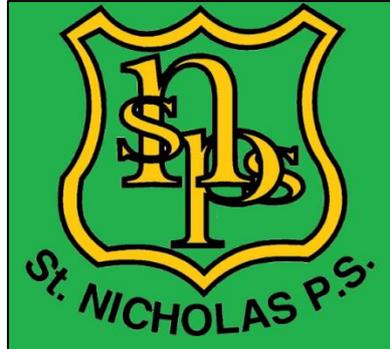


St Nicholas RC Primary School



PROGRESS REPORT FOR SESSION 2018/19

(Standards & Quality Report)

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ABOUT OUR SCHOOL

St Nicholas RC primary school serves the communities of Broxburn, Uphall, Dechmont and Uphall Station. As a Roman Catholic school, our vision and ethos are based on strong Gospel values. We are fully supported in our mission statement by our local parish of SS John Cantius and Nicholas RC Church, Broxburn. Our school provides a welcoming, happy, secure and inspiring learning environment. Our curriculum is underpinned by our core values of friendship, fairness, trust, respect, kindness and honesty. Strong partnership links exist with our cluster high school, St Margaret's Academy, and its feeder primary schools, as well as our geographic cluster of Broxburn Academy and its local primary schools.

Our children are confident, respectful and caring young people, who are a credit to our school and the community. We value our excellent partnership working with all our stakeholders. The school roll is currently 393 across 14 classes. This session our nursery provision has capacity for morning and afternoon places and we offer full day placements as a flexible option for parents. Our school continues to attract large P1 cohort with a consistently high demand for places.

The school is led by the head teacher, depute head teacher and a principal teacher. Our specialist staff this session includes one PE specialist and two instrumental tutors. We are supported by partner agencies including WLC Education Psychology Services, Hearing and Visually Impaired service and Speech and Language Therapy. Together we meet the needs of all pupils.



IMPROVEMENT PRIORITIES

Our improvement priorities are always based on the national priorities in the National Improvement Framework (NIF). Below we have indicated what progress we made with these priorities in Session 2018/19, what the impact has been and what our next steps will be to continue to address these priorities in Session 2019/20.

We have also shown which NIF driver for improvement we used – you can find out more about the National Improvement Framework and drivers at https://www.npfs.org.uk/wp-content/uploads/2016/01/NPFS_NIF_E-1.pdf.

We have also evaluated our overall provision using quality indicators (QIs) in How Good is our School 4 (HGIOS 4) and How Good is Our Early learning and Childcare (HGIOELC? which is a key aspect of the Scottish approach to self-evaluation and school improvement.

PRIORITY	HOW DID WE DO?
<p>To raise attainment, especially in literacy and numeracy Our measurable outcomes for session 2018/19 were:</p> <ul style="list-style-type: none"> - To focus on rigorous interrogation of all performance data leading to planned interventions and improved attainment for all learners. - Raise attainment in literacy by building a culture of reading across the nursery and school and promoting reading for enjoyment. - To continue to build on excellent practice in numeracy. <p>NIF Driver(s): School / ELC Improvement School / ELC Leadership Teacher / Practitioner professionalism Parental Engagement</p> <p>HGIOS?4 QI's 2.3 2.4 3.2 1.1 1.2 1.3 1.4 2.2 2.5 2.7</p>	<p>We have made very good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Staff training and CLPL on Reflective Reading led to improved focus on teaching of reading skills • Moderation sessions in writing led to improved teacher judgement • We raised the profile of reading and writing through whole school competitions • Shared learning in literacy and numeracy in curriculum cafes for parents • Focussed on clear progression in handwriting from P1-P7 • Established one system of recording book banding across the school • Explored contexts for digital reading opportunities through e-books, audio books, online non-fiction texts and resources • Successful author visits and regular book swaps • Continued to prioritise early intervention in literacy • We SEAL assessed all P1 pupils and all children not on track and planned targeted interventions • Further embedded number talks across whole school • Shared good practice in numeracy across the cluster, RIC and other authorities in Scotland • Action enquiry in the use of Rekenreks improved the quality of learner's experiences in early years numeracy • Improved focus on tracking, monitoring and moderation significantly impacted teacher judgement of pupil progress • Targeted interventions with families led to improved engagement of families • Targeted interventions with identified groups of pupils led to an increase in attainment and achievement <p>Evidence indicates the impact has been:</p> <ul style="list-style-type: none"> • Improved attainment year on year in almost all stages and across all curricular areas • Improved parental partnership and engagement led to increased attainment for gap pupils • Successful interventions in numeracy (Rekenreks) further improved number skills across early level <p>Our priorities for next session will be:</p> <ul style="list-style-type: none"> • To improve learner's engagement and participation across the curriculum • To further improve attainment in literacy and numeracy • To develop assessment strategies for improved attainment in literacy and numeracy
<p>To close the attainment gap Our measurable outcome for session 2018/19 was to:</p> <ul style="list-style-type: none"> • Targeted assessment, support and intervention of pupils 'at risk of missing out' • Positive strategies and interventions adopted to ensure equality and equity of learning, general experiences and opportunities <p>NIF Driver(s):</p>	<p>We have maintained very high standards of attainment in almost all areas of the curriculum and across all stages.</p> <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <p>Numeracy</p> <ul style="list-style-type: none"> • Procurement of ASN teacher (0.3) had a significant impact on attainment • Assessment of all early level and targeted pupils in SEAL impacted on learning and teaching and led to successful interventions • Maths recovery training supported pupils attainment and progress in maths • The impact of SEAL and CPA for gap pupils has increased attainment in most stages

