

St Margaret's Primary School & Early Learning & Childcare Class

STANDARDS AND QUALITY REPORT 2022-23

June 2023

This report will inform you of our progress and achievements in the last session and let you know about our plans for 2023-2024. I hope that you find it helpful and informative.

Gillian Miller

Head Teacher



OUR SCHOOL and EARLY LEARNING AND CHILDCARE CLASS

St. Margaret's Primary is a co-educational, denominational school with a large Early Learning and Childcare Class, within a varied catchment, serving the Roman Catholic community from Johnstone town centre and the neighbouring village of Kilbarchan, it sits within St. Margaret's RC Parish.

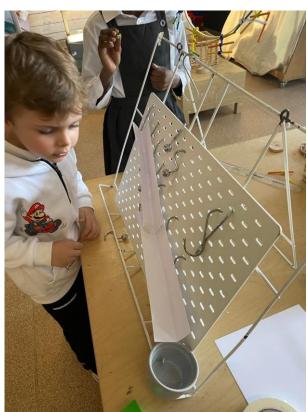
St Margaret's Primary School is a feeder school for St Benedict's High School in Linwood.

The school currently has a role of 176 pupils.

St Margaret's Primary School received £64,800 in Pupil Equity Funding.

Within the Early Learning and Childcare Class, there is provision for 2 year olds in our Little Stars Room. Our 3-5 nursery has been extended in recent years to aid capacity for the Scottish Government's Early Learning and Childcare Policy. We are currently offering 1140hrs places in line with Renfrewshire Council's policy.







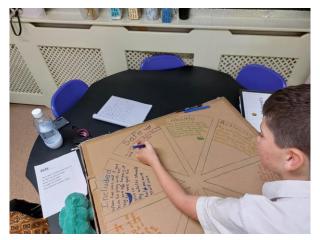




















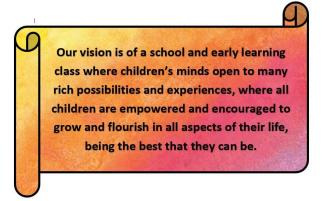
We are so happy to have 100% of our children signed up to Dolly Parton's Imagination Library. @DollyLibraryRen @dollyslibrary It has been lovely to share the same books at Nursery as they are reading at home. Thank you Dolly. x





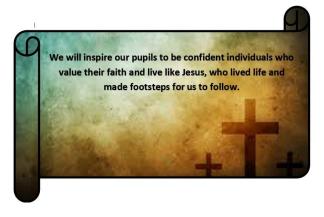
Our Vision, Values and Aims

In St Margaret's we live, love, learn and grow with Christ. Our vision, aims and values are:



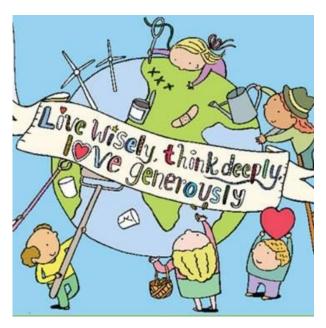








WE ARE PROUD TO BE A LAUDATO SI SCHOOL, WE HAVE ADOPTED THE WORDS OF POPE FRANCIS AS OUR SCHOOL MOTTO:





https://sway.office.com/6wqorZ4mr2ezD9IV#content=ENN6EnySQdDe5o







It was a privilege to spend tonight with our P7s & their families as they were presented to @john_bishopjohn to be confirmed. Congratulations to all P7 pupils from St Margaret's Parish. It was lovely to join with @StDavidsPS. Many thanks to all contributors from the parish too.







The church is looking beautiful, ready for P4 to receive First Holy Communion tomorrow. Early to bed, early to rise. Tomorrow will be a beautiful day!



19:48 · 09 Jun 23 · 568 Views





Tweets

Replies

Highlights

Media



St Margaret's Johnstone · 16 Nov 22

Mass followed by coffee and cake to celebrate St Margaret's Feast day. Thank you to everyone who came along to celebrate our patron Saint and the start of Catholic Education Week- Communion Participation Mission @SCESDirector @StMargaretsRCC @PaisleyDiocese #CEWPrayerBreakfast



Show more replies



St Margaret's Johnstone · 16 Nov 22 Replying to @StMargaretsJoh1







OUR SUCCESSES AND ACHIEVEMENTS

SUCCESSES AND ACHIEVEMENTS

This session has been a busy one, filled with fun and lots of learning.

