



St Margaret's Primary School

Standards & Quality Report 2021/22

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 2021/22.

Due to the ongoing pandemic, there has continued to be some disruption to the continuity of learning. The priorities identified in the improvement plan for session 2020-2021 continued to be progressed in session 2021-2022. 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.

This report provides a helpful summary for parents/carers and other stakeholders, of successes and achievements in academic session from August 2021 - June 2022, and outlines priorities for session 2022/23.



St Margaret's Primary School

Standards and Quality Report

2021 / 22

Head Teacher's message:

Dear Parent/Carers,

This is a summary of our extended Standards and Quality report for session 2021/2022. 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 2022/2023.

This has been another challenging year for us as a school community, with continued self-isolation periods as the COVID continued to hover around us. Staffing absences have been particularly challenging for us as a team, ensuring that we are providing the children with an engaging, exciting and progressive learning experience, whilst also having to manage extremely high staff absence levels. We have been very appreciative of those of you who have sent us in words of encouragement, kindness, positive feedback and offered your understanding for what has been, at times, a very difficult situation.

That being said, our attainment and learner's achievements continue to be very high and are above the national average. This is testimony to the commitment, knowledge and skills of our staff team, along with your on-going support and partnership working with the school.

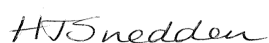
Our successes have been such that I volunteered the school for a visit from Her Majesty's Inspectors (HMI) in April 2022. This was an incredibly positive experience and, although it was not a graded visit, a summary of their feedback is contained within this leaflet.

The ethos in our school remains a values driven one, with inclusion at the heart. We support and actively encourage respect, kindness, honesty and repairing harm caused. This is the way to help all our children become better citizens, happier individuals and successful learners.

Throughout the last school session (2020/2021), we added parental information presentations to our website, to better help you understand why we do what we do and how we approach learning and teaching. We will continue through this next session to revisit these and add more to ensure you are kept up to date and informed about our practice as a school.

As always, the key to success is partnership working. We are always here to listen and support; positive communication is vital to assist us in achieve this together. We will also be reaching out to you to explore ways you can support the St Margaret's children with your time, skills and expertise. Remember, it takes a village to raise a child!

My best wishes to you all,



Helen Snedden

Head teacher



Our Priorities for 2021 to 2022 were:

- STEM and food technology
- Maths and Numeracy – developing our curriculum & learning and teaching approaches
- Data analysis
- Reading/writing evaluation and professional discussion for planning and best practice



Primary 4S have been enjoying working with the Lego League Cargo Connect programme this Term.



Maintenance priorities to be re-visited periodically were:

- Play in P1 – 3 and Play Projects in P4 – P7
- Embedding our Vision, Values and Aims
- Information sessions for parents around research and support for all learners.

How are we doing and how do we know?

STEM and food technology

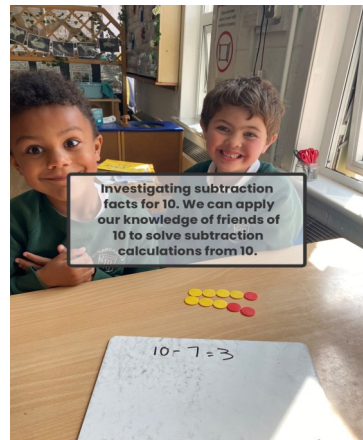
- STEM is an area of strength in the school and provides high levels of engagement for most children in our school. They frequently tell us through our Pupil Parliament, class discussions, questionnaires, HMI visit and by monitoring engagement levels that this is an area of learning they really enjoy and want more of.
- Our STEM and food technology hubs provide an exciting and engaging learning environment for the children to develop their skills.
- Our children have noticed that we have increased our learning outdoors and that they are developing new skills in our STEM and food hubs as well as through play based learning.
- Most children are becoming more confident in talking about the skills they are developing through STEM.
- We now have a progressive curriculum in food technology and the children are enjoying a food technology experience at least once a term. The results of this are shared with our parent body through our termly newsletters. Some children are going home and practising the skills they are developing in school – lucky you!



How are we doing and how do we know?

Maths and Numeracy

- Our numeracy attainment over time has gradually increased, despite two lock downs and multiple absences of staff and children. This rise in attainment has occurred as we have changed our pedagogical approaches (how we teach?) and relooked at our maths and numeracy curriculum.
- In a recent recovery visit by HMI the focus group of children who spoke to the inspectors informed them that they felt our numeracy curriculum was an area of strength, which is a very different story to the pupil's views three years ago.
- We have worked closely with Graeme High School, our support for learning teacher and support staff to ensure that we are challenging our most able and supporting those who require additional input through Maths Recovery support.
- There is an increase in most classrooms of daily Maths Talk and opportunities for children to develop basic numeracy skills and quick recall then apply this in different areas. This was also positively commented on during our recent HMI visit.
- As a team, we have begun our own professional research into Maths Anxiety and how we can help children to become more confident in this area. We have some anecdotal, qualitative feedback from certain families that we are making progress in this area, with children who were previously very anxious about their maths feeling more confident about this area of learning.



