

Standards & Quality Report 2022/23



Falkirk Council
Children's Services

SQR 2022/23 – Prefacing Text

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 2022/23.

Staff at all levels continue to undertake and participate in a range of professional learning and development to support both the identified priorities of the improvement plan and, all our children and young people.

This report provides a helpful summary for parents/carers and other stakeholders, of successes and achievements in academic session from August 2022 - June 2023, and outlines priorities for session 2023/24.

Section 1

This should include the school/setting badge/ crest, any motto/ aims/ values

A statement to describe staff stakeholder involvement in:

- the school improvement planning and evaluation processes and activities
- the generation of the S and Q report.

Context of the School/ELC Setting

Our School



The school serves the village of Polmont which lies on the east side of Falkirk. The catchment area, a mixture of private and council housing, enjoys good employment through close proximity to the industrial area of Grangemouth, HMYOI Polmont, as well as retail and office opportunities in Falkirk. There is easy access to the M9 motorway for the major cities such as Edinburgh, Glasgow, or Dundee and rail links are at Polmont and Falkirk.

The pupils in St Margaret's live within SIMD bands 2 – 10, with the majority living at bands 7 to 9. This means that 9% of the children in our school are entitled to free school meals giving us a PEF spend of £33075.

The majority of our local employment lies in the retail, hospitality, STEM (Ineos, BP and Zenica) and construction industries.

In session 2023/2024, there will be 14 classes, all straight stages.

St Margaret's PS is an open plan school, with a separate ELC nursery, Parkhill, within the grounds. We have very strong connections with Parkhill ELC as well as our feeder Secondary, Graeme High School.

Vision, values and aims

St Margaret's Primary was reaccruited for the third time as a GOLD Award winning **Rights, Respecting School Gold award** in October 2023. We were the first school in Falkirk to achieve this. We pride ourselves on being an inclusive, nurturing and restorative school where children's health and wellbeing is a key focus and our children feel loved and valued as individuals.

Our core values are:

Be safe

Be respectful

Be the best YOU!

This session we have been developing our aims with the children. We now have our learning superpowers!



Leadership and management

In St Margaret's Primary School the school is led by the Head Teacher, who is responsible to the Director of Education for the efficient management, administration and leadership of the school, for the quality of education provided in the school. The Head Teacher is supported by a Depute Head Teacher and two Principal Teachers. We work together very closely to share the strategic planning, smooth operational running and solution focused planning as a team.

Staffing

There have been a high number of staff changes and absences in session 22/23 which have had the potential to impact on the flow of service to the school. Despite this, a strong team ethos and positive culture & mind set has minimized the impact of this.

We have 3 job share partnerships. We have designated 0.8 fte to support for learning. There is a strong ethos of leadership and taking on additional responsibility throughout the school with many of our team, thus sharing the load.

The wider community

St Margaret's Primary very much wishes to be at the heart of the Polmont community. We make a concerted effort to involve our parental and wider community in the life of the school post COVID. We have lunch clubs supported by parents back up and running again, parent helpers for a range of activities, celebration events, school discos and many other community activities are contributing greatly to the life and ethos of the school.

Parental involvement

In session 23/24 we aim to further develop our family learning and parental engagement in the school. We will finalise our review of our homework policy with parents, staff and children. We will continue to ensure that our pupils and wider community have a good understanding of our approaches to supporting inclusion, equity and equality along with trauma and neurodiversity.

Parent Council

The school works closely with our Parent Council, meeting twice a term to discuss our school improvement plan, staffing updates, answer questions or queries raised by our parent body and our Pupil Equity fund. These meetings are also to discuss how we can further partnership working, e.g. reviewing homework or supporting our library developments. We also meet to discuss fundraising and how our wider school community can support the school.

Our Chair and Vice Chair of our Parent Council will be changing in 23/24 after a long run with our current Chair, Lisa Duncan. We are very much looking forward to building the same positive partnership working with our new members moving forwards and with Mr Kyle Rainnie as our new Parent Council Chair.

Pupil Parliament

Our Pupil Parliament was established in April 2019 and in consultation with the children has formed its aims and purpose.

