



St Louise Primary School
Standards and Quality Report 2022/23

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 2022-23 was 177 pupils over 7 classes. There was a staffing compliment of 1.4 management, 8 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 22-23:

- P3 all gained a certificate from the Young Engineering Challenge with 2 pupils highly commended and going on to the regional finals.
- St Louise Euroquiz Team finishing 4th place in their heat.
- P7 children competing in the SA&SBs Scottish Maths Challenge.

- Significant focus on attachment and nurture this session with all classes having a 'Zen Den' and inputs from Mind Marvels and Kooth to further enhance the opportunities for our young learners.
- A clear focus on our school and Gospel values and how we can show these daily.
- Re-instated school retreats at P5 and P7 classes.
- Continued celebration of successes with wider achievements being recognised and shared weekly.
- Several pupils representing our school at the EK Rotary Burns competition with 1 pupil going on to represent us in the national finals.
- P7 had a fantastic opportunity to visit the Pioneer Film Studios where they learned so much about the film industry, the jobs and careers there and how to use technology and props to create a film.
- Successful 'Participatory Budget' vote that enabled all children to visit the Glasgow Science Centre.
- School STEM Ambassador who is now supporting other schools across the authority to deliver this area in collaboration with other colleagues and CQIS staff.
- Lots of leadership opportunities continuing for our children with new initiatives being set up including 'Mini Vinnies'.
- Continued success with the P7 Sumdog competition.
- Our school community working with 'Keep Scotland Beautiful' by taking part in a litter pick campaign.
- Successful whole school involvement in 'Beat the Street' coming 4th place overall.
- Pupils being highly commended for their artwork in the annual 'Road Safety' competition.
- Participating in the annual sports festivals with many successes including 2 pupils reaching the Track and Field finals and winning first place in their category.

Review of progress for session Aug 2022- June 2023

School priority 1: Curriculum (Literacy – Writing)	
<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> 1.1 Self-evaluation for self-improvement 1.5 Management of resources to promote equity 2.3 Learning, teaching and assessment
Strategy What did we set out to do? <ul style="list-style-type: none"> • Develop a whole school curriculum rationale • Raise attainment in writing at P4-7 and review the whole school writing programme and assessments used • Learning discussions between staff and pupils reinstated to support effective feedback and next steps 	
Progress and Impact What difference did we see? What did we achieve? In consultation with all stakeholders, we have created a whole school curriculum rationale and supporting position statements which show a clear and concise progression of curriculum	

opportunities within our school and this has been shared with all so that there is an understanding of what children have access to as part of the St Louise community. Staff have piloted and delivered a new PM Writing/Nelson Handwriting programme across P1-7 and feedback from staff during attainment and forward plan consultations has been very positive, with all classes seeing good progress across the writing benchmarks. 79% (an increase of 15% from last session) of P1, P4 and P7 pupils this session are achieving the expected level for their stage, keeping us in line or above local and national averages. A range of learning opportunities and interdisciplinary approaches are used as well as rigorous assessments and benchmarking utilised to gain a clear picture of pupils' levels with interventions and strategies identified to provide appropriate support and challenge. The use of IT supports including the IDL program, 'Read to Write' and Clicker 7 have reduced barriers to learning and in turn increased the achievement and attainment of writing, particularly across P4-7. Most of our targeted pupils have maintained or increased their standardised age scores in spelling with almost all increasing their spelling age by 5 months or more.

Writing is being delivered consistently across P1-7 and we continue to see an increase in children's abilities to understand and write for a variety of purposes. Our staff/pupil learning discussions have been used effectively with class teachers, senior management and pupils and the discussions have been meaningful and informative, allowing class teachers to identify effective practice and next steps in learning.

We continue to have a strong focus on our writing with 74% of targeted children increasing their level in progress and achievement by at least 1 place with 8 learners now on track for writing and attaining at their expected level for their age and stage.

