



**St Louise Primary School**  
**Standards and Quality Report 21/22**

**Context of the school:**

**Our School:**

Saint Louise Primary School is situated in the Murray area of East Kilbride and is accommodated in a building which was re-opened in June 2012 and provides an excellent, modern environment in which our children can learn and achieve. We are equipped to a very high standard with digital technology that enhances the teaching and learning experiences of our young learners.

The school roll for 2021-22 was 181 pupils over 7 classes. There was a staffing compliment of 1.4 management, 9 teaching staff and 5 support staff.

The staff of St Louise share with parents a common goal in that we want our children to be happy at school and to enjoy being a valued member of the school community. We strive to provide a quality educational service, where every child is given the opportunity to reach his or her potential. We promote positive behaviour and a healthy attitude to school life and show respect for our pupils and their needs by treating them with fairness, consistency and understanding. We provide a secure but welcoming environment, where expectations are high, achievements are recognised and regard for self and others is fostered in a Catholic atmosphere.

Our values are equality, equity, compassion, fairness, empathy, commitment and Gospel values and we aim to promote these in all we do.

We encourage parents to be active partners in their child's education. We have an active and engaged Parent and Staff Group (PSG) who support the school in many ways with fundraising activities and events for pupils.

We are part of the St Andrew's and St Bride's Learning Community and work well with our local schools to ensure smooth transitions. We have taken part in activities this session with our local primaries and high school to further enhance the experiences of our young people.

Our mission statement is clear and concise: St Louise, where we love God, love learning and love each other.

Achievements / Successes – session 21-22:

- Pupil success at Scottish Maths Council challenge (Gold Award)
- Close links to parishes and St Louise pupils leading the Rosary at Carfin Grotto

- Re-established involvement in learning community and SLC sports festivals
- Celebration of wider achievements
- Pupil leadership teams supporting school improvement (digital, road safety, competitions, health and wellbeing, outdoor learning, school grounds)
- School staff becoming STEM Ambassador and INTU Film Ambassador and supporting school improvement
- Celebration of 75 years of East Kilbride
- Re-establishment of swimming lessons at P6 stage
- Working with local community (foodbank, local visits, charity fundraising)
- Supported Study programme
- Wide range of extra-curricular clubs with great attendance

## Review of progress for session Aug 2021- June 2022

School priority 1: Continuity of Learning	
<u>NIF Priority (select from drop down menus)</u> Improvement in attainment, particularly in literacy and numeracy. <u>NIF Driver</u> Curriculum and assessment School Improvement	<u>HGIOS?4 QIs (select from drop down menus)</u> 2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement
<b>Strategy</b> <b>What did we set out to do?</b> <p>As part of our priority we planned to review and update existing school policies on learning, teaching and assessment with a view to developing a whole school curriculum and position statements reflective of our school's current context.</p> <p>Our numeracy pathways and planners being updated and further developed, in line with SLC's progression pathways at all levels. Across the school we would re-introduce our Money Week to develop skills for learning, life and work.</p> <p>Our ASN Coordinator to work with staff and families to review and update our school's ASN overview. The staged intervention process used effectively to identify any learners who would benefit from support and/or challenges and interventions identified and implemented.</p> <p>Our ICT Coordinator continue to audit and support the development of our school digital capacity across all areas.</p> <p>A continued focus on outdoor learning with the development of opportunities and resources to enhance the overall experiences for our young learners.</p>	

Our goal was to continue with our high levels of communication across the St Louise community making effective use of our school website, Twitter and the school app.

Professional learning activities and opportunities relevant to school improvement identified through our PRD process and supported across the session. Monitoring and quality assurance in place and carried out across the school year.

Re-establish and further develop consultation, pupil voice and the celebration of wider achievements.

### **Progress and Impact**

#### **What difference did we see? What did we achieve?**

Our newly reviewed policies and position statements show a clear understanding of the curriculum opportunities offered and progression of skills across the school. All staff agree that they are confident in planning and delivering teaching and learning and their capabilities are developed and supported. We are consistently in line with SLC and national averages in almost all areas of literacy and numeracy collectively over recent years and although we have identified a slight decrease in attainment levels post covid, we have plans in place to focus on these areas.

Our curriculum rationale continues to be developed with input from staff, pupils and families.

Our revised numeracy pathways ensure a consistent approach to the delivery of teaching and learning resulting in 75% of our P1, P4 and P7 pupils achieving the expected level for their stage. A range of learning opportunities and interdisciplinary approaches are used to support the delivery of teaching and learning. Assessment tools and data are used effectively to gain a clear picture of where children are in their learner journey and interventions and support provided.