However, all pupils in the school are considered members of the Pupil Parliament through their involvement in Class Council discussions where topics for the Pupil Parliament sittings are discussed. Through the Parliament children have the opportunity to have their say on matters pertaining to school improvement, the environment, learning and teaching and our current positive behaviour system etc. The Parliament is using HGisOURS as a self-evaluation tool.

This session they have looked at improving how we use digital technology in the classroom and the key digital values we want develop in St Margaret's primary school. The Pupil Parliament also looked at improving the environment around our school and recognised the issues around vandalism, litter and dog poo around the school entrances. The pupils came up with the idea of having certificates for those who help to pick up litter at breaks and lunch and created posters for around the school. They invited in the Community Police to speak to classes about vandalism in the local community. They also worked in partnership with the Polmont

Community Council to have poo bag dispensers installed at each of the main entrances to the school. A group of pupils are now responsible for keeping these stocked up. The Pupil Parliament are currently discussing the skills we develop in school and how we use these skills out with the classroom. Their next piece of work is around how we recognise wider skills and achievements in school.

Pupil Equity Fund

Our PEF spend for this session (22/23) was £33,075.00

To allocate the spending of these monies we regularly, as a staff team, discuss the pupils that this effects, how we are currently spending our money and the impact of our allocated spend.

Monies in session 22/23 were allocated to:

- Maths Mastery resources (White Rose subscription and Maths Tutor) and maths resources – following consultation, feedback from all stakeholders and analysis of our attainment data
 - Developing our classroom culture CLPL: a follow on from Pivotal.
 - Our Accelerated reader Programme for children in P3 – P7 and more able P2s and Nessy licenses for identified children.
 - SFLA support for children as being identified as needing nurture or having issues relating to their health and wellbeing.
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- It is worthy of noting that our attainment gap does not necessarily correlate to a poverty related gap. Most of our PEF identified pupils are doing well in school.
 - Where our pupils are not attaining or achieving as they should, it relates more to their resilience, engagement, confidence or specific identified ASN.

Section 2

Example of layout for reporting on 2022-23 improvement priorities:

Review of progress for 2022 - 23	
Priority 1: Literacy (particular focus on writing this session)	
NIF Priority - Improvement in attainment in literacy. - Closing the attainment gap. NIF Drivers: Performance information, Teacher professionalism, Assessment of children's progress, School improvement.	FC Service and School Improvement Priority Meeting the needs of all learners Quality provision
HGIOS?4/HGIOELC? QIs (if appropriate HGIOURS themes 1- 5) 2.2, 2.3, 3.2, 1.3	Has this work been supported by PEF? yes
Progress and impact (based on outcomes for learners) How well are you doing? How do you know?	
<u>Our targets:</u> - By June 2023, building on already strong attainment, our attainment in literacy will be raised by 5% across each stage. - By June '23 we will have improved learner engagement and enjoyment of the writing process for all children. - By June 2023 a full review of our literacy curriculum, adopting a literacy mastery approach will be completed. <u>Our Progress:</u> Throughout this session, following CLPL with Talk For Writing (PEF funded), our PT, along with 2 class teachers have led this very successful development across the school. All staff have been focusing on planning together to ensure skill progression, high quality learning experiences and lesson 'hooks' through the Pie Corbett T4W methodology e.g. Recently we brought in live chickens to P1, who were learning the structure of the Little Red Hen, with amazing results and excitement from the children. Some staff have fully embraced this approach for the teaching of writing whilst others are still developing their confidence in a new approach.	

The results in the majority of the classes, **particularly where teachers are more confident and embracing this approach, has been amazing!** Some children are making outstanding progress in their writing and understanding of the writing process. Engagement levels in the majority of classes has significantly increased.

Some classes have seen significant progress with groups and individuals in their writing attainment.

In almost all classes there is qualitative data of observed increased engagement, excitement and confidence in writing.

In a few classes their enthusiasm is incredible where children regular request to show each other, other peer groups and the senior leadership team their writing that day!

We continue to invest in **Nessy licences** (PEF funded) for identified children. Most children engage well with this and there is strong evidence that it is having a positive impact on transference of learning.