- This year, following successful implementation of PAThS, our Early Learning and Childcare Centre was awarded a PAThS SEL Worldwide Model School Award. As a result of this, we became the first primary school and early learning class to be awarded PAThS Model School Awards that are independent of each other. We are delighted as this validates our work to ensure that all of our children are learning about emotions, recognising emotions in themselves and others, and developing strategies to manage them.
- In the ELC Class we had 100% of eligible families signed up for Dolly Parton's Imagination
 Library and they have enjoyed sharing the books from this in nursery and at home. They
 have shared their books at our Breakfast Reading Club, working towards our aim of
 improving children's vocabulary and upskilling parents by encouraging them to use good
 questioning when sharing stories with their children at home.
- Some of our Primary 6 pupils completed their Bikeability Certification in the Summer term.
 Of these, three pupils had never ridden a bike before and they successfully and confidently took to the roads at the end of the programme, showing resilience and a real sense of pride in their achievement.
- We participated in a successful transition project with St Benedict's and our cluster schools
 that allowed children from P6 & P7 to showcase their literacy, science and maths skills. This
 was of great benefit when we focussed on STEM subjects in the third term as P7 had a sound
 knowledge of key STEM skills, analysing and modifying their work using scientific problem
 solving methods.
- All pre-school children participated in Good Start Great Start Sessions to aid transition to
 primary school. This fantastic programme supports families to learn and practice routines
 which support future learning and in turn begin to form the building blocks which can enable
 future success. Each week the activities provide specific learning experiences for children
 whilst also helping parents to engage with supporting their child's: -social and emotional
 development -self-confidence, independence and wellbeing -approach to learning -

knowledge and understanding of the world -creativity -communication and language development.

- We celebrated our cluster partnership with SSERC (SCOTTISH SCHOOLS SCIENCE EQUIPMENT RESEARCH CENTRE) with a whole school STEM exhibition which was visited by Scotland's RAISE officers- (Raising Attainment in Science Education)- and formed part of our parents evening, allowing children to show off and celebrate their learning with their families.
- We showed very good communication with our partner services enabling us to successfully support children and their families, for example Educational Psychology, Social Work colleagues, Active Schools, Renfrewshire Music Service and Home Link Services.
- We worked with partners to engage our pupils and families in learning opportunities such as skiing, kayaking and abseiling at Nethybridge, Bio-diversity workshops at Finlaystone Park, Irish dancing with McGuigan-Sayers dance school, Active Schools sports clubs and local community clubs such as Karate and Tae Kwon Do.
- We also worked with Karen Herbison from H-Arts and Phillipa Tomlin, Visual Artist, to develop and deliver a pioneering project with the purpose of giving pupils a voice in relation to the National 'Getting it Right for Every Child' policy. Targeted pupils were selected to form our SHANARRI CLAN, transforming the notion of GIRFEC into the language of our pupils. We now have champions for each of the indicators: SAFE, HEALTHY, ACHIEVING, NURTURED, ACTIVE, RESPECTED, RESPONSIBLE AND INCLUDED. Each indicator has its own symbol and story and these have been used to transform our hall with an amazing mural which every pupil in the school contributed to. In addition, our SHANARRI CLAN educated the rest of our pupils, their parents and selected visitors about what Getting it Right for Every Child means to us, through a performance of words including poetry, raps and dramas.
- We maintained relationships with local businesses such as Morrisons Supermarket who supported Health Week activities and Active Communities at Station 7 who, once again hosted our P7 Prom. We have also partnered with Active Communities to mitigate the impact of cost of living rises, rising energy prices and food poverty through their warm space scheme which has provided a Games and Grub Club for our pupils, and a Warm Space initiative which provided a Sunday Dinner experience at the River Inn for families.
- We explored our local community by trying to be outdoors as much as possible. We visited Thomas Shanks Park, Rannoch Woods, Johnstone Library and some pupils from Primary 4 participated in an intergenerational project on the SUSTRANS cycle path with local residents from sheltered housing complexes at The Oaks and Houston Court.
- We have built on our approaches to play pedagogy by improving our environment with bespoke furniture making it easier for children to work collaboratively, this is now expanded beyond primary 3 as we have created a huge creative zone and a STEM based classroom for pupils from P4-P7.
- We have improved our outdoor space in the school and nursery making it a more suitable space to explore, learn and play. Our P4 children, who participated in an inter-generational project, enjoyed using our playground to learn traditional playground games with their new buddies from sheltered housing.



















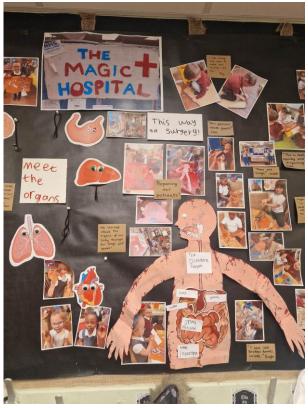










































HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL AND NURSERY?







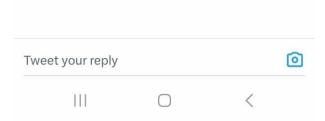






We were delighted to welcome the P6&7 pupils from @StMargaretsJoh1 today for their first enhanced transition visit. We can't wait to see your ideas when you return. Good luck!













