



St Margaret's Primary School

Standards & Quality Report 2020/21

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 2020/21. 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, then again in January 2021, planned improvement work was revised in term 1 and term 4 of the school session to take account of these closures. Improvement work was centred appropriately and successfully around: the provision of remote learning for children and young people; organisation and delivery of emergency childcare for keyworkers; and, the provision of pastoral support for vulnerable children and families.

Importantly, staff at all levels continued 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 two periods of remote learning 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 2020-2021 remain relevant and will continue to be progressed in session 2021-2022. In line with Falkirk Council Children's Services priorities, focus areas for our next improvement plan will also include raising attainment and achievement and curriculum development.

Taking all of this into account, this report provides a helpful summary for parents/carers and other stakeholders of successes and achievements across another exceptional academic session from August 2020 - June 2021



St Margaret's Primary School

Standards and Quality Report

2020/2021

Head Teacher's message:

Dear Parent/Carers,

This is a summary of our extended Standards and Quality report for session 2020/2021. 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 2021/2022.

Since August 2020, we have had another disrupted year following the second lockdown in January 2021 and, for some classes, further periods of self-isolation due to COVID 19. The pandemic continues to make achieving our aims and vision for all St Margaret's children more challenging. However, as a staff team we continue to work closely, listen to our parents, children & each other, striving to provide the best experience possible for our learners.

Despite the pandemic and the potential disruption it could have caused, our young learners have continued, in the main, to make good progress in their learning. This, as I have said before in letters to you, is testimony to the support and hard work of our teaching staff and the effort that you have made to support your children at home, while no doubt having to juggle many things yourself.

Unfortunately, we have observed a greater increase in some children struggling with peer relationships on re-turning from the second lockdown. However, through our Emotion Works programme, our restorative approach to resolving conflict and use of the adults around the school we have supported children well and will continue to do this daily moving forward.

St Margaret's is an inclusive school where all children are valued for their uniqueness and their individuality. Their emotional wellbeing is very important to us as well as all other aspects of learning. As a staff team it is our daily endeavour to work with children and families to listen and support with any concerns that you/your child may have. We are a school that focuses on developing relationships with children and families, based on mutual respect; this is our goal and an expectation.

Moving forward, we hope that COVID 19 will become a distant memory and that we will all work together to achieve the best possible outcomes for all of St Margaret's children.

My best wishes to you all,



Helen Snedden
Head teacher



Our priorities for action in 2019/2020 were:

(Science, Technology, Engineering, Maths) : STEM

- By June 2021 100% of our learners can demonstrate increased confidence in problem solving, communication and resilience through our STEM curriculum.
- Through professional reading, all staff will demonstrate an increasing understanding of the role of STEM in promoting achievement and attainment of all.
- Through accessing our STEM hubs (first and second) and our Wonder Zone, the children will have the opportunity on a weekly basis to engage in learning that is pupil led. The adult's role is to facilitate.
- By June 2021, we will have created and signposted families to STEM related learning at home.



Maths and Numeracy

- We aspire to seeing an increased % in our data in P4 and P7 in June 20/21. (P1 currently sits at 100% June 2019.
- By June 20/21 100% of teaching staff will incorporate a daily opportunity for the pupils to discuss their learning of how they solved a problem or challenge.
- By June 20/21 100% of teaching staff will confidently be able to provide and discuss evidence for every learners achievement of a level through Tracking and Progress Meetings and ongoing classroom assessments.

Data Literacy

- By June 20/21 100% of teaching staff will fully engage with a range of data to inform their planning to meet learners needs and define our school improvement journey (staff will know “Why” (Simon Sinek, 2009))

Maintenance from Session 2019/2020:

- In 19/20 all staff, families and children were consulted regarding our new core values, followed by a DRAFT vision statement, relationships and leadership policies, all of which aimed to embed our core values to daily school life.
- Literacy—following identified areas for improvement through our tracking and monitoring, SNSA (standardised assessments in P1, P4 & P7) results, teacher judgement and progression meetings around attainment in writing, we will develop this area as a whole school.
- Play is the Way—over the last 2 years, we have been developing our approaches to play pedagogy, particularly in nursery to P3. This has been extended to some degree up to P7.

How are we doing and how do we know?

STEM

COVID '19 lockdowns and restrictions have had an impact on our ability to achieve our targets outlined above. However, during lockdown STEM was built into our home learning programme and, on return to school from lockdown, we have managed to create a timetable that allows 'bubbles' of children to visit our STEM hubs as well as STEM in the classroom.