Supports and interventions used this session have reduced barriers to learning and increased achievement and attainment. The majority of targeted pupils maintained or increased their standardised age scores in reading and numeracy.

All learners are involved in evaluating their learning weekly and almost all pupils have increased confidence in their skills and abilities, taking on more responsibility for their own learner journey. Communication is strong through the use of our school website, school app and Twitter, sharing relevant information and school successes. 100% of parent/carers who responded to our surveys reported that they enjoyed access to our Twitter account and seeing the daily posts of successes and achievements in the school.

Due to continued restrictions across the session, moderation was not achieved fully and will continue to form part of future school improvement. We have also identified a decrease in our writing attainment and will focus on this as part of our focus in literacy.

#### **Next Step(s) to inform SIP for 2022/2023:**

- Continue to develop a whole school curriculum reflective of our school context
- Continue to raise attainment in literacy and numeracy with a focus on writing at P4-7 stages
- Whole school learning discussions to be re-instated termly with staff and pupils
- Develop STEM opportunities across the school, implement the new SLC Science planners and focus on skills for learning, life and work

<b>School priority 2:</b> Promote the positive health and wellbeing of children & young people, parents/carers and staff	
<u>NIF Priority (select from drop down menus)</u> Improvement in children and young people's health and wellbeing <u>NIF Driver</u> Parent/carer involvement and engagement Assessment of children's progress	<u>HGIOS?4 QIs (select from drop down menus)</u> 3.1 Ensuring wellbeing, equality and inclusion 2.1 Safeguarding and child protection 2.4 Personalised support
<p><b>Strategy</b></p> <p><b>What did we set out to do?</b></p> <p>Whole school update and staff to re-familiarise with promoting positive relationships and understanding distressed behaviour, attachment strategies and child protection procedures. We endeavoured to continue with our whole school nurture approach, providing specific support where it was required.</p> <p>SIMD data, attendance information, ASN overviews and school data to be used to identify learners who would benefit from support and/or interventions.</p> <p>Staged intervention process used to track and monitor learners and their individual needs.</p> <p>A timetable of supports and interventions used to reduce barriers to learner and support school improvement overall.</p> <p>Stakeholder questionnaires used to gain a school community picture of wellbeing and identify supports needed. Continued work with partner agencies to develop supports for families and staff.</p> <p>Whole school review of health and wellbeing programmes and approaches to be updated and implemented throughout the school session.</p> <p><b>Progress and Impact</b></p> <p><b>What difference did we see? What did we achieve?</b></p> <p>Working in partnership with families and other agencies improved the psychological, emotional and social wellbeing of our learners. By the end of June almost all pupils were identified as having a Leuven wellbeing scale of 3 or above.</p> <p>As a community we supported each other to continue our recovery and moved forward positively by re-engaging and re-establishing a number of events to celebrate successes. P1-5 pupils had access to the lunch-time multi-sports club and P6-7 pupils access to football, athletics and netball clubs with many attending the local council festivals.</p> <p>Our young learners have improved knowledge of their emotions and can describe and explain their feelings and thoughts.</p> <p>Almost all children continue to have success with peer relationships. We have seen a further decrease in the number of children requiring reflective plays and restorative practices to resolve peer disputes.</p> <p>Our attachment team have successfully implemented the SLC Attachment Strategy, keeping staff informed of updates and supporting everyone to develop their own knowledge and skills in this area.</p> <p>Responses to distressed behaviours are attachment-informed and full use is made of promoting positive relationships and understanding distressed behaviour to support learners to remove any barriers to learning.</p> <p>There is a strong culture of positive relationships in our school. Everyone benefits from effective communication with attention given to the language used.</p> <p>Outdoor learning continues to play a key role in implementing and delivering our HWB curriculum and will continue to be a focus going forward.</p>	

Our young learners, parents/carers and staff can meet challenges, manage change and build relationships. Pupils are able to reflect on their strengths and skills to enable them to make informed choices when planning their next steps. Our school attendance figures remain high with 92% attendance for this session. We continue to aim for 95% annually and will support families to achieve this.