LEADERSHIP

PUPIL LEADERSHIP OPPORTUNITIES

- Primary 6 and 7 pupils participated in Pupil Leadership elections for our 4 House Groups-Unicorns, Nessies, Kelpies and Selkies. They presented their manifestos to the pupils and staff before votes were collected for House Captains and Vice Captains. Part of their responsibility is to motivate the pupils in their House to achieve house points which are awarded if a member of school staff notices them 'Living Wisely, Thinking Deeply or Loving Generously' as per our Laudato Si Motto.
- Primary 7 organised a fund raising raffle to contribute towards the cost of their Prom, raising over £400. In addition, all classes showed off their enterprising skills for our annual Fayre, making goods to sell and raffle, raising over £2500 for school funds.
- Our youngest pupils were rewarded for their endeavours as the ELC Class was awarded a
 PAThS SEL Worldwide Model School Award. Our pupils participated by showing off their
 social and emotional learning skills in a fantastic video which was sent off to America for
 appraisal.
- To improve engagement with reading, Primary 5 and Primary 2 pupils teamed up for a paired reading adventure. This was very successful, building P5 pupils' confidence and engaging P2 pupils in stories that they chose themselves.
- Primary 7 pupils mentored all other classes through the process of completing the Glasgow Motivational Wellbeing Tool, the results of which were powerful and paint an overwhelmingly positive picture of how pupils rate their experience of school.
- Our youngest learners are benefitting from a Froebelian approach, from nursery through to our Primary Play Bases. Children have many more opportunities to be leaders of their own learning as much of their time is spent playing freely. This approach upskills staff and enables them to support the children at play by extending learning and encouraging children to be curious and questioning.
- All classes in the school worked together to plan the learning for Term 3 where we had a
 whole school focus on STEM learning. This resulted in an exhibition of the children's work
 that was visited by families and professionals from other schools and organisations. The
 creativity and imagination of the whole project was highly praised by all who saw it.

- Primary 5 worked with Mr Nairn to learn how to code using Microbits. They were so
 successful that, after only a few sessions, they began to teach pupils from other classes how
 to use them too. They also taught other classes how to use our Turing Tumbles, these are
 marble powered computers that help pupils to understand how computers work using visible
 components that they can manipulate to carry out a series of logic puzzles.
- Primary 4 pupils spent hours learning how to code and completed the First Lego League Challenge, showcasing their skills for Scotland's RAiSE Officers. (Raising Attainment in Science Education)

STAFF LEADERSHIP OPPORTUNITIES and TEACHER PROFESSIONALISM

- All staff engage in regular continuous professional learning of many different kinds. This year
 we have had many successes with our training opportunities for staff and staff are confident
 in aligning these with the GTCS Professional Standards.
- Some staff have undertaken formal learning to improve their educational knowledge and skills. Staff in our ELCC continue to strive for Scottish Government's aspiration to be a graduate workforce with another member of staff gaining a Bachelor of Arts Degree in Early Childhood Studies.
- Our approaches to Play Pedagogy continue to develop and P1-P3 staff, led by the Principal Teacher, have shown very high levels of professionalism to be as brave as they have been in pushing on in their journey to give the children the best educational play experience, based on research, that they can. This has included engagement with Greg Bottrill, an early years educationalist and author of a number of educational texts, advocating play and the magic of childhood. In a first for Renfrewshire, Greg spent the day in our school observing and advising the staff as well as playing with the children. He trained staff in his Drawing Club approach which is aimed at sharing stories, growing vocabulary and nurturing creativity and imagination. He has since trained staff in another approach called Story Dough, the precursor to Drawing Club. The impact of these was immediate with staff and children enthralled with the approaches and staff already beginning to note an expansion in children's vocabulary.
- The Principal Teacher continues to be instrumental in creating a change in mindset that has
 revolutionised planning and assessment of children's learning in our early primary classes.
 She has continued to host professional visits from many other establishments in
 Renfrewshire and some from further afield.
- Our ELCC team works together to provide fantastic opportunities for our youngest learners. Each member of staff takes responsibility for an area and develops this over a prolonged period of time to ensure a coherent skills progression for all of our pupils.
- All early learning and childcare officers and teaching staff continue to take on leadership responsibility of some form, be it curricular, developing school ethos or wider achievement. This has opened up more opportunities for children and their families to engage with the school and nursery. Some impactful examples of this are: the family cooking club in the ELCC, focussed on helping families cope with the cost of living crisis by upskilling families to cook using fresh ingredients within a manageable budget; Good Start, Great Start- this transition project continues to deliver excellent outcomes for families whose children are leaving nursery and moving up to Primary 1; Digital Leader- Mr Nairn, our digital leader has upskilled

our pupils to enable them to become teachers to other pupils, thus exposing more pupils to mastering digital technologies such as coding with MicroBits; Health and Wellbeing- a continued focus on all aspects of health and wellbeing enables us to provide opportunities such as those arranged in collaboration with REN10 by our probationer teacher, Miss Johnston, including after school sports clubs and health week activities.