Next Step(s) to inform SIP for 2023/2024:

- Continue to embed the whole school approach to writing lessons
- Focus on an area of effective practice to develop as a whole staff using the West Partnership model of 'Improving Our Schools'
- Staff to engage in data analysis and use this to identify and support targeted groups for writing
- Continue to raise attainment in writing

School priority 2: Health and Wellbeing

NIF Priority (select from drop down menus)

Improvement in children and young people's health and wellbeing

NIF Driver

School and ELC improvement

Assessment of children's progress

HGIOS?4 Qis (select from drop down menus)

2.4 Personalised support

3.1 Ensuring wellbeing, equality and inclusion

3.2 Raising attainment and achievement

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

- Track and monitor learners' engagement and wellbeing using the Leuven scale
- Increase opportunities for pupil voice through leadership teams and responsibilities
- Continue to develop outdoor learning opportunities and engagement

Progress and Impact**What difference did we see? What did we achieve?**

Our records and reflective discussions show a continued decrease of incidents between peers. Tracking of learners' wellbeing and engagement shows that almost all children are scoring a 3 or higher in both engagement and wellbeing and children are discussed in detail during forward planning meetings to ensure the correct interventions and strategies are being implemented to remove any barriers identified.

Our school visitor's book and feedback collated from our 50th anniversary celebrations, school 'find out' sessions and Twitter all comment on the positive, caring relationships between pupils and staff and the manners and helpful nature they show to any visitors to the school.

The school visible consistencies from (When Adults Change) that we have used this session alongside our school guidance are now fully embedded and our 'gold coins' system all support our school ethos of one where everyone strives to show respect for one another and our school community.

Pupils have many leadership opportunities and our P7 leadership team work closely with all stages to ensure pupil voice is considered on all school matters. Our 'buddy systems' are thriving and children are given various leadership opportunities within their own classrooms which fosters a feeling of being valued and an important part of the St Louise community. This has been further enhanced by a range of events including 'Positive Noticing Day', newly appointed Cafeteria Helpers and the Positive-tree developed by our P7 girls where leaves could be added to the tree across the session to continue the positive noticing effect.

We have utilised outside agencies including Kooth Counselling and Mind Marvels to provide children with workshops focusing on mental health and wellbeing and children can now draw on a range of strategies they have learned for emotional regulation and self-care.

All staff have continued to be trained in Attachment by our Ambassador and Lead members of staff and we have developed a range of in class and school supports to implement health and wellbeing at all stages. 'Zen Dens' and 'Wonder Language' have ensured a whole school, consistent approach to the delivery and support of health and wellbeing in our school.

Outdoor learning has been a focus this session, with all teachers including an outdoor learning planner to work alongside their delivery of curricular areas. An audit of the school areas and resources available to support outdoor learning has increased confidence in delivering this and enhanced discussions around this area. We will continue to focus on this area going forward to ensure that we provide rich, stimulating and purposeful opportunities that compliment the teaching and learning delivered.

Next Step(s) to inform SIP for 2023/2024:

- Continue to use the HWB and attachment strategies shared by the attachment team and to ensure children who require additional support receive interventions and/or strategies
- Further develop outdoor learning with a focus on ensuring the activities are well planned and relevant to the context of each class
- Continue to use the Leuven scales of wellbeing and engagement to track and monitor the health and wellbeing of all pupils

School priority 3: STEM/Science

NIF Priority (select from drop down menus)
Improvement in skills and sustained, positive school-leaver destinations for all young people
NIF Driver
Curriculum and assessment
School Improvement

HGIOS?4 Qs (select from drop down menus)
1.2 Leadership of learning
2.2 Curriculum
3.2 Raising attainment and achievement

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

- Develop STEM opportunities across the school
- Implement new SLC Science planners
- Focus on skills for Learning, Life and Work

Progress and Impact**What difference did we see? What did we achieve?**

Our school has benefited from having a STEM Ambassador who has worked with all staff to deliver and embed the use of STEM related activities across our school. As well as continuing in this role, she is now a STEM mentor for SLC and has delivered a range of CLPL opportunities across the authority and learning community. As a result, our school have had access to a range of opportunities, with almost all staff attending at least 1 STEM course termly which has enabled us to deliver relevant and engaging lessons to our learners with a clear focus around engineering and Science. Staff have made effective use of resources from SERC and SLC allowing us to provide active learning opportunities in every class where children have been engaged, inspired and motivated. Staff and pupils attended the TIERS conference, P7 completed a 6-week block of 'Green Stewardship' training, all classes have been provided with a STEM box and a staff folder has been developed on the shared area to ensure all classes have access to a variety of resources and planners to deliver this area consistently. Our P3 class had great success in the STEM Engineering Awards with many receiving merit or distinction and going on to represent us in the national finals.

