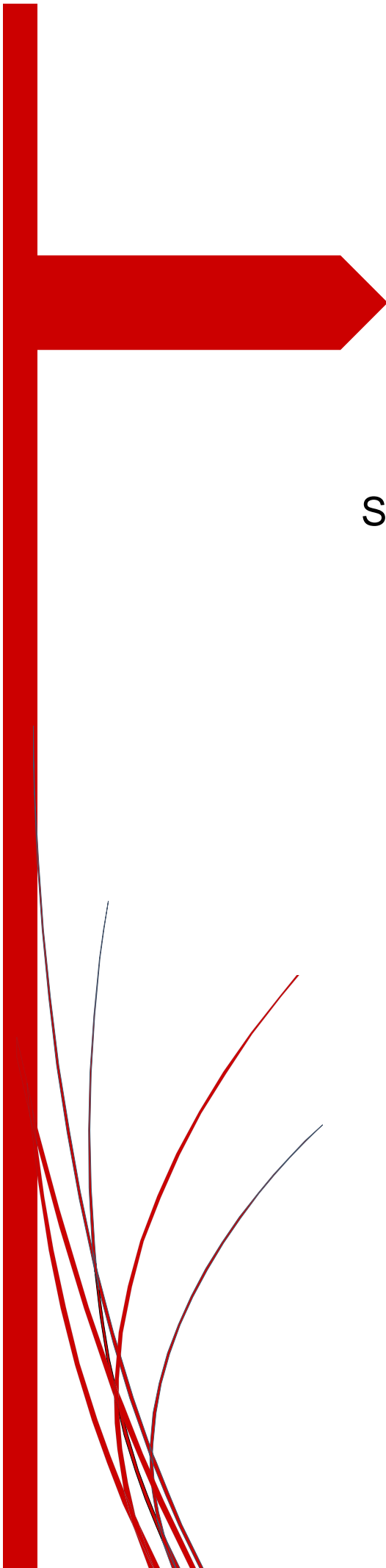


St. Matthew's PS
Standards and Quality Report
2021/22



Context of the School

Progress in School Improvement Plan (SIP) priorities

School priority 1: Arrangements to Support Learners and their families	
<p>NIF Priority</p> <ul style="list-style-type: none">• Improvement in attainment, particularly in literacy and numeracy• Improvement in children and young people's health and wellbeing <p>NIF Driver</p> <ul style="list-style-type: none">parental engagementassessment of children's progress	<p>HGIOS4 QIs</p> <p>QI 2.6 Transitions</p> <p>QI 3.1 Wellbeing, equality & inclusion</p>
<p><u>Progress and Impact:</u></p> <p>The school has made very good progress within this priority. Through our rigorous tracking and monitoring procedures and self-evaluation it was recognised that all families would benefit from support at all periods of transition within school, year to year, term to term, week to week and day to day. Despite mitigations we ensured that all new P1 children and their families had a well-planned, child and family focussed approach. All learners were invited to visit the school in small groups initially and then larger groups to stay and play. All learners attended these sessions. All learners received a home learning pack to support transition learning activities. These learning activities were shared via Seesaw, the school's home learning tool. Almost all learners engaged in the home learning activities sharing photographs and videos.</p> <p>Through observation at these visits and information sharing we were able to establish which children would benefit from further enhanced transition. Identified learners attended additional targeted support visits; including during playtimes and lunchtimes. Some worked in small groups or individually in the P1-3 Nurture Base. All identified learners received a transition book with photographs of key areas/adults for families to use at home. All parents reported that they could clearly see the benefit for their child.</p> <p>The Principal Teacher planned a programme of transition for all P7 learners. The Language and Communication Outreach teacher supported all learners through a 'Managing Change' programme delivered to all learners. The school counsellor worked with individual children and families through transition.</p> <p>All learners attended planned visits to the secondary school throughout the year. Teachers from secondary visited the school and online sessions were also implemented.</p> <p>Almost all identified learners engaged in further enhanced transition which included visits in small groups to the secondary at busy times of the day and relationships with the wellbeing team were established between all identified learners and staff. Secondary school staff attended all PSG meetings to ensure that information was shared to support transitions.</p> <p>Two nurture bases were created within the school this year. Identified children access these spaces to engage in targeted support activities planned using data from PSG and a suite of assessments including Stirling Children's wellbeing scale and Boxall. All identified learners completed activities focussing on health and wellbeing. All learners made very good progress with their planned targets. All families engaged with the nurture support staff and attending meetings and events throughout the year, All learners had the opportunity to meet their new class teacher and spent an afternoon following planned fun events to get know them socially. The nurture café was also used to support enhanced 'meet the teacher' events for identified children and their parents.</p> <p>Most parents engaged in school questionnaires as part of our self-evaluation process. In order to support families and pupils a Parent Representative Group was established. Almost all classes have a class representative who regularly meet with SMT and communicate with the school any supports that families may need.</p> <p>Next Steps: (Year 2)</p> <ul style="list-style-type: none">• Use assessment data to plan systematic review of intervention.• Record of intervention matched to CfE for each pupil. Good Practice from Den.• Share overview of impact with all staff.• Ensure sustainability by training a further member of support staff.	