**Next Step(s) to inform SIP for 2022/2023:**

- Increased opportunities for pupil voice through leadership teams, consultation and engagement
- Tracking and monitoring of engagement and wellbeing using the Leuven scales
- Continue to develop opportunities and approaches to outdoor learning

**School priority 3:** Celebrating and Worshipping – a commitment to the spiritual formation of the school community, through the shared experience of prayer and liturgy, and in partnership with local parishes

NIF Priority (select from drop down menus)

Placing the human rights and needs of every child and young person at the centre of education

NIF Driver

Parent/carer involvement and engagement

School leadership

HGIOS?4 QIs (select from drop down menus)

2.7 Partnerships

3.1 Ensuring wellbeing, equality and inclusion

2.2 Curriculum

**Strategy**

**What did we set out to do?**

Teaching staff to include a reference to the Developing in Faith priority in their PRD for the session, where appropriate.

School to review and evaluate opportunities for pupils, staff, parents and the St Louise community to engage in celebration and worship.

Sacred places of worship in classrooms and within the school. The Liturgical colours of seasons are on display and are known to pupils.

Collaboration with local parishes, Christian and other organisations to provide opportunities across the year to engage in celebration and worship.

Collaborate with partners to enhance experiences for pupils and staff. Plan for a variety of opportunities which allow our pupils to take part in religious occasions.

Encouraging pupils to be involved in parish life e.g. altar serving, offertory, readings

P6 and P7 children continue to complete the Pope Francis Faith Award as part of their curriculum and P3, P4 and P7 complete their sacraments annually.

**Progress and Impact**

**What difference did we see? What did we achieve?**

A school, home and parish programme for the year ensured there was a calendar of events allowing the whole school community to celebrate and worship together.

All classes have their own altar and cloths of the liturgical colours to display across the year, they have access to the SCES calendar to celebrate significant dates and feast days and around the

school we have the St Louise shrine area and patronal statues at our entrance as places of worship.

Prayer is a significant feature of our school, with all assemblies being opened with a prayer written by pupils and closed with a prayer. During the months of May and October we welcome the Legion of Mary to pray the Rosary with us and this session we were privileged to be the first school to lead the Rosary at Carfin Grotto as part of their centenary celebrations.

With churches re-opening to the wider community, we were able to once again celebrate Mass and the sacraments with larger gatherings, strengthening our partnership working with home and our two local parishes. All classes were able to visit the church for sacramental practice, class Masses and feast days. All classes were able to visit the church on at least one occasion across the school session.

32 P7 children successfully completed the Pope Francis Faith Award with 4 also receiving parish commendation.

**Next Step(s) to inform SIP for 2022/2023:**

- Focus on promoting Gospel Values as referenced in Developing in Faith
- Focus on the provision of religious education programmes which enable young people to develop their understanding of Gospel Values and how to apply them to life
- Have a commitment to ecumenical action and the unity of Christians
- Promote respect for different beliefs and cultures and for inter-faith dialogue

**National priority: How we are ensuring Excellence and Equity?**

**Strategy**

Senior management team and school staff use SIMD data, attendance information, additional support needs overview, free meal entitlement and general school information to determine the school's poverty related attainment gap and to identify interventions and supports to reduce this gap.

Our ASN Coordinator supported staff and families with identified support needs.

ICT and other school resources were provided to young learners and families in need.

Consultation with stakeholders was used to make decisions on pupil equity funding through the participatory budget programme. With over 80% of the overall vote going to outdoor learning equipment our school now benefits from a number of items including a reading chair and stools, monkey bars, balancing beams and climbing frames to further enhance the health and wellbeing of all and the learning opportunities available.

A Whole school focus on literacy, numeracy and HWB, identified gaps and provided support and/or challenge where needed.

Planning consultations and assessment review meetings with all staff across the school session were used to monitor and review progress.

We carried out a review and updated our school position statements in literacy and numeracy as well as a whole school review of pupils' access to IT and Wifi at home.

An evaluation of our Cost of the School Day policy was reviewed and updated.

The following key interventions were used:

- School supported study sessions and extracurricular clubs/opportunities
- Outdoor learning and opportunities
- Digital subscriptions and online learning tools
- Active Literacy phonics boards for all P1s to use at home

- Targeted support groups using 5-minute box, IDL, Rapid Readers, Maths Catch Up, Education City and Sumdog
- Access to IT

### **Progress and Impact**

#### **What difference did we see? What did we achieve?**

Improved wellbeing and relationships for children was observed and barriers to learning reduced. 94% of pupils across the school have a Leuven engagement scale of 3 or above and 98% have a Leuven wellbeing scale of 3 or above.

Targeted children made good progress, reducing the poverty related attainment gap. Across the school we identified an increase in self-confidence in our learners and increased engagement in learning. Our supported study sessions enabled the majority of targeted pupils to maintain or increase their standardised age scores in reading and numeracy and most finished the school session on a Leuven engagement scale of 3 or above.