School / ELC Improvement
 School / ELC Leadership
 Teacher / Practitioner
 professionalism
 Assessment of children's progress
 Performance information

HGIOS 4 QI's

- 2.2
- 1.2
- 2.3
- 3.2
- 1.1
- 1.3
- 1.5
- 2.4

- Assessment of all early level and targeted pupils in SEAL impacted on learning and teaching and led to successful interventions
- Confidence in number talks has improved for targeted pupils at all stages

Literacy

- Language link and EAL groups supported identified pupils
- Writing attainment was increased or maintained at P2, 3, 6 and 7.
- Reading attainment was maintained or improved at P2,3,4,5 and 7.
- The overall attainment has remained high across the school

Achievement of Level	Reading	Writing	T & L	Numeracy	Mathematics
Early Level	95.83%	95.83%	95.83%	87.50%	91.67%
First Level	90.00%	84.00%	94.00%	86.00%	90.00%
Second Level	87.72%	85.96%	96.49%	80.70%	82.46%

Digital Development

- Development post for digital learning supported pupils to access learning through digital platforms (apps such as Text2Speech, Speech2Text, EAL Translation apps)
- Skills developed and increased pupil confidence in digital learning across the curriculum
- Pupils supported through digital learning to access reading, writing, talking and listening online resources (e-books, audio books, movie maker, animation apps)

Health and Wellbeing

- Development officer for Health and Wellbeing led to excellent progress in self-reporting of mental and emotional wellbeing against the SHANARRI indicators
- One Trusted Adult successfully developed and implemented at all levels, pupils feel supported and confident in self-reporting against health and wellbeing indicators, allowing interventions to be planned and measured
- Education Scotland were impressed with the work and plan to roll our approach further
- Community partnership with the Broxburn United Sports Club improved confidence and leadership skills for targeted pupils
 - Heart Start Health Program at P3 ensured our pupils have a sound understanding of the importance of a healthy lifestyle
 - Walking Ambassadors Club developed confidence and leadership skills
 - After school clubs with PEF pupils positively increased confidence and leadership skills, closing our poverty related attainment gap
 - Friday night youth group initiative provided essential life-skills and team building opportunities for PEF pupils
 - Summer club places supported PEF and gap pupils to positively engage with community sports and events
 - Evidence tracked of pupil participation in sport and sporting achievement through Sport Scotland evidence

Inclusion

- LAC and pupils with ASD were positively targeted which encouraged greater engagement and inclusion through:
 - Nurture Group
 - Soft start days
 - Positive Playtime initiatives