Our review of the whole literacy curriculum was a little ambitious and we will be continuing to develop our literacy mastery approach as a priority for next session, building on our successes of this year.

Next Steps: What are you going to do now?

1. Continue to develop consistency of approaches to T4W across the whole school.
2. Continue to develop our literacy mastery approach as a staff team.

Review of progress for 2022 - 23

Priority 2A: Health and wellbeing, particularly focusing on mental HWB

NIF Priority 1. Improvement in children's health and wellbeing. 2. Placing human rights and needs of every child at the centre of education. NIF Driver Performance information, Teacher professionalism, Assessment of children's progress, School improvement, Parental engagement	FC Service and School Improvement Priority Meeting the needs of all learners Quality provision Leadership and workforce development
HGIOS?4/HGIOELC? QIs (if appropriate HGIOURS themes 1- 5) 1.1, 2.1, 2.4, 2.2, 2.7, 3.1, 3.2	Has this work been supported by PEF? yes

Progress and impact (based on outcomes for learners) How well are you doing?
How do you know?

Our target:

All of our pupils, staff and families will feel their wellbeing is supported as a member of the St Margaret's community.

Our progress:

HT/DHT and CT attended a conference at the start of the year around **supporting the wellbeing of the whole school community through a whole school approach**. The attendance of this conference was PEF funded and our planning for the year was built upon aspects of what we heard and felt were a school priority, along with staff and pupil feedback.

Our **Emotion Works (PEF funded subscription)/Bounce Back HWB curriculum** is now embedded into daily learning and teaching. The language and vocabulary associated are used in planned lessons as well as restorative conversations with individuals. As a result almost all of our children can demonstrate verbally that they are developing their understanding of their emotions, their triggers, physical reactions to feelings and are developing strategies to manage their emotions better.

We are continuing to develop the use of the **Anxiety toolkit (AT)** to support individuals and groups who are identified as having higher levels of anxiety. Our support for learning teacher is using the resource to support staff with targeted supports in conjunction with other supports such as our **Inner Wings project, John Muir and nurture based supports (PEF funded training of staff and SFLA employment)**, referrals to other services.

For the AT strategies used with some children, there is evidence of decreased anxiety, increased engagement in learning and a general lifting of mood.

Our Inner Wings project is having a significantly positive impact on the anxiety levels of almost all of the children attending these groups' sessions. Their feedback to us is extremely positive.

Our support for learning teacher and support for learning assistant have attended **nurture training (PEF funded)** and both are now going on the complete the master's accreditation. They are using the skills, knowledge and understanding gained through their training to develop our nurturing approaches with targeted individuals. We have observed a marked positive development in managing emotions and self-regulation through our **nurture based groups**.

We have created an **inclusion, equity and equality** information presentation which is now on our website. We refer parents to this for information or where there may be misunderstandings of our support of all learners. However, only a few parents have engaged or been receptive to this. We now need to consider how else we can reach out to our parents regarding inclusion.

We recently celebrated **Neurodiversity week** with the children and the learner engagement and feedback from all of the children was extremely positive. Children are referring to neurodiversity when talking about their own or others behaviour. Our pupil parliament are now going to create a short film, collating our pupil's views of inclusion/neurodiversity for a parents to inform and educate. This will be placed on our website.

We are very proud that we have achieved our **RRSA Gold award** for the 3rd accreditation.

We continue to develop our approaches to **making learning more visible** and embedding our aims (our **learning super powers**) to daily learning, working alongside Judy Pitt through CLPL (**PEF funded**) and with all staff discussing and developing through our morning huddle discussions and planning meetings. All staff are ensuring a consistent approach to our **learning journey** and are beginning to develop pupil understanding of our **learning powers** through recognition boards and the **learning pit**. The impact of this is not as evident as it is very much in its infancy and has taken a while to get all staff on board.