The majority of targeted children for spelling, using the IDL intervention, were able to increase their spelling age by 3-6 months with most improving their spelling age overall.

Our school has a clear picture of curriculum for excellence levels across all stages and information is used effectively to identify gaps and areas to target.

There is a consistent approach to the delivery of literacy and numeracy across the school. The Lanarkshire Active Literacy programme is fully embedded in P1 through to P7 and all staff follow a progressive numeracy programme in line with local and national progressions of the benchmarks. Our early intervention programme in P1, with all families receiving an active literacy phonics board to be kept and used at home, continues to see high attainment figures in literacy. Since its implementation 4 years ago we continue to see on average almost all P1 learners achieving early level in reading, listening and talking and writing.

Families and the wider school community engaged in a consultative process to spend 5% of our pupil equity funding on outdoor equipment. The chosen equipment is now installed in the school grounds and all children have access to this as part of their play and learning.

All staff identify and engage in professional learning opportunities across the year to support school improvement and the delivery of quality teaching and learning experiences.

Whole school nurture continues to be implemented and due to continued covid restrictions last session this will be a focus in our school improvement planning going forward.

Evidence shows progress for the majority of our targeted learners with interventions used to support identified gaps.

We currently have 8 families who benefit from the permanent loan of a Chromebook device and 5 families who were in receipt of a Chromebook on loan.

The majority of identified learners with low attendance finished the session increasing their attendance and reaching or exceeding their target, some even doubling this on their previous attendance rate. Of those who didn't reach this target, they were only 2/3% under their target and we continue to work with all our families to support attendance.

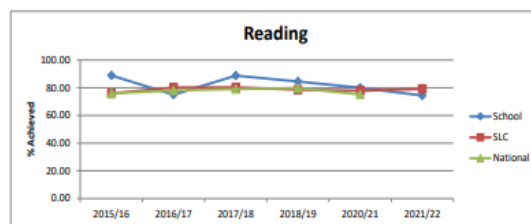
#### **Next Step(s) to inform SIP for 2022/2023:**

- Continue to use IT to reduce barriers to learning and increase engagement
- Supported study opportunities to support learners with identified targets
- Participatory budget consultation used to spend 8% of the pupil equity funding.
- Targeted groups identified and interventions/supports provided
- Continue with early intervention at P1 for active literacy

## St Louise Primary – Attainment Over Time:

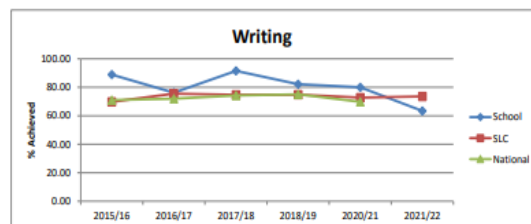
### Reading

Year		Establishment		
		School	SLC	National
2015/16		88.89	75.94	76.00
2016/17		75.00	80.10	78.00
2017/18		88.73	80.28	79.10
2018/19		84.52	78.60	79.77
2020/21		80.00	77.75	75.20
2021/22		74.39	79.17	



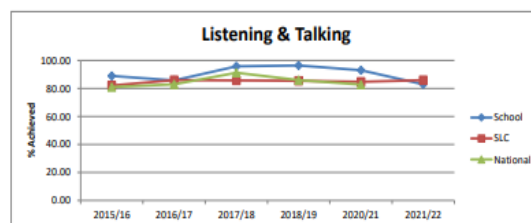
### Writing

Year		Establishment		
		School	SLC	National
2015/16		88.89	69.76	71.00
2016/17		76.19	75.56	72.00
2017/18		91.55	74.79	74.30
2018/19		82.14	74.89	75.08
2020/21		80.00	72.80	69.82
2021/22		63.41	73.60	



### Listening & Talking

Year		Establishment		
		School	SLC	National
2015/16		88.89	82.09	81.00
2016/17		85.71	85.91	83.00
2017/18		95.77	85.75	91.20
2018/19		96.43	85.45	85.93
2020/21		93.00	84.74	82.74
2021/22		82.93	85.9	



### Numeracy

Year		Establishment		
		School	SLC	National
2015/16		88.89	74.18	75.00
2016/17		70.24	78.27	76.00
2017/18		88.73	78.86	78.40
2018/19		84.52	80.99	79.07
2020/21		83.00	77.89	74.69
2021/22		73.17	79.1	