PEF (Pupil Equity) funding has enabled us to maintain our personnel, who work closely with our Acting PT, to continue offering our children rich STEM based experiences. We have gathered evidence around how well the children are engaging in these areas of the curriculum. Pupil feedback tells us that children enjoy their learning. This has been particularly impactful on children who have been disengaged in the past. We sampled pupil wellbeing throughout lockdown and on returning asking what would make being back at school better? *"Going to the STEM room more."* *"More art and more science."* *"More STEM."* *"Experiments."*

Staff working in the STEM hubs are reporting that children are able to talk about their developing skills in problem solving, creative thinking and communication. They are also becoming more articulate at describing other skills they are developing through STEM.

We are now at the stage that we would like to see more STEM based problem solving and learning in the classroom & through family learning. We now need to evaluate how confident that staff feel in taking this forward through their everyday curriculum.

Our targets for session 20/21 are still valid and we would hope to achieve them by June 2022.

Maths and Numeracy

COVID '19 lockdowns and restrictions have had an impact on our ability to achieve our targets outlined above. However, in the time that we have been in school and through professional learning sessions throughout lockdown we have continued to attend La Salle training and made good use of on-line supports. We have also begun to de-clutter our Maths and Numeracy curriculum. We already have evidence that our Numeracy attainment is beginning to increase as a result. At present, our Numeracy attainment data is slightly higher than our Literacy. During tracking meetings staff talk of increased confidence and retention of number facts. In particular, our P1 staff feel that Numeracy is very strong this session. They have focused more on the acquisition of number knowledge and understanding adding, depth to children's learning that was perhaps missing before.



Through our **PEF funding** we have been able to continue with our La Salle/Complete Maths memberships and staff professional learning with an online platform to create a bespoke curriculum for St Margaret's pupils.

How are we doing and how do we know?

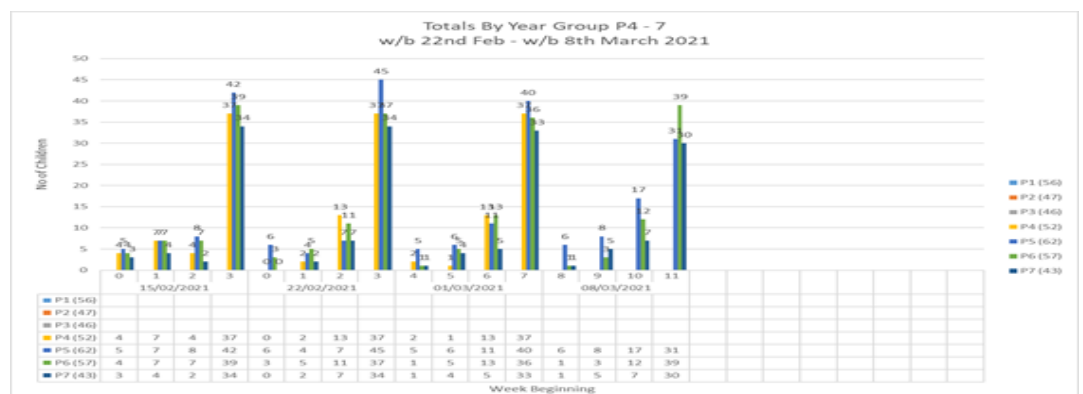
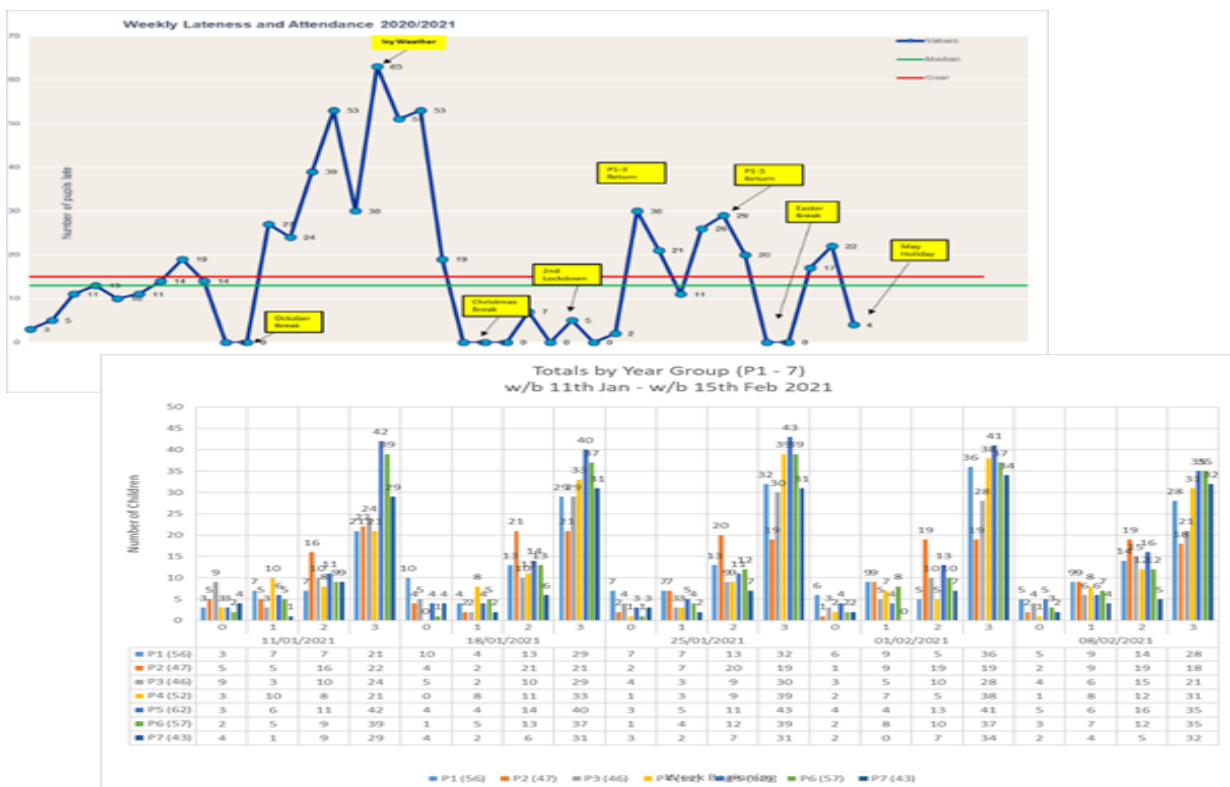
Data Literacy