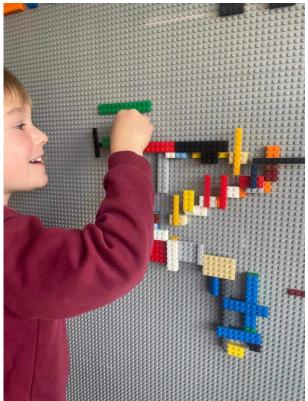
- All staff were trained in Autism awareness by Tanya Tennant. Tanya is an autistic mother of
 two autistic children and through her consultancy she raises awareness and understanding of
 Autism. This helped our staff to broaden their knowledge and understanding of Autism
 Spectrum Conditions and provided practical strategies and skills to support pupils in the
 school and nursery, and their families.
- All staff continue to communicate and engage with parents in useful and meaningful ways.
- Our Primary 6 and 7 staff engaged positively with staff across the cluster to deliver a
 transitions project. They participated in moderation exercises that proved that our staff had
 a solid understanding of the expectations and aspirations of Second Level Curriculum for
 Excellence.
- We worked with cluster colleagues, led by Mrs Hepburn, our STEM Mentor, to complete the SSERC Cluster Primary Programme. All teachers completed a number of CLPL sessions to build their knowledge of the STEM curriculum, both with SSERC staff and with Renfrewshire's RAiSE (Raising Attainment in Science Education) Officer. This work culminated in a STEM themed exhibition visited by parents and professionals.
- All teaching staff continue to develop our Roman Catholic ethos by teaching and reinforcing
 our values and by having high aspirations for our pupils, developing them in their own faith
 journeys and inspiring them to live like Jesus in their every day lives.



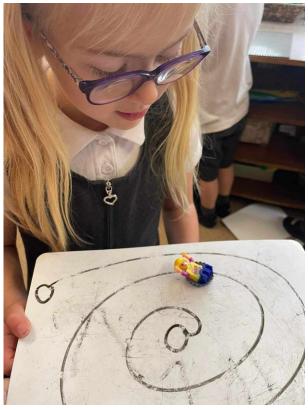
















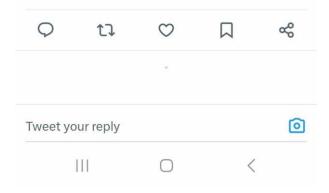








17:47 · 20 Jun 23 · **35** Views



with the pupils who led us round and shared their learning with confidence











Absolutely blown away by the fantastic STEM work taking place @StMargaretsJoh1! The pupils explained their STEM journey with enthusiasm and confidence and gave us lots of great ideas to take away! Thank you for having us! #RAiSEScot #STEMNation @STEM_Ren



16:15 · 29 Mar 23 · 762 Views





PARENTAL ENGAGEMENT

- Almost all school newsletters were sent out in SWAY form last session. Many parents
 commented positively about the interactive nature of this form of communication which
 included photographs and video clips of our pupils in action.
- The Nursery Class and Primaries 1-3 continue to communicate with families using Class Dojo, posting daily highlights from the playrooms. Again, almost all parents were signed into Class Dojo in the nursery and lower school.
- We have a small but active core of parents who form our PTC. They delivered a number of events for the children and provided funding for some school initiatives.
- In less formal groups, we continued to offer baby massage classes, Book Bug sessions, family cookery club, breakfast story club and transition programmes such as Good Start Great Start

as well as a St Margaret's Feast Day Celebration of Coffee and Cake after Mass, all of which were well attended.

- We consulted with parents in different ways and received a mixed response depending on the subject matter. Our in person parents evenings were extremely well attended and all parents responded positively to the experience. In the early learning class, our Stay and Learn sessions and 1:1 parent consultations were very well received and almost all parents attended. We received very good feedback on our STEM exhibition from our community with all parental responses recording a positive result.
- Many parents liked the personal nature of the parent's evening meetings with their child's
 class teacher to report on academic progress and share observations of their child as a
 learner, with many stating that they felt happy that the teachers knew their children very
 well.
- Our PTC has been instrumental in building our partnership with Active Communities at Station 7, their newly opened community hub. The PTC hosted Primary 7's Prom in Station 7 at the end of June and we have worked in partnership with Active Communities to promote their food pantry, Games and Grub initiative as well as their Warm Space partnership with The River Inn.
- Our parents continue to give unwavering support to our approaches to play pedagogy and
 the PTC has supported the transformation of our school environment, both financially and by
 contributing ideas for further development, such as expanding this approach in other ways
 throughout the school. This has directly led to the creation of the upper school creative area
 and STEM Den.
- Some parents freely gave of their time to share their own perspectives of working in STEM
 careers with our pupils. In addition, one parent worked with us to provide training to
 teaching staff in coding, particularly related to some of our new STEM resources.
- As both the school and the Early Learning Class have now achieved PAThS Model School Status, parents have been instrumental in helping us to evidence the success of our approaches to Health and Wellbeing for staff, pupils and families.

Fantastic to see all the amazing work and effort put in by all staff and children, helping the children become more aware of the world around them. My daughter really enjoyed learning about the human body. Absolutely loved Mr Nairn's life-size operation!

It was wonderful to see the whole school so engaged with different STEM projects and how proud the children were of all their work.

Thought it was really good, nice to see all the work put together. My son was very excited to show us around his class's work and explain it to us.

Looked fab. I only got a proper look at the P4 Lego work on renewable energy in real life. Other years through photos etc. It's wonderful. So many interesting things. It was like a visit to the science centre for my youngest, he'd have stayed to have more time checking it out given the chance lol.