School priority 2: Continuity and Progression in Learning

NIF Priority • Improvement in attainment, particularly in literacy and numeracy
• Closing the attainment gap
NIF Driver school leadership
teacher professionalism

HGIOS?4 QIs
QI 1.2 Leadership of Learning
QI 3.1 Wellbeing, equality & inclusion

Progress and Impact:

The school has made very good progress with this improvement priority. A self-evaluation and quality assurance calendar was co-created to ensure that all aspects of improvement were planned and implemented. All teaching staff engaged in moderation activities looking at planning, process and product. All staff worked collegiately to look at learning intention and success criteria within literacy and numeracy. Staff were unable to complete peer visits due to mitigations and this will be carried forward to next session. SMT collated self-evaluation and quality assurance information and shared this with all staff. As a school next steps were identified and implemented.

All P1-3 staff worked collaboratively to review and renew our Play based approach. Identified staff attended play training. Play provision was evaluated throughout the year in line with learners' needs and mitigations to ensure best practice.

Identified staff worked in partnership with Bearsden and Craigdu Primary School to co-created an EDC strategy for PEBL. The good practice from St Matthew's was showcased at an EDC event in June 2022.

An Outdoor Learning strategy was implemented within all classes. All staff had the opportunity to observe good practice in Outdoor Learning and implement the suite of outdoor learning opportunities. All staff are beginning to plan and incorporate more outdoor learning opportunities.

A maths pilot programme in Primary 5 showed a significant increase in maths attainment for almost all pupils over the session. The context based approach focussed on planning, assessment and pedagogy. High quality CLPL and planning to meet learners needs supported all learners.

Next Steps:

- Numeracy Champion to share and implement across P4- P7
- Non-fiction resources to be sourced and matched to Literacy Planners. Literacy Champ and working party to revise Literacy Week overview to incorporate increased non-fiction
- Collaborative working Party to small test of change long and short reads
- Staff to continue to implement Play and PEBL planning and training provided as and when required.

School priority 3: Collaborative Planning and Delivery

NIF Priority
particularly in literacy and numeracy

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap

NIF Driver
parental engagement
school improvement

HGIOS?4 QIs

QI 2.6 Transitions

QI 2.5 Family Learning

Progress and Impact:

The school has made very good progress with some aspects of this improvement priority.

The self-evaluation and quality assurance calendar was reviewed by all teaching staff to ensure clear moderation of the planning, process and product for literacy and numeracy. The calendar ensured that improvement priority 1 and 2 were carefully evaluated collegiately with all staff and pupils. Planned moderation activities provided all teaching staff with opportunities to self-evaluate the learning and teaching moderation cycle in practice in their classrooms.

Self-evaluation information gathered from the quality assurance work was collated and shared with all teaching staff via a written report. All staff planned next steps and almost all staff implemented these steps to improve Attainment in literacy and numeracy.

ACEL tracking meetings with all teaching staff ensured professional dialogue throughout the year and addressed the schools concerns around unintentional bias. Opportunities for support and CLPL were shared and agreed. Training in numeracy was provided for all staff.

ACEL data submitted this year for Primary 1, 4 and 7 shows very high attainment. This is recognised as the product of the triangulation of all formative and summative assessment in literacy and numeracy and is clearly linked to the moderation work around planning, product and process.

During colligate activities all staff reviewed the vision, values and aims and the curriculum rationale. All staff agreed that the curriculum rationale needed to reflect our collaborative professionalism and leadership of learning by all staff and pupils. Next year's leadership improvement priority will provide scope to develop this further and result in a renewed curriculum rationale.

