

ST ANDREW'S RC PRIMARY

Standards and Quality Report 2018/2019



How good is St Andrew's?

Our Unique Context

Our mission is to ensure every learner at St Andrew's develops the knowledge, skills and attributes they need to demonstrate four key capacities; to be successful learners, confident individuals, responsible citizens and effective contributors. As a Roman Catholic School, St Andrew's proudly serves Catholic families as well as families from a range of other faith traditions. Our wide catchment area ensures we have a diverse and vibrant community! Our school values – 'alumnare, inspirare, florere' – '**nurture, inspire, flourish**' underpin our daily actions and long-term intentions.

Our school, currently with a role of 165 pupils, is situated in the north west of Edinburgh and serves a wide catchment area extending from Newbridge to Ravelston and Cramond to Carrick Knowe. We share a campus with Fox Covert Primary School and Fox Covert Early Years Centre and, although we have our own section of the building, we share a school foyer and office space with Fox Covert Primary. Access to the gym hall, dining hall and playground are shared; both schools work in partnership to manage the limited space available.

We have meaningful links with our parish and strong relationships with both St John's and St Kentigern's. Father Jeremy is a weekly visitor to our school working alongside classes and attending all school events. His support and guidance to both staff and pupils is invaluable. The school community has engaged with a newly formed Parent Council led by chair Pippa Lang. Together with the new committee, Mrs Lang seeks to reenergise and reengage all families and a number of successful events including a family picnic have already taken place.



Our school benefits from an enthusiastic staff team with a range of experiences, talents and interests. We have a team of Pupil Support Assistants, 7 class teachers (which includes our Principal Teacher), a visiting PE teacher and a part time Support for Learning Teacher. The school is well supported by a Business Manager, a School Administrator and a Service Support Officer. We welcomed a new Head Teacher in October 2018 and have worked together to build a strong team with a great sense of humour and a desire to work together. We come to work each day ready to model our school values and bring learning alive for our pupils.



nurture, inspire, flourish

What is our capacity for continuous improvement ?

- ✓ current attainment data
- ✓ historical attainment data
 - ✓ attendance data
- ✓ bullying data and prejudice based discrimination data
 - ✓ current SIMD data
 - ✓ current EAL data
- ✓ current Care Experienced data
 - ✓ attendance at ASC data
 - ✓ young Carers Data
- ✓ parental engagement at formal events data
 - ✓ parental survey data
- ✓ teaching staff survey data
- ✓ non teaching staff survey data
 - ✓ pupil survey data
 - ✓ PEF target cohorts
 - ✓ CIRCLE matrix



DIRECT OBSERVATION

- ✓ shared classroom experience/ walk throughs
- ✓ participant observer observation during staff meetings/CAT
- ✓ playground observations
- ✓ observations from Parent Council Meetings
- ✓ 'temperature taking' walk throughs (staffroom, foyer, main office, corridors and resource rooms)

- ✓ minutes of CAT / staff meetings
- ✓ pupil focus groups (thematic analysis)
- ✓ samples of professional dialogue
- ✓ LLP Meetings
- ✓ QIO visits and dialogue
- ✓ Staff PRD/ Looking Forward, Looking Backward Conversations
- ✓ feedback from cluster
- ✓ walk throughs
- ✓ pupil questionnaires and comments
- ✓ parent questionnaires and comments
- ✓ feedback from Learn Along Sessions
- ✓ SIP progress meetings
- ✓ Curriculum Rational dialogue
- ✓ Parent 'share your view' sessions
- ✓ Report/ consultation feedback
- ✓ 'Share your view' opportunities with parish
- ✓ feedback from our professional partners
- ✓ feedback from supply teachers and other visitors



Session 2018/2019 had evolving improvement priorities and these became increasingly focused as the key priorities of the National Improvement Framework were explored by all stakeholders.

Our understanding interface between HGIOS4 and NIF was clarified and our improvement agenda was then aligned with the NIF, informed by HGIOS4 as a tool for ensuring quality.

A culture of self-evaluation and improvement is evident in all areas of school life.

NIF: Improvement in attainment, particularly in literacy and numeracy



All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement. We have increased some of approaches to ensure all staff, partners, learners, and other stakeholders are actively involved in our ongoing self-evaluation activities. Pupil participation is an increasing feature of our approach to self-evaluation and continuous improvement. Our school community has an increased understanding of the school's strengths and improvement needs. We have developed some mechanisms to consult with stakeholders and can show how their views inform change and improvement.