As an SLT we are acutely aware of the pressures of the job, post pandemic, on our **staff team** and supporting their **wellbeing** will be an ongoing priority next session. Morning huddle discussions around our curriculum and solution focused planning, tracking and learning discussions all indicate that teaching staff are finding the pressures of a **loaded curriculum** are impacting on their work load and ability to meet the design principles e.g. breadth, depth, rich IDL. Another issue is supporting children who are displaying with increased mental or emotional distress or challenges.

Next Steps: What are you going to do now?

- We still have work to do in developing our approaches to parental engagement and family learning to support wellbeing.
- We also need to further develop our wider community's understanding of inclusion, equity and equality.
- Supporting staff mental and emotional wellbeing through a whole school approach.
- As a teaching staff team we will be spending our session reviewing the **totality of the curriculum to provide quality not quantity**, in line with our neighbourhood group.
- Exploring ways that we can support our family's mental wellbeing by looking inward, outwards and forwards.
- Developing our understanding of excellent practice in early intervention around mental health, particularly in the early years.
- Continue to develop our communities understanding of UNCRC and Children's Rights.
- Increase our professional reading and discussion around the works of theorist's such as Bruce Robertson, John Hattie, Dylan Williams and think pieces around wellbeing.

Review of progress for 2022 - 23

Priority 2B: HWB – developing our whole school culture through CPI (Pivotal training)

NIF Priority 1. Improving attainment 2. Improvement in skills 3. Closing the attainment gap NIF Driver School improvement	FC Service and School Improvement Priority Meeting the needs of all learners Quality provision Leadership and workforce development
HGIOS?4/HGIOELC? QIs (if appropriate) HGIOURS themes 1- 5) 1.1, 1.2, 1.3, 1.5, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3	Has this work been supported by PEF? Yes

Progress and impact (based on outcomes for learners) How well are you doing?
How do you know?

Our target:

All school staff will fully engage with the training/CLPL delivered and reflect how all of our pupils experience their education and support for their learning as a pupil in St Margaret's.

Our progress:

DHT attended **CPI training (PEF funded)** to become a trainer and this has been developed with the full staff team across this session.

In August staff were create to their own **personal mission statements**:

'I am a staff member of St Margaret's Primary School whose aim for this year is to..... and I will do that by.....'

Throughout the school year we have reflected on these focusing on the learners' experience, further developing our critical self-reflection.

There has been a mixed response to this with staff. Some staff have been very reflective on what they set out to achieve at the start of this year and what their challenges and successes have been in achieving this. There are a few who appear to have been caught up in the pressures and complexities of the job, perhaps forgetting the 'why we do what we do'. As a result we have altered our collegiate calendar to revisit CLPL as a team by looking at attachment, nurture principles and the impact of our self-evaluation, particularly the language we use are self-reflection and self-evaluation. We will also be building in time for increased professional reading and dialogue to support our own reflection.

Next Steps: What are you going to do now?

- Continue to build on our successes and development needs of **self-evaluation** and reflection to continue to be a driver for school improvement and **accountability**.
- Revisit **restorative approaches** training and professional discussion around this as a whole staff team.

Review of progress for 2022 - 23

Priority 3: Digital Learning – focusing on our Digital Award

NIF Priority 4. Improving attainment 5. Improvement in skills 6. Closing the attainment gap NIF Driver School improvement	FC Service and School Improvement Priority Meeting the needs of all learners Quality provision Leadership and workforce development
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HGIOS?4/HGIOELC? QIs (if appropriate) HGI OURS themes 1- 5) 1.1, 1.2, 1.3, 1.5, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3	Has this work been supported by PEF? No
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Progress and impact (based on outcomes for learners) How well are you doing?
How do you know?

Our targets:

LEADERSHIP AND VISION

A whole-school digital technology policy that outlines a vision and strategy and conveys a positive attitude to the use of digital technology in our school.

CURRICULUM

Digital technology is used effectively to improve learning across the curriculum at all stages.

Our progress:

A Digital technology vision and **strategy** has been created including input from pupils, staff and parents and carers. This document outlines what digital learning looks like in St Margaret's primary school and links to local and national policy. The strategy has been shared on our website but our next step is to develop this into a more visual presentation for pupils, staff and parents and carers.

