and reducing the areas accessible will make it more manageable to supervise
3. Our children will enjoy being in the playground and their free time will be a meaningful, enjoyable social experience

Empowerment

- Play ground staff, working with a focus group, will create a playground charter which reflects our new core values (Be safe, be respectful, be the best you)
 - Support staff given the lead to re-construct the playground and plan zones (consulting with children, looking at other schools and relevant CLPL)
 - Support staff to be given a budget for resources they require
 - Support staff to further develop our playground mediator pupil leadership role to support younger children
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Identified issue

1. **Our dining experience** for staff and pupils can be stressful (lack of respect, numbers of pupils in a small space, noise, mess etc)

Desired outcome

1. Our lunch time is a pleasant experience which improves our children (and staffs) wellbeing – **Our mealtimes will be marvellous!**

Empowerment

- SLT, Dining and kitchen staff to be consulted regarding improving our dining experience (identifying key issues)
 - Pupils to be consulted regarding the dining experience through Class Councils and our Pupil Parliament
 - Kitchen staff and dining staff to work with focus group to create a dining hall charter
 - Create a dining monitor role further creating an opportunity for pupil leadership
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Identified issues

Our parents are feeding back that there is too much or not enough **homework**. This places pressure on teaching staff to supply the 'correct' amount. Some parents are also feeling the pressure of supporting their child with homework.

Our children are feeding back that they do not enjoy homework

Desired outcomes

Homework, if any, is a meaningful learning experience which children enjoy, are motivated to complete and parents are informed of progress.

Empowerment

- HT to work with members of our parent council regarding a consultation and evaluation exercise involving our parents, children and staff
- A review of our homework policy will follow

Identified Issue

- (Jan 2019) There was no clear, identifiable **core values, vision statement** and collective **aims** to provide all stakeholders the parameters for school improvement, relationships and what 'we do' at St Margaret's (**The St Margaret's Way – What actually is it???**)

Desired Outcome

1. All staff, children and parents are clear on the school values, vision and aims and work together and with consistency through learning, working and play to achieve them
2. There will be no ambiguity about what the expectations of all are and the purpose of our approach to education/learning will be clear to all
3. **Everyone will be clear on what 'The St Margaret's Way' is!**

Empowerment

- Full consultation regarding our core values with pupil, parents and staff prior to selection of '**be safe, be respectful, be the best you**'
 - Consultation with staff and children regarding a mission (vision) statement which links into our curriculum, our recent CLPL (Pivotal, Adverse Childhood Experiences). The statement should also reflect Falkirk Council's 'Learning to Achieve' policy and the National policies for Improvement, Inclusion and GIRFEC agenda
 - Pupils to decide, through our Parliament how to launch our V, V, A through the planning & creation of a short film and launch day.
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Identified Issues

1. Some of our children were demonstrating a **lack of resilience** as a learner (through progress meetings, general discussions about learning and teaching, tracking meetings and reporting).
2. **Reliance on adult support** or giving up when challenged were a key feature of learning behaviours

Desired outcomes

1. Through the creation of our STEM hubs where the children are taking more of a lead role in their learning and problem solving with peer support, they will develop a more positive attitude to learning and themselves as a capable learner.
2. Through changing the way we, as a staff team, interact with our children (following PIVOTAL CLPL, working with S Turnbull around ACEs, La Salle Mastery of Maths), pupils will demonstrate increased confidence, resilience and ability to overcome adversity.

Empowerment

- Requested and selected CLPL for staff that will support consistent practice and develop staffs knowledge and understanding of issues around resilience, relationships and learning.
- Creation of a lead teacher role to develop STEM

- Parental volunteers (PVG checked) to enable children to access hubs
 - SWOT analysis opportunity for all staff to evaluate implementation of hubs
 - Support from Education Scotland and Falkirk RAISE to develop our STEM curriculum
 - Pupils are able to lead learning – asking questions, peer learning and discussions in class
 - Staff are enabled to develop STEM through planning across a level with colleagues
 - Staff to develop a rationale for our STEM hubs and numeracy and maths curriculum
 - Staff consultation and development of our relationships policy which incorporates our vision, values and aims and recent CLPL
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Identified issue:

There was a desire to make more from our outdoor spaces from some children, their parents and some staff.

Parents, staff and children's feedback about the quality of our indoor learning spaces as being poor (dampness, unkempt, smelling).

Desired outcome:

We create a meaningful, tranquil learning space for children to develop learning around STEM, lifelong learning and respect for their community.

We learn, work and play in an environment which is fit for purpose and enjoyable to be in.

Empowerment:

- Staff given the freedom, in consultation with children to choose an area of the garden to maintain.
- Our PT worked with parent council and pupil focus group to design a community garden to go in an area of wasted land in the school
- Our parent council and other family members took a lead role in developing this area, building fencing and developing the garden for the children to use.
- This also involved our local BB and Scout group who came to paint the fence/tidy up our courtyard area.
- Connections made with local industry to supply us with bark, timber and pallets
- Many suggestions and ideas for school environment improvement have come from our parent body; most recently, an idea for developing planters outside our main entrance which the P1 and P2 children are going to take on as a STEM project.
- HT has worked closely with the parent council and local authority, leading to 1 (soon to be 2) roof replacements/upgrades, 3 sets of toilet upgrades, repairs to other areas leaking or unkempt, painting of some areas etc.
- HT is also working with FVC painting apprentices to re paint areas of the school, making it a more welcoming learning & working environment (this is on-going).

Other issues for the future:

- Developing Play is the Way environment – through team huddles, CLPL, visiting other schools, collegiate planning across a level
- Transitions (Nursery – P1) etc. class to class – planning across early level, developing on skills of full team (nursery supporting P1), explore policy (Raising the Ambition) across Nursery to P2
- Writing attainment – full evaluation (re numeracy and maths) of children, staff and parents regarding learning and teaching of writing, increase moderation, increase professional discussion and sharing practice to look at pedagogy, data analysis, CLPL, possible lead teacher(s) to support colleagues.
- Developing the use of data – use of RIC data coach to support data analysis, increased staff autonomy around data gathered and how this is used for planning.
- 1+2 – full evaluation to inform future planning for 20/21