Learners make good progress from their prior levels of attainment in literacy and numeracy. Staff make increasingly effective use of assessments and their shared understanding of standards to make confident professional judgements about how well children and young people are learning and progressing. A robust tracking system is being developed for all pupils to extend our excellent tracking of individual pupils and associated interventions. This has ensured continuous progress for learners in numeracy and literacy, including at points of transition.

All stakeholders, including our pupils, have enjoyed increased ownership of our evidence regarding our strengths and next steps. Pupils have been offered some opportunity to engage in school improvement, shaped by Wee HGIOS. Our 'share your view' sessions for parents were successful in gathering the views of a small number of parents in a formal way.

Across our school, an ethos of professional engagement and collegiate working is evident. This has led to continuous improvement in learning and teaching. There is evidence of strong leadership of learning by staff at all levels and in a range of contexts. We build and maintain constructive relationships, within our setting and beyond, which foster collective responsibility and mutual support. All staff undertake lead roles to motivate, support and inspire others. Our school has a collegiate learning culture demonstrated through our collaborative practitioner enquiry, peer learning, constructive feedback, professional dialogue and debate. All staff work collaboratively with colleagues, learners, partners and parents to take forward improvement priorities and learn with and from each other. CLPL opportunities for all staff (teaching and PSA) has been relevant and appropriate.

Next Steps:

- ensure accurate intelligence about the quality of learning and teaching and the attainment and achievement of all learners
- ensure all stakeholders, including pupils, have shared ownership of our evidence and use it to plan for continuous improvement; children are confidently engaged with reviewing the work of the school and shaping the improvement agenda

2018/2019 IMPROVEMENT PLAN PRIORITY 2 EVALUATIVE STATEMENT

- *An inclusive ethos of aspiration is evident in all areas of school life.*
- *All children and young people have best possible health and wellbeing*

NIF: Closing the attainment gap between the most and least disadvantaged children
NIF: Improvement in children and young people's health and wellbeing



Our school community has a shared understanding of the dignity and worth of every individual based on our shared vision and Catholic values. Our data demonstrates that almost all of our children and young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included. All staff feel valued and supported. Our partnership working is an emerging key strength and this work is enabling leadership at all levels within our school and for our partners.

We are committed to ensuring that we achieve the highest possible standards and success for all learners. All staff consistently show commitment to shared educational values, current priorities and professional standards. Our leadership team has enabled our school and wider community to develop, promote and sustain our vision (inspire, nurture, flourish) which underpins our continuous improvement. Our vision continues to evolve through ongoing reflection and debate across the school and community. As a result of this active collaboration, the school and community have increasing ownership of the vision, values and aims. Our school community has worked together tirelessly to turn our shared vision into our lived reality.

Relationships across our school community are very positive and supportive, founded on a climate of mutual respect based on shared values and high expectations. All staff are proactive in promoting positive relationships in the classroom, playground and wider learning community. We consider each child and young person as an individual with his/her own unique God given talents, strengths and needs.

All learners are included, engaged and involved in the life of the school; we actively plan for participation. Almost all pupils feel very well supported to do their best. Learners, parents and carers, staff and partners feel that they are treated with respect and in a fair and just manner. We understand, value and celebrate diversity and challenge discrimination.

We have highly effective strategies in place which ensure attainment and achievement for pupils facing challenges such as those from our most deprived areas, young carers, care experienced pupils and those with additional support needs.

Next Steps:

- ensure outdoor spaces are used effectively to promote positive relationships, wellbeing and learning
- revisit all statutory requirements and codes of practice
- ensure all staff have a very clear understanding of the social, economic and cultural context of the local community and of current educational policy

2018/2019 IMPROVEMENT PLAN PRIORITY 3 EVALUATIVE STATEMENT



Transitions are comprehensive and well planned at all stages.

NIF: Improvement in employability skills and sustained, positive school-leaver destinations for all young people



Our families are actively engaged in transitions at all stages of learning. Learner's mental, emotional, social and physical needs are taken very good account of when we are planning transitions, including during any shared activities and experiences.