Teaching staff are beginning to use the **Computing Science progression planners** from Teach CS. This is plugging the gaps in our digital curriculum that we evaluated were missing. Younger pupils are engaging in 'unplugged' experiences which are activities that develop computational thinking without the use of a computer e.g. planning routes to school. Links are also being made with maths topics such as shape, position and movement in the upper stages of the school.

Teaching staff are beginning to use the **Project Evolve programme** for progression of e-safety and digital citizenship. The team have developed a

progression planner to ensure that there is effective coverage of the outcomes in this area across the school.

Our **Dot and Dash robots** are used in all stages and a group of our P6 pupils have become Robot leaders. They have been working with our P1 and P2 classes to support the use of the Dot and Dash robots in STEM lessons. The Robot leaders are also creating a pupil friendly user manual for the Dot and Dash robots to further support their use across curricular areas.

Our P6 pupils have been involved in the **BBC microbits training** and we have recently applied for 30 more microbits to use in school. Our P6 Digital Leaders will support other classes to use the microbits next session.

A range of **ipad tools** are used to support additional support needs following training in this area by the Connected Falkirk team. Pupils regularly use the speech to text and text to speech functions as well as tinted screens for those with an identified visual stress.

Our **school website and twitter account** is updated regularly and features learning and achievements from across the school. Our Twitter Take Over timetable ensures that all stages are sharing learning and achievements and a Twitter hashtag has been created to gather evidence specifically of digital learning.

Our P7 staff have ensured that there are transition links with our cluster high school to ensure there is a progression of digital skills for learners. The P7 pupils have been using Teams, Pages, Key note and One Note this session as these are key programmes used for teaching and learning at high school. Similarly the use of Seesaw in Primary 1 continues the capturing and sharing of learning with home that has been well established by the Learning Journals in our Early Learning and Childcare Centre.

Next Steps: What are you going to do now?

- Continue to develop the role of our Digital leaders to lead learning across the school.
- Consider how we can best make use of ipads beyond the classroom.
- Teachers will begin to make use of digital technologies in their own planning and administration. For example the use of shared calendar and seemis for registration.
- Staff will continue to engage in CLPL provided by Connected Falkirk Team. Staff will be signposted to specific CLPL linking to our areas of improvement.
- The team have identified key apps, Doink and Book Creator that will support pupils particularly at early and first level. We will look at purchasing these next session and develop their use to support learning across the curriculum.
- We are looking to increase technology resources in STEM including robotic toys and microbits.

Review of progress for 2022 - 23

Priority: Maintenance – STEM, Maths Mastery, 1+2

NIF Priority 1. Improving attainment in literacy and numeracy 2. Closing the attainment Gap 3. Improvement in children's HWB 4. Placing human rights and needs of every child at the heart of education 5. Improvement in skills and sustained positive school leaver destination. NIF Driver Teacher professionalism Assessment of children's progress Performance information School Improvement	FC Service and School Improvement Priority Meeting the needs of all learners Quality provision Leadership and workforce development
HGIOS?4/HGIOELC? QIs (if appropriate) HGIOURS themes 1- 5) 1.2, 1.3, 2.2, 2.3, 3.1, 3.2, 3.3	Has this work been supported by PEF? yes

Progress and impact (based on outcomes for learners) How well are you doing?
How do you know?

Our targets:

A) All children will continue to engage in a progressive STEM curriculum which enables them to develop the 5 C's –

1. complex problem solving
2. communication
3. creativity
4. collaboration
5. Critical thinking

B) All children will benefit from our developing Maths Mastery approach and newly decluttered progressive maths and numeracy curriculum, maintaining high levels of attainment and achievement in this area.

C) All children in P1 – 7 will experience a progressive curriculum in French.
All Children in P5 – P7 will experience a progressive curriculum in Spanish.

Our progress:

STEM and food tech – Led by Mrs Main

Over the course of this session we've set up stations, however, these are perhaps needing reviewed as they are not having impact on learners or as organised as they can be.