The transition from nursery to school is fantastic with the early years setting p1-3 having a very relaxed approach, resembling that of a nursery environment. I love all the learning through provocations and the curiosity approach. This has helped with my daughters transition tremendously and the fact the older children are mixed together to model for the younger ones. The resources and learning on offer is great and the way it is displayed around the school when seen on parents night is fab. Great seeing this learning shared on class dojo.

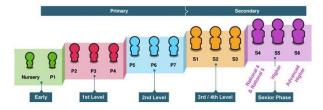
The school takes a caring and nurturing approach with pupils e.g ethos at parents evenings, staff welcoming pupils in morning, staff visible and available for informal parental communications. Regular communication with parents via class dojo platform. Learning opportunities are broad eg. Outdoor learning, guests in to deliver sessions etc. Fun events are planned throughout the school calendar eg. health week.

ASSESSMENT OF CHILDREN'S PROGRESS

Progress is tracked and monitored in a number of ways:

- P1-P3 have their learning illustrated on Learning Journey walls in each of our play bases.
 These track and illustrate a skills progression through play and capture pupils' voices as they articulate their own learning.
- All of our play bases are aligned with the appropriate Experiences and Outcomes from Curriculum for Excellence, thus ensuring the activities on offer follow a progression that is targeted and coherent.
- In addition, P1-3 staff are very skilled at carrying out observations of learning, of groups and individuals, and in assessing next steps in learning, which they then plan for responsively within each play base.
- Floor books and termly observations maintained by staff document our progress in implementing our model of play pedagogy.
- Staff plan learning collegiately ensuring a clear progression of skills and knowledge. This
 ensures pupils experience breadth, challenge and opportunities to apply learning in different
 contexts.
- A variety of assessment tools are used across the school such as Scottish National
 Standardised Assessments at P1, P4 and P7, Edinburgh Reading Tests at P3 and P4, end of
 pathway assessments in numeracy, moderated writing activities, the Glasgow Motivational
 Wellbeing Tool and more. All of these provide teachers with valuable information about
 pupils skills and abilities and help them to plan appropriately challenging and engaging
 lessons.
- All children in P1 participate in an assessment of their vocabulary, this is an essential
 indicator for future success and is an early indicator for where we should target our support.

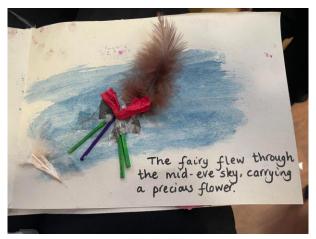
- To ensure that pupils are making progress in reading, staff use running records to track progress through banded reading levels.
- All teachers participate in moderation activities. P6 and P7 participate annually with cluster colleagues through the St Benedict's Cluster Transition Programme.
- Pupils are engaged in self and peer assessment activities. They use tools within our digital learning platforms to track their own progress, such as Times Tables Rockstars Heatmaps.
- In the Early Learning Class, staff use Renfrewshire's Early Years Progression Tool to monitor and track individual progress. All children also have their vocabulary assessed using the Renfrew Language Scales as this is a useful early indicator of a potential requirement for additional support.
- All pupils in the nursery have a journal of Learning Stories and Narratives (3 snapshots per term) illustrating their own individual responses to the nursery as an environment for learning.
- Transfers of information provide a final assessment snapshot for pupils moving on to school.
- Data shows that children have made good progress and we are moving back towards
 attainment levels that we achieved pre-covid, however, a large number of our youngest
 children present with a vocabulary that is not equivalent to their chronological age,
 sometimes showing a deficit of up to 2 years. Improving outcomes for these learners remains
 a major priority.
- Our SNSA data for Primary 1 pupils this year shows excellent levels of attainment in both Literacy and Numeracy when compared the National cohort.
- This year, our attainment data suggests that some children are achieving a little later than would normally be expected. However, of those children assessed using the Scottish Nationalised Standardised Assessment at the end of Curriculum Levels in P1, 4 and 7, scores across the school show that, on average, pupils from St Margaret's are performing better than the Scottish National average in all measures at P1, P4 and P7.
- Our school improvement objectives are targeted at increasing these figures overall and improving attainment.

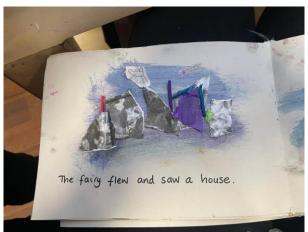




SCHOOL IMPROVEMENT

- All of our teaching staff, some ELC staff and some of our support staff have been trained in Talk for Writing. This approach has been implemented in all classes and we are seeing positive results in attainment across all measures of literacy as a result.
- Health and Wellbeing continues to be a strong focus for all staff. We are delighted that our Early Learning Class has been awarded a Worldwide Model SEL (Social and Emotional Learning) School following successful implementation and embedding of PAThS in our curriculum. <u>Nursery PAThS Application Video</u> This complements the award to the primary school and reinforces our belief that children should be able to live happy, healthy lives.
- We maintain a focus on attainment in numeracy and have embedded Count on Us
 approaches, first introduced last session. In addition, Mrs Moynihan, our Principal Teacher,
 has delivered a series of number focussed assemblies to encourage pupils to use both
 Numbots and Times Tables Rockstars to ensure that they have build a solid foundation of
 basic number operations.
- Meeting the needs of all of our learners, and supporting their families as best we can, remains a very important priority for us. We will continue to work with our Educational Psychologist and cluster partners to ensure that we get it right for every child in line with Renfrewshire's Refreshed GIRFEC policies.
- We will continue to broaden our STEM curriculum with a focus on STEM in the world of work.
- We continue to have a strong focus on accreditations and are at various stages in our applications for a Digital Schools Award, STEM Nation Award, Eco School Award and a Reading Schools Award.