There are effective arrangements in place to involve families and relevant partner agencies in designing transitions for those requiring additional support. We take account of what makes for effective transitions into, during and beyond any stage of our children and young people's learning. This includes shared placements and arrangements for interrupted learners where there are particularly complex transition considerations.

We can demonstrate a strong focus on ensuring a high level of social and emotional support for all children and young people. Children and young people demonstrate increasing levels of resilience and confidence during transitions and continue to make progress.

We have comprehensive, well-planned arrangements for supportive transitions in place. We plan and work with partners and other agencies to ensure transition arrangements are effective for all learners, including those requiring additional support and in line with legislative requirements. These plans take account of transitions for cohorts of learners as well as individuals. We work collaboratively across our learning community to ensure effective information sharing about learners' progress and needs. We have sound arrangements for transferring information from one named person to another to ensure continuity of plans such as a Child's Plan or coordinated support plan. We have agreed shared approaches to record keeping and passing on of information using digital technology to support this as appropriate.

Next Steps:

- Embed world of work curriculum including skills progression piloted 2018/2019
- Explore P5 transition opportunities with relevant High Schools
- Embed emerging strengths of N-P1 transition
- Embed new school wide planners to ensure continuity and progression in learning across all curriculum areas at all stages of learning
- plan collaboratively to develop our shared understanding of progress (VL)



Ensure high-quality learning experiences for all pupils.

NIF: Closing the attainment gap between the most and least disadvantaged children

NIF: Improvement in attainment, particularly in literacy and numeracy

NIF: Improvement in children and young people's health and wellbeing

NIF: Improvement in employability skills and sustained, positive school-leaver destinations for all young people



Our culture reflects a commitment to learning. Our learners are increasingly active participants in their own learning journey. Learners experiences are matched to their needs and interests. Learners exercise choice, including the appropriate use of digital technology, and take increasing responsibility as they become more independent in their learning. They understand the purpose of their learning and are successful, confident and responsible. They contribute meaningfully to the life of our school; they know that their views are sought, valued and acted upon.

Our teaching is underpinned by our shared values. We use a small range of learning environments. Learning is enriched and supported by our effective use of digital technologies. Our explanations and instructions are clear. We use skilled questioning and engagement to promote curiosity and confidence. We observe learners closely to inform appropriate and well-timed interventions and future learning.

We use the instruction model of feedback effectively to inform and support progress in learning; this type of assessment is integral to our planning of learning and teaching. We use a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum. Our assessment evidence is valid and reliable.

At key milestones, standardised assessments provide reliable evidence which we use, to support teacher judgement, to report accurately on the progress of all learners.

We plan well for those facing additional challenges. We use this data to evaluate the effectiveness of interventions designed to improve outcomes for all learners.

Next Steps:

- develop shared definition of an effective learner and teacher
- develop a shared language of learning across the school
- embed curriculum planners across the school
- finalise tracking and monitoring procedures

Both universal and targeted learning and support is embedded and therefore, potential barriers to learning are minimised.

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School
Leadership

School
Improvement

Teacher
Professionalism

Parental
Engagement

Assessment
of Children's
Progress

Performance
Information

Our learners benefit from high-quality universal support (pathway 1). Our children and young people have frequent opportunities to connect with a key adult who knows them well, helping them to set appropriate next steps and celebrate their successes.

Learning targets are in place specific to individual learners, built on prior learning and reviewed and evaluated systematically with next steps based on their progress. All staff know and respond very well to the individual needs of children and young people and promote and support their wellbeing. Tasks, activities and resources are effectively differentiated to ensure appropriate pace and challenge for all learners.

Our staff and partners work effectively together to increase their ability to meet the needs of our diverse learners through effective use of professional learning, support and specialist resources.

Our targeted support (pathways 2 and 3) builds on robust, embedded universal support. Learners' needs are identified early through reliable and valid assessment information and ensure appropriate, proportionate and timely support including specialist input where required.

We fully adhere to legislative requirements and provide all children with additional support needs with high-quality targeted support and have an increased focus on able learners. We work in partnership with parents and professionals with specific expertise in supporting children and young people. Parents and partners are fully involved in decisions about learning and support. Well-planned interventions consistently lead to positive outcomes for children with additional support needs including those affected by financial hardship.

Staff and partners take positive and proactive steps to ensure that barriers to learning are minimised. Staff are increasingly responsive to the circumstances of at risk children, including young carers, looked after children and children living in poverty. All children with a disability, health issue or social and emotional needs benefit from high-quality targeted support. The school works with key partners to remove barriers to learning and provide an inclusive learning environment.

