

St. Matthew's
R.C. Primary School



Standards & Quality Report



Our Context at St. Matthew's PS

*At St. Matthew's Primary School an **inclusive community of Learning, Love, Faith and Justice** is our vision for all our pupils and staff; and we aim to ensure all our children and staff are **safe, respected, healthy, active, nurtured, responsible and included** in every learning experience at the school.*

To achieve this, we have a continuous cycle of self-evaluation; Looking Inwards, Looking Forwards and Looking Outwards in line with How Good is Our School 4 (HGIOS4) ensuring high quality leadership, management and teaching. Our Standards and Quality report is part of a suite of self-evaluation processes allowing us to look inwards reflecting on our progress towards implementing our School Improvement Plan and look forwards identifying our next steps for Session 18/19.

St. Matthew's Primary currently has a school role of 339 pupils. Free school entitlement (FME) during Session 2017/2018 was 14%. We have 11% of our children living within SIMD 1 & 2 and we were awarded £27600 by the Scottish Government as part of the Pupil Equity Fund (PEF). We ensure equity for all pupils by carefully monitoring and tracking pupil progress in Literacy, Numeracy and Health and wellbeing and providing Universal and Targeted support to respond to pupils' needs.

Effective learning and teaching ensures that attainment across the school is in line or above National Averages in Reading, Writing, Listening and Talking and Maths.

| | Reading | Writing | Talking & Listening | Numeracy |
|--|---------|---------|---------------------|----------|
| % of Children achieved Early Level P1 | 93% | 93% | 93% | 93% |
| % of Children achieved First Level P4 | 88% | 88% | 88% | 88% |
| % of Children achieved Second Level P7 | 83% | 83% | 90% | 85% |

This session staff have worked collegiately to continue to improve attainment in literacy and numeracy and ensure the implementation of Health and Wellbeing within a Catholic School Setting.

We have focussed on revisiting and adapting our courses and programmes by developing our knowledge and use of the benchmarks in literacy and numeracy. Through close monitoring, tracking and professional dialogue we are confident that in almost all classes teachers work hard to provide learning experiences matched to the needs of learners. Staff are more confident in providing challenging activities for our more able pupils and put in place measures to alleviate barriers to learning.

Our well planned PRD programme ensures that all staff are supported to provide the requirements of the SIP and National and Local requirements. Staff are more confident in evaluating their own practice through small scale professional enquiries

within their class and share their good practice with others. A number of staff have taken pro active steps to develop their own professional learning and develop their leadership skill through leading workshops, working parties and initiatives within the school.

The collegiate and professional attitude of staff ensures that St. Matthew's PS continues to meet the demands of CfE and HGIOS4. Almost all staff are willing and confident to offer ideas and positive steps for the future.

School Priority 1: To continue to raise attainment through staff leading the development of courses and programmes for literacy and numeracy – Improving the Curriculum, Assessment & Tracking

NIF Priority: Improvement in attainment, particularly in literacy and numeracy
NIF Driver: Assessment of children's progress

HGIOS 4 Quality Indicators
 1.2 Leadership of Change
 2.2 The Curriculum
 2.3 Learning, teaching and assessment
 3.2 Raising attainment and achievement

Progress and impact:

Formalised procedures and developed clear programme of study including assessment and learning and teaching approaches to ensure all learners' needs are met to raise attainment and reduce the equity gap. Differentiation in all classes is in place for literacy and numeracy and assessment data is now tracked in line with the Benchmarks. Pupils' attainment in literacy and numeracy above the National Average.

Next Steps:

Identify barriers to learning in literacy and numeracy and how these can be alleviated through well planned, high quality interventions by universal and targeted support.

School Priority : Leadership of Change

NIF Priority: Improvement in attainment, particularly in literacy and numeracy
NIF Driver: School Leadership

HGIOS 4 Quality Indicators
 1.2 Leadership of Learning
 1.3 Leadership of Change
 1.4 Leadership & Management of Staff
 3.2 Raising attainment and achievement

Progress and impact:

Clear whole school communication plan in place and all staff follow procedures. A number of school procedures created and under review to ensure continuity of practice across the school. Parents, pupils and staff co-created new school Vision. Values and Aims through consultation. All staff working collegiately and making decisions to ensure that the school continues to move forward. Some steps to engage parents have had positive outcomes and school clearer on direction for next year.

Next Steps:

To develop a home school learning programme and develop transitions throughout the school following the good practice of Early Years this year.
 To create PLC groups where all staff take on a Champion Role to support H&WB and tackle barriers to learning.

School Priority : Meeting Learners' Needs

NIF Priority: Improvement in attainment, particularly in literacy and numeracy
NIF Driver: Teacher Professionalism

HGIOS 4 Quality Indicators

2.3 Learning, teaching and assessment
 2.4 Personalised Support
 3.1 Ensuring wellbeing, equality and inclusion
 3.2 Raising attainment and achievement

Progress and impact:

All staff are familiar with and implement safeguarding and child protection procedures. Reviewed ASN Policy and procedure within school which includes clear procedures of role and responsibilities for Support for learning coordinator, all in house support teachers, visiting teachers and support staff working with children. There are clear procedures agreed for identification of pupils requiring support including the more able requiring challenge in core areas. A number of new supports in place and assessment data shows positive impact on attainment in reading, spelling, numeracy,

Next Steps:

To develop champions within the school to target specific barriers to learning and provide support for pupils, parents and staff.
 To continue to embed policy and procedures established in session 2017-18 and further develop Number Talks approaches to support numeracy.

School Priority : Implement Play Based Approaches in Primary 1

NIF Priority: Improvement in attainment, particularly in literacy and numeracy
NIF Driver: Assessment of children's progress

HGIOS 4 Quality Indicators

2.3 Learning, teaching and assessment
 3.2 Raising attainment and achievement

Progress and impact:

Early years staff in Primary 1 are confident in the implementation of a play based approach to learning. Staff have undertaken professional development and closely evaluated and reflected upon the progress made. Staff have been well supported by colleagues within EDC to ensure best practice. Very good levels of attainment in literacy and numeracy event through assessment procedures and practice recognised locally and nationally as very good.

Next Steps:

To develop play based learning approaches and methodologies in Primary 2 and in Primary 7

Key priorities for improvement planning 2018-19**Priority One**

*Embed good practice developed by staff in literacy and numeracy in previous session to ensure best practice in all classes in line with agreed procedures and approaches.

Priority Two

*To use a Professional Enquiry approach and Professional Learning Communities within the school to develop Champions within the school to support Additional Support Needs for learners including challenge.

Priority Three

*To develop play based approach in Primary 2 and 7.

What is our capacity for continuous improvement?

St. Matthew's Primary School is well placed to continue to raise attainment for all pupils. Our school's effective self-evaluation and consultative processes ensure that we are able to work in partnership with our school community to identify our next steps for improvement.

NIF quality indicators

| <i>Quality indicator</i> | <i>School self-evaluation</i> | <i>Inspection / Authority evaluation (If available)</i> |
|--|--------------------------------------|--|
| <i>1.3 Leadership of change</i> | 4 | |
| <i>2.3 Learning, teaching and assessment</i> | 4 | |
| <i>3.1 Ensuring wellbeing, equity and inclusion</i> | 4 | |
| <i>3.2 Raising attainment and achievement</i> | 4 | |