Most classes are using **maker mats** to provide STEM based challenges which offer a variety of skills to complete the task e.g. a design task, a problem solving and our learners are becoming more confident in assessing their progress. Our **STEM focus weeks** have further developed pupil voice in planning and there are good discussions emerging through the creation of floor books.

STEM jotters are in place, however, the quality of the recording of learning is questionable and not up to the standard set on the WAGOL (what a good one looks like). This is improving now that teaching staff are attending STEM with children and our rationale has been adapted. This needs further work.

The timetable has been adjusted to give staff more time in the hub, however, this has meant that a second slot has had to go. When we review our curriculum next session, looking at quality and not quantity then we will evaluate our timetabling to ensure maximum impact as a team.

Parents are informed of learning in STEM through our end of term learning overviews per class.

Food hubs are well used across the school and are linking food technology to IDL. This is causing great excitement and engagement with learners who can see that they own skills are developing (teaching staff are still working on their own confidence levels!). The skills progression is currently being facilitated by our PT however staff will be more involved in this session.

We finally have our own self-built greenhouse (built by a Second level nurture group). Planters have been made by P6 pupil, however we have missed the growing spell so will pick up on planting, gardening and food tech next session. All teachers have identify what they will be growing.

STEM continues to be an area that almost all of our learners highlight as their favourite or an area they enjoy and want more of. For some children it is means they are developing or feeling a strong sense of achievement, especially when they have a difficulty with literacy or numeracy.

We are also using STEM as another pupil leadership opportunity through our P6 Robot Leaders and our STEM ambassadors/learning partners. This brings a high level of engagement and ambition for our older learners.

Maths Mastery – Led by Mrs Fricker

The lead teaching staff have created a very comprehensive **presentation** to inform parents/new staff of our **mastery approach** and this is now on our website. This is an incredible piece of work that clearly outlines our rationale and approach to the learning and teaching of maths and numeracy.

Our **maths attainment** remains very good and there is clear evidence that our approach is having a positive impact on almost all of our children, particularly those who experience maths anxiety, lack confidence or have gaps in their learning.

As part of our support for targeted pupils we offer **Maths Recovery support** which is having a positive impact on transference of skills and confidence levels as well as identifying gaps in knowledge and understanding.

Our on line **Maths Tutor programme** offers bespoke maths tutorials and is particularly beneficial for children who have gaps in their prerequisite knowledge. We are currently evaluating the impact of this on our learner's attainment and considering this as a PEF investment in the future. For our more able pupils the programme perhaps is moving at a pace that is too slow for them and not providing the challenge we'd hoped.

1+2 – Led by Mrs Cassidy

Most staff (56%) regularly (but not weekly) deliver French, with a few members of staff (33%) delivering weekly French lessons. Reasons for this include timetable constraints, a focus on other school improvement priorities, as well as French being delivered by staff member covering NCCT (the latter will not be an issue next session as the focus for NCCT will be STEM/Digital literacy).

Some members of staff (44%) are confident in teaching French at the current level that they are teaching, in comparison to most members of staff (55%) who do not feel confident. There have been several changes of stage and level this session which may have led to a confidence dip. This will be supported through engaging with GHS CLPL and offers of support next session.

Most members of staff (78%) are accessing and using the GHS progression planners to inform their planning.

Next session, teaching staff will be required to ensure that all pupils are given the opportunity to learn a 2nd language (P1-P7) and therefore receiving this entitlement (modlang12-1plus2approachmar17.pdf (education.gov.scot)). This does not need to be delivered through weekly lessons (if timetabling does not allow) but 5-10 minute blocks each day (e.g. lunches, line up, greetings, introducing a question/response etc.).

Next Steps: What are you going to do now?

STEM will continue, along with Maths Mastery to be areas that we will develop, evaluate and review the impact of in terms of pupil engagement, attainment and achievement, particularly to ensure consistency of all staff, including new staff members.

1+2 will be developed in line with our cluster plan and agreement what staff must commit to. Our own de-cluttering of the curriculum will support this also.

Section 3

Key priorities for School Improvement Planning 2023- 2024

This section should articulate with the school improvement plan for the forthcoming session or plan cycle. It should focus on a small number of key improvement priorities which will be expressed as outcomes for learners (as they will appear on the strategic overview of the new improvement plan).