Next Steps:

- ensure all learners are fully involved in decisions about their learning and support
- embed able learners programme at 2nd Level (literacy and numeracy)

Management of Resources to Promote Equity (1.5)

We have increasingly effective systems for financial stewardship and management to ensure best value and sustainability. We have made innovative use of the finances available to allocate resources to take forward our improvement priorities (releasing staff) and planned developments; this is particularly evident in the work we have undertaken to improve the learning environment (based on evidence from CIRCLE).

Our available budget was used very effectively to meet the needs of all learners. And staff, pupils, parents, partners and other stakeholders have an increasingly informed understanding of their responsibilities for effective financial management.

We are extremely pro-active in seeking funding from a range of sources to support specific aspects of our work; this includes gifts totalling over £4000 for our inclusion fund. We work together to ensure transparency and equity in the use of our financial resources ensuring we report back to donors comprehensively. Frustratingly, the school lost £1000 earmarked for our inclusion fund due to financial procedure and policy at the centre.

Financial expenditure is carefully planned to improve the quality of learning and teaching and increase attainment and achievement for all learners; this was particularly evident in our educational excursions this session.

We are beginning to monitor and evidence the extent to which our use of financial resources leads to improved outcomes for learners; pupil feedback increasingly drives this work.

We make the best use of available resources, including digital technologies, to create, sustain and enhance a motivating environment for effective learning. The learning environments across the school, (our Hill and our Hub are emerging new resources) are seen as a resource to fully support learning, teaching and inclusion. The learning environment at St Andrew's has been transformed this session due in part to our Asset Management works. Driven by our vision statement, our entire school environment was reconceptualised throughout the session.

We have a wide range of appropriate resources (at school, class and individual level) to support and challenge all learners. We encourage our learners to make independent and responsible use of a range of resources.

We ensure sustainable, transparent and equitable allocation and use of resources to support the learning needs of all. We manage allocated resources proactively and efficiently to meet planned learning and development priorities. In consultation with relevant stakeholders (particularly with our professional partners), resources are sourced, allocated and used efficiently and effectively.

Managing Resources to Promote Equity Example

We committed to reducing the cost of the school day and, next session, seek to move forward towards a zero cost to the school day (excluding uniform and residential excursions although these will be funded as appropriate).

Actions taken this year:

- nearly all excursions are free of cost, funded by our school fund
- dress down fund raisers have been reduced and all contributions are voluntary
- all excursions post December 2018 were charged as 'voluntary contribution'
- strengthened partnership with our churches; £1000 received for Inclusion Fund
- all families offered support at Christmas to provide gifts and food parcels; a number of families engaged in this service
- £2000 raised to part fund families to attend P7 residential; significantly higher attendance with only 1 pupil unable to attend due to a family event
- uniform gifted to families requiring support
- swimming costumes and supplies offered to families
- foodbank parcels arranged
- reduced fundraising activities for charities abroad
- funding offered to families at Book Fair; pupils could order a book if they wished for free
- funding offered for ASC to ensure all pupils could attend

Progress towards our target to reduce the cost of the school day was celebrated with a whole school trip in June 2019 to East Links Family Park. The Parent Council funded this trip in its entirety. **NO CHARGE TO PUPILS.**

Total cost: £2487 @ £16.25 per pupil **NO CHARGE TO PUPILS.**



Self Evaluation Schedule

	17/18	18/19	19/20	20/21
1.1 Self-Evaluation for Self-Improvement				
1.2 Leadership of Learning				
1.3 Leadership of Change	✓	✓	✓	✓
1.4 Leadership and Management of Staff				
1.5 Management of Resources To Promote Equity				
Leadership And Management Overall				
2.1 Safeguarding and Child Protection				
2.2 Curriculum				
2.3 Learning, Teaching and Assessment	✓	✓	✓	✓
2.4 Personalised Support				
2.5 Family Learning				
2.6 Transitions				
2.7 Partnerships				
Learning Provision Overall				
3.1 Ensuring Wellbeing, Equality and Inclusion	✓	✓	✓	✓
3.2 Raising Attainment and Achievement	✓	✓	✓	✓
3.3 Increasing Creativity and Employability				
Successes and Achievements Overall				