Data Literacy

- Through this session the majority of our data in literacy and numeracy at each stage has increased as the year has progressed. Almost all staff are very creative in working as a team to support all learners' needs.
- Staff know their children very well and discussions about our data are robust. Staff use this information to plan efficiently to meet all learners' needs and raise attainment.
- In almost all areas and stages we are above the national average in our attainment. Our attainment over time is on a positive trajectory, with a particular rise in attainment in maths and numeracy across the school following our developments over the last 2.5 years.
- Staff plan well together as a stage and some as a level. Their planning discussions are showing increased responsiveness, pupil's voice and use of moderation practices as part of our developing assessment approaches.

Her Majesty's Inspectorate (HMI) feedback

In April 2022, we volunteered for a Recovery visit with HMI. This was an extremely positive experience for us a staff team and very much reinforced our self-evaluation around how we had recovered from the pandemic, how we have supported staff wellbeing and that of our learners. It also looked into how we have ensured that we are offering the children continuity in their learning and high quality learning experiences.

During the visit the Inspectors visited classrooms, met with parents, children, staff and some of our partners workers.

Here is a summary of some of the comments contained with the feedback we received:

- *All Staff understand children's learning needs very well.*
- *Children at early and first level are developing their social skills effectively through the schools' successful approach to play-based learning.*
- *The children that spoke with the inspectors in classrooms and in the focus groups felt that staff wanted to hear about their ideas and welcomed their opinions.*
- *The children really enjoy reading and have asked for more opportunities to write.*
- *Health and wellbeing was evident as being a feature of the life of St Margaret's Primary school. The children told inspectors that staff at St Margaret's have always valued their wellbeing, but since the pandemic this is even more so the case.*
- *Throughout the pandemic, the school has, as best they could, adopted a 'business as usual' approach to meet the needs of children and make improvements in the school.*
- *Our use of the whole school space is very creative, with staff and pupils making maximum use of the school building and the grounds. The children told the Inspectors that the play-ground is another area of strength, along with Maths and Numeracy and French.*
- *The Head Teacher and senior leaders provide very effective, welcome and valued support to staff and the wider community.*



Our Attainment

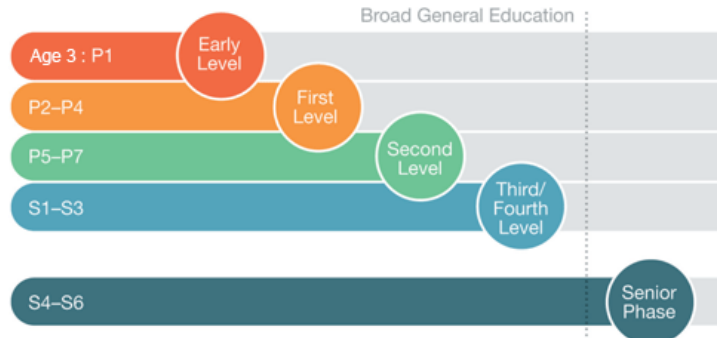
At St Margaret's,, over the last (few) year, staff have worked tirelessly to meet all learner's needs. They have made many positive developments in areas of learning and teaching, such as STEM, Maths and Numeracy, Health and Wellbeing as well as Reading, which has led to a rise in our attainment and pupil confidence levels.

Across all stages, our attainment is very good, with progress in literacy and numeracy being above the Local and National averages (85%).

Our SNSA (Scottish National Standardised Assessments) results at P1, P4 and P7 also give a clear indication that our children are performing very well. Our termly tracking and monitoring meetings with the Senior Leadership Team provide strong evidence that almost all children are making very good progress at their level or beyond.

Those children with an identified need are support very well. Staff are very skilled in identifying where there are gaps in learning or a learning need.

Here are the expected Curriculum for Excellence levels:



Our priorities in 2022 / 23

Our priorities in 22/23

- Health and wellbeing curriculum development
- Literacy Mastery
- Digital Schools Award
- Developing the classroom culture (PIVOTAL education based on the work of Paul Dix)

Maintenance:

- STEM
- Maths Mastery approach
- 1+2 (French P1 – P7 and Spanish P5 – P7)
- Reaccreditation for the 3rd time as a GOLD Rights Respecting School.

What is our capacity for improvement?

All staff work very well with and are supportive of their colleagues. There is a fabulous "Team St Margaret's" ethos throughout the school, with lots of good humour and positive solution focused mind-sets. It is this that enables us to continually improve and focus on our goal – offering all of our children the most excellent service we can provide as they deserve nothing less.

This culture was noted and positively commented on during our recent Recovery visit from HMI (April 2022).



Parents, Grandparents, wider community members:

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. Please look out for ways that you can get involved as the terms go by next school session.



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 Falkirk 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.

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