1. (A)Health and wellbeing – supporting a **whole school approach** to positive **mental** health for all (learners, staff and families), including developing our practice in celebrating **diversity** and **neurodiversity**.
(B) As a teaching staff team we will be spending our school year reviewing the totality of the curriculum to provide **quality not quantity** over a whole school academic year.
2. **Literacy mastery** approaches and consistency in T4W methodology delivery.
3. Embedding our aims – our **learning powers**, recognition wall and learning pit
4. Achieving our **Digital Schools Award**
 - Maintain, continue to reflect on and develop our good practice in STEM, Maths Mastery and 1+2.
 - Increase our opportunities for professional reading and dialogue as a team to facilitate our **self-evaluation**.

What is our capacity for continuous improvement?

A brief statement that reflects your current evaluation of your school's capacity for continuous improvement. This should link to each of the QIs you have graded below.

St Margaret's staff are a highly committed and close team who work together very well collegiately and independently. They are all highly committed to the children in their community as well as being incredibly supportive of each other, including the senior leadership team.

There is a strong sense of camaraderie and good humour where we are all clear on our vision – ensuring inclusion, high standards of learning and teaching, understanding and meeting all learners' needs and celebrating diversity.

We have been developing our approaches to critical reflection, self-evaluation and professional discussion and debate over the last few years and this is having a positive impact on our improvement journey and will be increasing this term.

Staff are very knowledgeable about their learners as individuals and confidently able to discuss learner's progress, their needs and supports required.

They understand the need for consistency in learning and teaching approaches and work very well together to support one another in achieving this.

Meetings are increasingly solution focused and demonstrate a commitment to high standards, innovation and creativity.

Leadership of learning and change is strong within the culture of the school, many staff going above and beyond in supporting all learners and developing the curriculum.

Leadership is well developed in the classroom where teaching staff use creative and innovative approaches to develop the skills of all learners.

Tracking meetings are robust, based on a broad range of evidence and all teaching staff know their children well & are aspirational about what they can achieve.

Support staff are highly committed to meeting the needs of our learners at breaks and lunches as well in the classroom, attending school CLPL in their own time. Our support staff work closely together as a team to lead change in their areas of responsibility.

Teaching staff moderate regularly with each other and have engaged well throughout our Cluster moderation this session. There is a strong appetite to continue this next session with cluster colleagues.

Following CLPL sessions looking at the principles of self-evaluation and evaluative language staff, our SE documents and progress meeting reports for tracking and monitoring are much more evaluative in their focus and use of language, with staff using the data to plan effectively for improvement.

We regularly request feedback from our parent body through eforms, questionnaires and QR codes on parent's evenings, through our Parent Council and learning events. We are always exploring ways of working positively with our parents and carers to enhance children's learning as unfortunately not all feedback is supportive, helpful, based on fact and indicative of the experience that our learners have in St Margaret's. There is still some work to be done here in developing our partnerships and involving parents in a highly productive manner.

We have a strong pupil voice in the school through our Class Councils, Pupil Parliament and our weekly assemblies as well as a range of pupil consultation groups and consultation in the classroom around learning and change. Our children recognise that we consult with them regularly and take on board their views.

We are very proud of our team.

Summary of Self-Evaluation – Reference QIs

Primary / Secondary Self-Evaluation of the Core HGIOS?4	
	Self-Evaluation Grading
1.3 Leadership of change	Very good
2.3 Learning, Teaching & Assessment	Very good
3.1 Ensuring Equality, Inclusion & Wellbeing	Very good
3.2 Raising Attainment & Achievement	Very good

ELC Classes / ELC Centres Self-Evaluation of the Core HGIOELC? / Quality Themes			
	Self-Evaluation Grading	Self-Evaluation Grading	
1.3 Leadership of change		Quality of Care & Support	
2.3 Learning, Teaching & Assessment		Quality of Environment	
3.1 Ensuring Wellbeing, Equality & Inclusion		Quality of Staffing	
3.2 Securing Children's Progress		Quality of Management & Leadership	