Next Steps:

- Continue to use self-evaluation calendar
- Finalise renewed curriculum rationale
- Staff lead collaborative professional enquiry

Progress in National Improvement Framework (NIF) priorities

- Improvement in attainment, particularly in literacy and numeracy;

We now have some comparator data to track cohorts of learners across Curriculum for Excellence levels, over time. However, this has been impacted by the hold on data collected for 2019/20, as a result of the Covid-19 pandemic. Since 2015/16, data for achievement of curriculum for excellence levels in Numeracy, Reading, Writing and Listening and Talking has remained high. By analysing this data, it is evident that our Primary 4 attainment results for reading, writing, talking and listening has increased from Primary 1. Almost all children have achieved first levels in reading, talking and listening and numeracy. Most children have achieved first level in writing. Almost all children in Primary 7 achieved second level in reading, talking and listening and numeracy and most in writing. There has been a significant increase in reading, writing and numeracy from Primary 4 attainment.

- Closing the attainment gap between the most and least disadvantaged children and young people;

At our planned tracking meetings, all staff analysed the wealth of data available, for each child including attainment, achievement and wellbeing. Through professional dialogue we identify barriers and discuss solutions particularly for our least disadvantaged children and those most adversely impacted by the pandemic. The school makes very good use of existing partnerships within education, social work and health to co-ordinate a multi-agency approach to meeting the needs of all pupils. Pupil Equity Funding was used to support well planned interventions to meet the health and wellbeing needs of our most disadvantaged to ensure readiness to learn and increased parental engagement.

- Improvement in children and young people's health and wellbeing

At St Matthew's we pride ourselves in our approaches to ensuring that children's wellbeing is at the centre of all that we do. We have well established nurturing approaches which are implemented by almost all staff. The school self-funded the introduction of nurture bases and attended EDC training. Recommended assessments provided crucial wellbeing data to ensure that the needs of all learners were met.

Attainment and Achievement Data

Curriculum for Excellent Levels at the end of June 2022				
	Reading	Writing	Talking & Listening	Numeracy & Mathematics
Early level by end of P1	most	most	almost all	almost all
First level by end of P4	almost all	most	almost all	almost all
Second level by end of P7	almost all	most	almost all	most

Impact of Interventions for Equity and Pupil Equity Funding (PEF)

Pupil Equity Funding secured staff additionally to raise attainment for children at risk of not achieving, with particular focus on narrowing the attainment gap. This additionally provided the following support;

- Introduction of a Nurture Café and Den including staff training on EDC Nurturing Approaches. Set up and maintenance. – Focus on wellbeing and readiness to learn for identified learners.
- Working with class teachers to support adapted curriculum for our most vulnerable learners. Supporting teaching and learning to tackle barriers to learning and ensure that all learners are engaged in their learning.

- Online learning platform to support pupils while working at home due to the pandemic. Ensuring continuity in education for all learners while following government advice.
- Working with staff to support the implementation of Play to Learn in Primary 1-3 to ensure that the Play pedagogy is fully implemented.

Self-evaluations of How Good Is Our School? (4th edition)

Quality indicator	School self-evaluation	Inspection/ Authority evaluation
1.3 Leadership of change	Very good	not applicable
2.3 Learning, teaching and assessment	Very good	not applicable
3.1 Ensuring wellbeing, equity and inclusion	Very good	not applicable
3.2 Raising attainment and achievement	Very good	not applicable

Summary of School Improvement priorities for Session 2022/23

- 1. Leadership and Partnership (Pupils and Staff)
- 2. Curriculum: Moderation Cycle and PEBL- Year 2: Numeracy and STEM- Year 1
- 3. Ethos and Life of the School- focusing on opportunities for personal achievement

What is our capacity for continuous improvement?

Our school community has shown great resilience this year, managing the competing demands and challenges created by the Covid-19 pandemic. Children, staff and parents/carers have continued to work within mitigations, being responsive to changing needs and ensuring that our children have been safe, happy and learning.

The school continued to work through priorities in the school improvement plan, but the pace of improvement was impacted by the pandemic. The school was responsive to this, prioritising and adapting on and on-going basis; and recognising that some aspects that were planned for this year will continue in next year's School Improvement Plan.