Throughout the school year, including lockdown, staff have been interrogating our school performance data, SNSA results, summaries of feedback & wellbeing surveys and parental feedback on curricular areas. This information has then been used to plan or hold professional discussions about what we are doing well and what we could change or do better.

Confidence levels of staff varies in this area, as does the depth of understanding around data analysis, however, across the board, there has been a marked increase in engagement and quality analysis from all staff. We were only able to release our data lead teacher for two terms due to staffing issues. During this time, Andrew Steel (Lead teacher), was able to support staff in the collation of SNSA and Star Reader assessments and help them to identify anomalies or interesting trends that may inform planning.

Our support staff, who have been leading on the lunchtime and playground improvements, have been analysing data weekly of what they have 'noticed' with a view to 'keeping, changing or binning' as well as monitoring pupil engagement in play and how much they are enjoying their breaks & lunchtimes (supported by the DHT).

Data analysis is a developing skill for all staff, SLT included and is one that we would wish to continue on to next session.



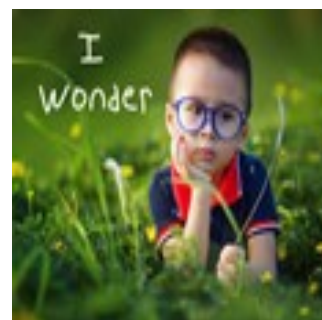
Maintenance of Our Vision, Values and Aims, Play and Literacy Self-Evaluation

(appendix 1)

Vision, values and Aims/Relationships Policy and HWB curriculum:

Our **Vision, Values and Aims (VVA)** are close to being embedded for staff within school. Our Vision statement has provided us with a **common language and shared expectations** of what we are trying to achieve for children at St Margaret's. Staff in session 19/20 selected Emotion Works through **PEF funding** as another approach to supporting children's wellbeing and achieving the aims of our vision (VVA) statement. A recent evaluation by staff of our VVA noted:

- *Positive relationships within the school.*
- *A warm, welcoming atmosphere.*
- *Staff being positive role models along with some of the pupils.*
- *Staff are feeling more confident to take risks, as are more of our pupils.*
- *There is more opportunities for pupil voice and pupil led learning.*
- *STEM/"I Wonder" is providing more opportunities for creativity, curiosity and resilience in learning.*
- *We are working towards empowering our children.*
- *There are high expectations throughout the school.*
- *Communication with the children is more positive around restorative approaches and through our Emotion Works programme. We can see children responding well to this.*
- *Play is embedded in P1 and P2 and is beginning to move up the school.*
- *We are making use of more concrete resources in Maths and Numeracy.*
- *Our Pupil Parliament is providing better opportunities for pupil voice in school improvement.*
- *Skills language is used regularly throughout the school.*
- *Emotion Works is supporting our children with developing their understanding of emotion & behaviour and teaching them how to better talk about & regulate their emotions.*



Literacy Evaluation

Our tracking and monitoring meetings along with progress meetings show that **our literacy attainment is very good**, however, we have identified that we would like to look again at literacy across the school. Following a self-evaluation and data gathering we wish to develop our **reading curriculum** and approaches to learning and teaching in **Early and First level (P1 to P4)** and **writing at Second level (P5 to P7)**.

We began our self-evaluation process of writing pre-lockdown, however, we will revisit this, incorporating reading next session, with a view to exploring how we teach and how children are progressing alongside good practice in order to further plan for improvement.

Play

A recent evaluation of staff's views recognise the **positive impact of play** on children's creativity, cooperation, teamwork, links to STEM, engagement, listening and talking, designing, active learning, imagination, developing higher order thinking skills), evaluating, enjoyment, developing resilience, working at a developmental appropriate stage, freedom for individual interest being followed and problem solving skills.

There were also some **challenges** noted around:

- Resources to facilitate a range of interests
- Space
- Noise levels
- COVID '19
- Time: to develop children's learning through staff questioning.

Solutions to these issues focused on staff taking more time to plan for play, considering the environment and how it is set up, organising resources so there is enough for all in the one pod, creating the balance between purpose and freedom through discussion of observations with colleagues and children, plan timings of play so they do not clash with colleagues in other areas and structuring play to provide more time for teacher intervention.

Our attainment in Session 2020/2021

In general, and despite the second lockdown, **our attainment at St Margaret's remains very good**. There are a small number of children who were ahead of time or on track to achieve a level that have seen a slight impact through lack of engagement in online learning during lockdown#2, however, the **majority** of our pupils have continued to progress very well.

Literacy

Most of our children continue to be on track or ahead of time in their literacy; evidenced through our teacher judgement tracking and progression meetings. Our SNSA (standardised assessments) results are in alignment with this and support our teacher judgement well.

The introduction of the **Accelerated Reader programme** (P3 to P7) is working well for most children, however, there are a few who are not progressing as they should. This is more due to a lack of engagement in the programme which sets children individual targets. It is the child's responsibility to read with frequency and take the comprehension assessments to achieve their targets and move up to the next level.

We now wish to look more in depth and the learning and teaching of reading in P1 to P4 and writing in P5 to P7.

Numeracy

As we continue to declutter our Maths and Numeracy curriculum and review how we teach and assess Maths and Numeracy, how children learn and what resources we use, we are **already noticing an increase** in many children's **knowledge and understanding** of key Maths and Numeracy concepts as well as their **confidence and engagement** levels. **This will continue to be a priority next session.**

Health and Wellbeing

This continues to be a daily priority for us as a staff team. We are an **inclusive school** and have a number of children who experience challenges with their emotional regulation, relationships with peers and managing their behaviour from time to time. We have bespoke individual support in place for these identified children as well as our Emotion Works programme. We work closely with other agencies and children's families to ensure our support is well placed. Like all areas of learning (maths, writing, reading skills etc.) emotional development and maturity can develop at very different rates to their peers and there are occasions that it can take a child longer than others to learn strategies to manage their distress. Our role as a school in all of this is to work closely with all families to enable children to develop the skills they will need later on in life to problem solve, resolve conflict, think creatively and overcome challenges. **A key to this is excellent relationships.**

Moving forward we hope to offer some information sessions for parents /carers around our relationships policy and the school's vision along with additional support needs and children's rights. These will be offered through online learning and we really hope that you will find them of benefit and that it will give you an insight into why we do or act the way we do with all children at St Margaret's and the research that sits behind our interactions with children

Our priorities for action in 2021/2022

There will be 4 main priorities for session 2021/22: 3 of these will be an extension and development of our priorities from last year.