	<ul style="list-style-type: none"> ○ Social stories groups ○ Digital learning groups ○ Lego club ○ Enhanced transition <p>Our priorities for next session will be:</p> <ul style="list-style-type: none"> ● Targeted universal and individual interventions in literacy, numeracy and HWB for all pupils, focussing identified gaps in learning ● PEF funding will enhance support in numeracy (0.4 FTE) to continue the positive impact in assessment, core skills and improving attainment measures from last session ● EAL pupil and family initiatives will be supported by an EAL teacher (0.1) and PSW (0.2 FTE) focusing on developing literacy ● Early intervention strategies for nursery and P1 pupils will be a focus for speech and language development ● Family learning programs across the school (with a focus on early years) will continue to impact positively to ensure equity for all ● Nurture groups will focus on children displaying ACEs and ensure they are supported to be ready to learn (0.1 FTE) ● Partnership working and in-school initiatives to develop confidence, resilience and teamwork
<p>To improve children and young people’s health & wellbeing Our measurable outcomes for session 2018/19 were to:</p> <ul style="list-style-type: none"> - ensure that the social emotional physical and spiritual wellbeing of all learners is nurtured leading to a safe, caring supportive and purposeful environment where positive relationships, self - esteem, resilience and mutual respect for self and others are - Ensure all learners experience and enjoy quality social / emotional interactions with their peers through positive experiences in the playground and quality opportunities for outdoor learning. <p>NIF Driver(s): School / ELC Improvement School / ELC Leadership Teacher / Practitioner professionalism Assessment of children’s progress Performance information</p> <p>HGIOS 4 QI’s 3.1 2.1</p>	<p>We have made very good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> ● Focussed on mental and emotional wellbeing E’s and O’s, incorporating GIRFEC and UNRC to build resilience and promote mental and emotional wellbeing ● Created and funded a Health and Wellbeing development post ● Established the ‘One Trusted Adult’ programme across the school (established a named person for every pupil) ● Digital Wellbeing Self-Assessment Check-In’s developed, implemented and analysed across all stages. ● P1 self-reported emotional wellbeing using wellbeing booklet ● Developed positive playground / classroom relationships ● Adopted restorative practice principles ● Nursery engaged with My World Outdoors and Our Creative Journey initiatives ● Nursery and P1 explored emotional wellbeing through contexts for play <p>Evidence of impact:</p> <ul style="list-style-type: none"> ● Achieved Sports Scotland Gold Award ● Excellent progress in self-evaluating pupil’s mental and emotional wellbeing ● One Trusted Adult programme successfully developed and implemented at all levels, pupils feel supported and confident in self-reporting ● Walking ambassadors have continued to improve confidence in pupil leadership roles. ● Continued large uptake in after-school clubs ● Highly successful cluster collaboration in Health and Wellbeing <p>Our priorities for next session will be:</p> <ul style="list-style-type: none"> ● Continue last sessions focus on emotional health and wellbeing in a safe and nurtured environment to promote learning ● Embed existing excellent practice in identifying learners self-reporting of wellbeing indicators and targeted interventions.

<p>2.7 1.3 1.4 1.5 2.2 2.4 3.2</p>	<ul style="list-style-type: none"> • Supporting pupils to build resilience through The Resilience Pack • Introduce Rainbow Relaxation techniques to P7 pupils, Health Leaders to share practice across the school • Introduce Rainbow Relaxation 15 week session to targeted pupils • Introduce mindfulness practices across the school • Develop St Nicholas Relationships Policy • Develop Pupil Parliament
<p>To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our measurable outcome for session 2018/19 was to improve access to digital technology for all learners to improve confidence in the use of technologies by our learners, teachers school leaders and parents, leading to enhanced and personalised learning in school and beyond the school day</p> <p>NIF Driver(s): School / ELC Improvement School / ELC Leadership Teacher / Practitioner Professionalism Parental Engagement</p> <p>HGIOS 4 QI's 3.3 2.2 1.3 1.1 1.2 1.5 2.3 2.5 2.7 3.2</p>	<p>We have made very good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Developed digital learning across all stages • Increased devices available in all stages • Established Bring Your Own Device in upper school classes • Developed staff digital skills and confidence in digital learning • Encourage and promoted GLOW usage across the school • Developed pupil knowledge of online / digital safety • Developed and promoted Responsible User Agreement for all pupils for digital learning • Developed knowledge and confidence of a range of apps and websites to support learning across the curriculum • Continued to develop Digital Leader leadership roles in upper stages, using knowledge and skills to support and enhance learning across the school. • Parent partnerships promoted real life skills and experiences across the school • Early years play-based learning promoted skills for learning, life and work • Upper primary school challenges to promote life skills (crystal growing, engineering, developing young workforce, planting & growing in nursery, skills for bills) enterprising schools initiatives across the school <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Achieved Digital Schools Award • Increased confidence of pupils and staff in using digital technologies across all curricular areas to support and enhance learning • Successful partnership working which has improved confidence, knowledge and skills for all pupils (including skills for bills, parent partnerships, young engineers, digital gaming industry professionals etc) • Education Scotland recognition of best practice – visited by Alan Armstrong (strategic director of Education Scotland) <p>Our priority for next session will be:</p> <ul style="list-style-type: none"> • To continue to embed digital literacy across the curriculum and continue to promote GLOW usage across the school. • To focus on developing the young workforce across all stages as a priority for improving skills and attributes of all learners • Focus on context based learning to apply skills of literacy numeracy and HWB to real life • Whole school focus on Sport Education as a context for developing skills and attributes from 4 capacities and 4 arenas