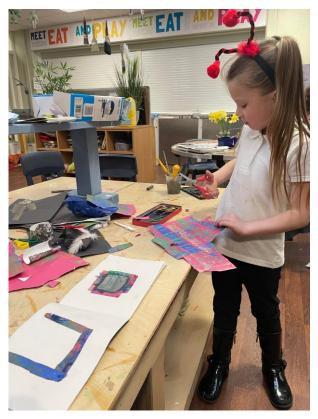




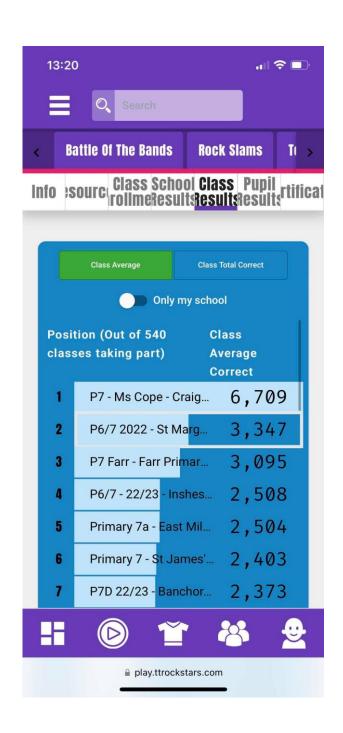


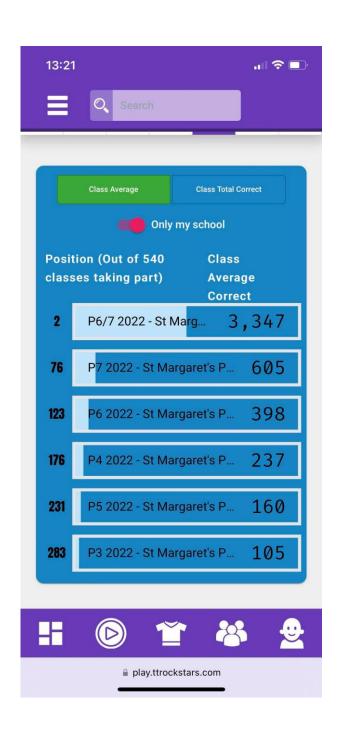














https://sway.office.com/6wqorZ4mr2ezD9IV#content=v71Qv6pbfeF4qn



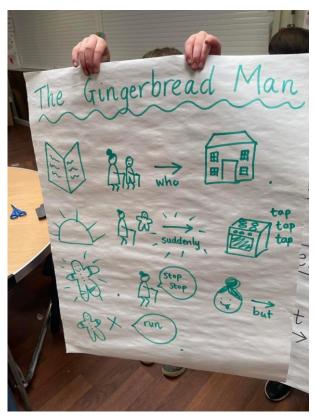
https://sway.office.com/6wqorZ4mr2ezD9lV#content=Ko518O3xvMONrl

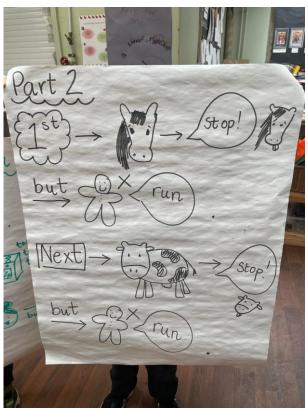


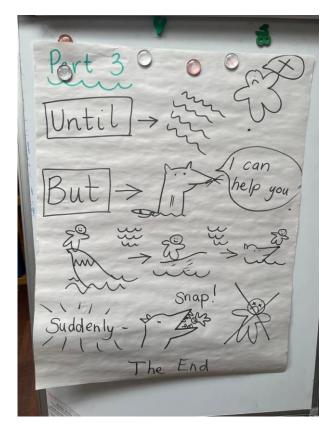
https://sway.office.com/6wqorZ4mr2ezD9IV#content=UG8axl1PIIOhMV