Moving forward our key priorities for next session are to continue with:

- STEM
- Maths and Numeracy
- Data analysis
- Reading/writing and 1+2 evaluation and professional discussion for planning and best practice

Maintenance priorities to be re-visited periodically will be:

- Play
- Vision, values and aims
- Co-constructing our curriculum rationale throughout the year
- Information sessions for parents around research in support all learners.

To ensure they are fully understood and embedded.

What is our capacity for improvement?

Staff in St Margaret's are developing their engagement with approaches to self-evaluation and the impact of this is evidenced through:

- Improved, increasingly robust dialogue about progress through termly progress and tracking/monitoring meetings with the Senior Leadership Team (SLT).
- 1 to 1 discussion with the Head Teacher regarding leadership opportunities, areas of strength and interest.
- TAC meetings give further evidence of staff's detailed knowledge of children and their additional support needs.
- The majority of our identified PEF children are making good or very good progress in their learning.
- We are now using our draft self-evaluation guidelines to embed and ensure consistency of approach to improvement planning throughout the school.
- Our ERD (employee review) 1:1 meetings with staff evidence they know their strengths well along with areas of improvement. Most staff can talk about the impact of their practice on the whole school, not just their own class.
- Staff are aware and adopt the model for improvement.

Staff are engaging with additional leadership in their own classroom and throughout the school. Some staff members are very enthusiastic.

- We are developing a strong team ethos throughout the school and staff support each other and the SLT very well through our developing approach to empowerment for staff, children and parents.
- Staff meetings are solution focused.
- Staff are involved in evaluating the impact of the school improvement plan and their views on changes or improvements are sought regularly throughout the school year. This is also the case with children and parents.
- Most teaching and support staff are willing to take on lead roles in our journey for improvement.
- All staff are encouraged and do contribute in a variety of ways to ensure school improvement.
- Staff engage with peer observations and use this as an opportunity to share good practice and build relationships throughout the school.
- Some staff are thinking more creatively about the resources available to them & professional learning to meet all learners; needs and develop the curriculum/how they teach.

All staff work very well with and are supportive of their colleagues.

There is a fabulous "Team St Margaret's" ethos throughout the school



Parents and Grandparents:

We LOVE having parents and visitors into school as volunteers; taking and running lunch clubs, supporting our library, class trips, garden maintenance, reading with children, supporting STEM, sharing your work life journey with children... the list is endless.

As soon as we are able to, as restrictions ease up further and the risk from COVID 19 lessens we will be opening our doors again to you so please feel welcome to be part of our school community.



We do very much encourage our parents/carers to get in touch with us if they have a concern or wish to ask a question, however, we follow the Council Policy of **5 working days for response**, so if we do not get in touch immediately, please do not worry, we have not forgotten about you and a relevant staff member will be in touch as soon as they are able. We are a lively and busy school and aim to respond swiftly, however, this is not always possible.

We appreciate that sometimes emotions can run high when there is a concern regarding your child(ren), however, we would appreciate if that any correspondence or contact reflects our school values of **being respectful, being safe and being the best you**. As adults we all have to model for our children how we live these values.

Phone: 01324 506780

School email: stmargaretsprimaryschool@falkirk.gov.uk

Appendix 1: The Vision, Values and Aims of St Margaret's Primary

March 2020

At St Margaret's this is what we are striving to achieve.

Our Vision

Our vision for our children is that they will feel nurtured and have the opportunity to grow into happy, healthy, kind, curious and confident children who ask questions, assess their own learning and take informed risks.

St Margaret's children will thrive as inquisitive individuals through being supported in developing an enquiring mind and setting themselves challenging goals. They will be intrigued, excited and motivated by new learning both within and out with school.

They will care for each other and show kindness to all. They will be honest when they have made a mistake and be willing to fix it. They will take pride in their school, themselves and the relationships they build, eager to come to school every day, on time, ready to listen, learn and engage in learning.

The children, staff and families in our school community will feel empowered to contribute to the life and learning of the school, leading them towards positive destinations within their community and beyond.

Our Values

Our school values, which are linked to our **Positive Relationships Policy**, are the values that outline the expectations, all interactions and communications between children, adults and the whole school community. Following consultation in Nov 2019 our chosen values are:

- **Be Safe**
- **Be Respectful**
- **Be the best you (Jan 2020)**

Our Aims: Embedding the Four Capacities

At St Margaret's we aim to develop the skills and attributes detailed within the **Curriculum for Excellence: Four Capacities**. This we will do through the relationships we build with children and families, our curriculum and its rationale, our response to daily learning experiences and opportunities and by planning creatively and with imagination.

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