Attendance

We have developed a daily/weekly focus on attendance and late coming which has resulted in an upward trend for learners with attendance issues for almost all pupils. Tracking of targeted pupils has resulted in improved attendance for most

Parent & Stakeholder Engagement

We have a large variety of opportunities for parental & stakeholder engagement across the school and at all stages, including FAST works, Families Connect, Curriculum Cafes, Parent Evenings, Information Evenings. We have developed our Digital Platforms to keep parents informed of school improvements and performance, including Facebook, Twitter, School App and School Website. We have over 90% attendance at our parent consultation evenings and have continued to see an increase in parent engagement at all stages.

Our Wider Achievements this year have included:

- Maintaining a very high standard of attainment in all areas of the curriculum and across all stages.
- Achieved Gold Sports Award Scotland.
- Successful development of the One-Trusted-Adult programme, which was identified as excellent practice, and praised and shared by Education Scotland.
- Achieved Digital Schools Award Scotland.
- Successful development of Digital Learning across the school, which was again identified as excellent practice and praised by Education Scotland. Strategic director Alan Armstrong visited to discuss our development and gather ideas for further development across Scotland.
- Our Number Talks programme has been further embedded successfully across the school and has resulted in collaboration and visits from colleagues across Scotland.
- Family learning programmes run for parents by parents showing a sustainable model for the future
- Increased uptake in after school club participation for all learners.
- Successful partnership working with Broxburn United Sports Club to provide excellent programmes and initiatives which have significantly improved equality and equity for those pupils
- Won 2nd prize in Broxburn Community Gala Day Parade Float.
- Won the Broxburn Community Civic Week Sports Prize.
- First cohort of children achieved Pope Francis Faith Award.
- Successful extra-curricular school-community social events, including St Patrick's night dance, visit to theatre in Edinburgh to see Joseph, movie nights, Christmas fayre, Christmas carol concert, visits to and from local Old Folks Homes, safety visit to local building sites,
- Intergenerational reading programme successfully initiated this year with significant impact for pupils and adults alike
- Continued hugely successful Curriculum Café's for pupils to share their learning with parents grandparents and carers
- Early Years achieved excellent in their Care Inspectorate Report and Very Good's in our internal VSE

Capacity for Continuous Improvement

Our school has demonstrated that it has the capacity for continuous improvement. We are highly reflective and evaluate continually to make improvements in our practice and learning activities.

How good is our school? The quality indicators* evidence that:

How good is our leadership and approach to improvement?	1.3 Leadership of Change	Very Good
How good is the quality of the care and education we offer?	2.3 Learning, teaching and assessment	Very Good
How good are we at ensuring the best possible outcomes for all our learners?	3.1 Ensuring wellbeing, equality and inclusion	Very Good
	3.2 Raising attainment and achievement	Very Good

+How good is our Early Learning and Childcare? The quality indicators* evidence that:

How good is our leadership and approach to improvement?	1.3 Leadership of change	Very Good
How good is the quality of the care and education we offer?	2.3 Learning, teaching and assessment	Very Good
How good are we at ensuring the best possible outcomes for all our learners?	3.1 Ensuring wellbeing, equality and inclusion	Very Good
	3.2 Securing children's progress	Very Good

+Delete if not relevant

*(Indicators used in How good is our school? 4th Edition, Education Scotland 2015 and How Good is Our Early Learning and Childcare? 2016)