 $\underline{https://sway.office.com/6wqorZ4mr2ezD9IV\#content=qFmMEcgdnJ6cB8}$

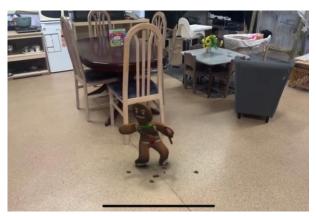








 $\underline{https://sway.office.com/6wqorZ4mr2ezD9IV\#content=DTuH5PWQKvjKWb}$



https://sway.office.com/6wqorZ4mr2ezD9IV#content=oOt6FVpFW4yQpd



https://sway.office.com/6wqorZ4mr2ezD9IV#content=rlo9R0FFw07iOZ



https://sway.office.com/6wqorZ4mr2ezD9IV#content=WZm98h0GuH9Jay



https://sway.office.com/6wqorZ4mr2ezD9IV#content=3CXUb4ULv5dBWs



 $\underline{https://sway.office.com/6wqorZ4mr2ezD9IV\#content=nu9EzG12OnKHBa}$



https://sway.office.com/6wqorZ4mr2ezD9IV#content=bFKd50RXp0syxK

PERFORMANCE INFORMATION

- Almost all staff are more confident in engaging with data, allowing them to identify
 attainment gaps and barriers to learning. This knowledge helps us to target support where it
 will make the best impact and, in turn, raise attainment.
- All staff have a clear notion of levels of attainment across the school, in classes other than their own.
- Our attainment data in P1, P4 and P7 is very good. Almost all pupils performed very well in Scottish National Assessments with our P1 pupils performing exceptionally well. Our box plot data shows that our pupils out performed the Scottish average comparator data with most pupils scoring in the top band across both literacy and numeracy. This is solid evidence that our approaches to play are enhancing attainment as our children are more engaged, curious explorers and happier in school.
- Pupils in P4 and P7 also out performed the national average in the Scottish National Standardised Assessments across the top three attainment bands, at each level, and in all aspects.

- Data collated from across Renfrewshire shows that our children are performing well within the Quartile. The quartile is a group of schools who have similar backgrounds in terms of Scottish Government poverty indicators. For example, the quartile group may have similar numbers of families receiving free school meals and clothing grants.
- Although we still have not quite returned to attainment data comparative to pre-covid, we
 have continuously improved results. Improving attainment in all aspects of literacy remains
 a strong focus and is identified as an area of improvement in the 2023-24 School
 Improvement Plan.

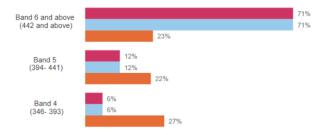
The following graphics are taken directly from the Scottish National Standardised Assessment Dashboard for St Margaret's Primary School.

These are anonymised, e.g., no children's names appear, however what you see are the top 3 bands of attainment for Primary 1, Primary \underline{A} and Primary 7.

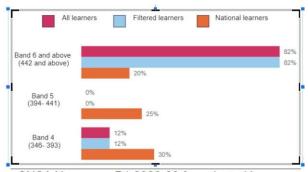
St Margaret's pupils are shown in the pink and blue bands. You will see that these are the same size, this is because I have not applied any filters. Filters can be things such as pupils with English as an additional language, pupils who receive a free school meal etc.

The orange bands are the Scottish National Average- these bands show what percentage of pupils across Scotland achieve within each band.

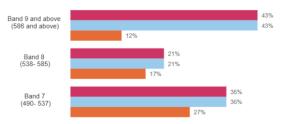
If you calculate the percentage points and compare St Margaret's to the National average, you will see that we outperform this at each stage- P1, P4 and P7, and across all measures, Reading, Writing and Numeracy.



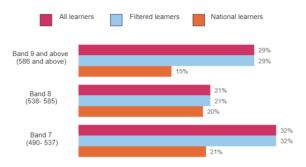
SNSA Literacy P1 2022-23 for selected learners



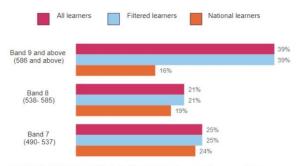
SNSA Numeracy P1 2022-23 for selected learners



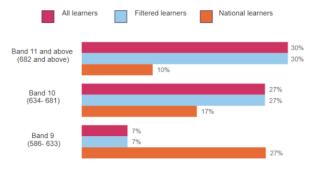
SNSA Numeracy P4 2022-23 for selected learners



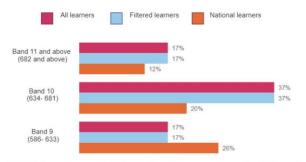
SNSA Reading P4 2022-23 for selected learners



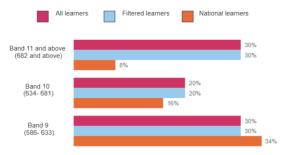
SNSA Writing P4 2022-23 for selected learner



SNSA Numeracy P7 2022-23 for selected learners



SA Reading P7 2022-23 for selected learn



SNSA Writing P7 2022-23 for selected learners

PUPIL EQUITY FUNDING

- We consulted with parents, pupils and staff to build our PEF plan.
- Our parents were clear that our PEF money should be used to make improvements in literacy
 and numeracy, they were supportive of using PEF for digital platforms such as Times Tables
 Rockstars and Numbots, . Parents can track pupils progress, for example, by checking Heat
 Maps in TTRS and they like this aspect of digital learning.
- We targeted some of our PEF money at improving attainment in Writing, using it to fund resources for teachers to enable them to plan and develop an engaging curriculum. We saw an almost immediate improvement in the children's engagement and this developed as the year progressed. Teachers were seeing that learners who had previously been identified as being disengaged were using the Talk for Writing strategies to improve their written pieces, showing a transformation from cold to hot pieces.
- We committed some money to a teacher from November to June last year. This was to give targeted support to pupils from Primaries 1-3 who were on the cusp of achieving a level but who might fall short. The teacher worked with targeted individuals and small groups on reading, writing and numeracy. All children made gains as a direct result of this targeted teaching. Some children gained more than 2 years in their vocabulary standardised assessment scores. This targeted teaching input enabled most pupils to close the attainment gap and had a significant impact on those pupils in Primary One who went on to achieve the appropriate level by June 23.
- We provided targeted support for pupils with significant additional support needs by funding an Additional Support Needs Assistant (ASNA). This resource enabled children to access a suitably tailored curriculum ensuring that they made progress in their learning and reducing their anxiety during the school day. Pupils in this target group responded well to the ASNA and as a result, they became more confident at using tools and strategies to stay on track.
- Due to our concerns about early language acquisition, we employed an Early Learning and Childcare Officer to support staff in Primaries 1-3 to target those children showing a vocabulary deficit by providing literacy rich play experiences. In August 2022 there were 6 pupils who recorded a standardised vocabulary score of less than 3 years and 2 months. This fell well below all of these pupils' chronological age. In August, only a few learners in P1 had a vocabulary level in line with their chronological age, however, by June, only two pupils were not meeting their chronological age on the standardised scale.
- We targeted a group of P7 learners who were on the cusp of achieving second level. They were supported by an additional teacher who taught them for 3 additional sessions per week.

All of the children in this target group, approximately 25% of the class, went on to achieve second level by June.

• A number of pupils from Primaries 4-7 worked on an individual basis or in pairs and small groups with a teacher and support staff to improve their literacy skills. These sessions were targeted at a number of different profiles of learner- those who had recently arrived in the school and who had English as a Additional Language; those who were identified as having narrow vocabularies and poor language acquisition; those who would benefit from revisiting phonics to increase fluency; and those who would benefit from time to build confidence in reading so that they could make links across learning. All pupils in the target group made gains, one child moved through 10 reading bands whilst some of our EAL learners went on to achieve second level across all measures of literacy at the end of P7.

OUR NEXT STEPS - PRIORITIES FOR 2023-24

Some priorities and actions will take longer to implement and therefore have been revisited and will be carried forward to academic session 2023 – 24. We believe that we have made very good progress during session 2022-23 and we will use the improvement priorities listed below to build on this progress moving forward.

- We will continue to focus on raising attainment in Literacy and Numeracy, particularly in improving oral literacy and writing.
- We will endeavour to improve attainment in writing by using a number of approaches suitable to our pupils. These include Story Dough and Drawing Club which are new approaches for us, as well as Talk for Writing where we will now focus on implementing Non-Fiction Writing into our Talk for Writing programme.
- We will continue to focus on early language acquisition in our youngest learners as our selfevaluation has shown that children's vocabulary has narrowed due to poor oral language skills. We will use all the opportunities that we can to build a literacy rich environment for all and to help parents to make a difference at home too.
- We will continue to focus on health and wellbeing, using PAThS as a tool to motivate and engage all learners.
- We will continue to strive to be enterprising and creative in our curriculum, we will have a strong focus on STEM subjects and sustainability issues, ensuring our curriculum is relevant and meaningful and offers opportunities for pupils to understand STEM in the wider context of the World of Work. We will apply for a STEM Nation award.
- We will engage with parents, offering opportunities to become involved in the work and life of the school and to work in partnership to improve outcomes for our pupils.
- We will work as a school community to seek further accreditations such as a Reading Schools Award and a School Digital Literacy Award.

Full details of our improvement priorities and actions are detailed in the improvement plan, which can be accessed on our website or by contacting the office.

OUR KEY STRENGTHS

Within our school and EL&CC class you will see children smiling and playing happily, interacting positively with other children and adults, engaged in a range of experiences which include learning new skills and applying them, expressing themselves creatively and imaginatively and being able to discuss, evaluate and improve their learning.

You will also experience an ethos of high expectations and aspirations for all, where children learn the knowledge, skills and values needed to be successful in a culture that fosters creativity, and where staff strive to make continuous improvements to the experiences that the pupils receive.

You can also participate in many opportunities offered to our wider school community through our partnership approach with parents, where we truly believe that if you have everyone working together then your children have the potential to be the best that they can be.

HAVE YOUR SAY!

Please take the opportunity to share your thoughts with us as we use feedback to help us make improvements to the service. You can do this by speaking to staff, participating in Parent focus groups, responding to questionnaires/surveys and by completing evaluations at events.

CONTACT US:

St Margaret's Primary School & EL&CC Class

Buchanan Street, Johnstone, PA5 8RY

Phone: 03003000185

@stmargaretsjoh1

@stm_elcc