The SLC newly developed Science planners have been rolled out across all stages this session, staff feedback has been very positive and there is now a consistent approach to delivering this area and ensuring that all children access all the experiences and outcomes in depth as they move through the school with almost all children on track for science.

To further enhance the opportunities provided through STEM/Science this session, P7 registered with 'My World of Work' and made use of the skills-based profiling as well as attending a careers-based school trip to Pioneer Films with an input from Intu Film Scotland. Children have an enhanced knowledge and understanding of the skills and qualifications associated with STEM based careers and will consider carefully their options as they move through higher education.

Next Step(s) to inform SIP for 2023/2024:

- Continue to develop approaches and delivery of STEM/Science across the school
- Develop play-based learning at early level with a 3-year plan to roll out across all stages
- Re-engage with careers week opportunities and continue to develop skills for learning, life and work

School priority 4: Promoting Gospel ValuesNIF 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

School and ELC improvement

Parental engagement

HGIOS?4 Qis (select from drop down menus)

2.6 Transitions

3.1 Ensuring wellbeing, equality and inclusion

2.2 Curriculum

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

- Provision of religious education programmes to enable young people to develop their understanding of Gospel values and how to apply them to life
- A commitment to ecumenical action and the unity of Christians
- The promotion of respect for different beliefs and cultures and for inter-faith dialogue

Progress and Impact**What difference did we see? What did we achieve?**

This Is Our Faith is delivered consistently throughout all stages in our school and is complimented by a range of external partners and opportunities ensuring a rich and robust religious education programme is delivered to all learners.

Our whole school parish, school and home calendar ensures that all celebrations and opportunities for collective events are relevant and shared with all. We have strong links and partnerships with both St Vincent's and Our Lady of Lourdes parishes who work hard to support the spiritual wellbeing of our children and their faith journey.

Children have many leadership opportunities including Missio Champions, Mini Vinnies, Green Stewards, leading the Rosary at Carfin and as part of the ministries during times of celebration to display their faith and understanding.

Children show their commitment to our charitable fundraising annually, supporting a range of organisations and people less fortunate than ourselves displaying the school values of compassion, fairness and empathy.

All classes have an Altar area and liturgical coloured cloths to represent the different seasons and themes in the liturgical calendar giving them a visual significance of the different areas they are learning about.

As a whole school community, we come together regularly across the year to celebrate Mass with both parishes and families, further strengthening the relationships we have and sharing in the successes and commitment to our faith.

Our RE Coordinator is working with Motherwell Diocese to ensure that all staff have a clear understanding of the themes and areas being developed and supported each year and going forward we will consider how, as a school, we will further develop our inter-faith practices and teaching of other world religions.

Next Step(s) to inform SIP for 2023/2024:

- Work with both parishes to encourage children to become altar servers and to support both parishes in increasing involvement in parish life
- Mini Vinnies and Missio Champions to lead our school in fundraising and to use the SCIAF 'Talented Fundraisers' programme to further engage in charitable giving
- Focus on 'serving the common good' where our school shows a commitment to communicate Catholic social teaching, promoting social justice and opportunity for all

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

Our Senior Management Team and school staff use SIMD data, attendance information, additional support needs, 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 needs which included providing IT access and other school resources to young learners who needed these. Consultation was carried out with all stakeholders to decide on the 8% pupil equity fund spend using the participatory budget programme. With a majority vote towards school trips and to enhance the STEM and Science opportunities for all learners, every pupil in the school attended a visit to the Glasgow Science Centre.

A whole school focus on literacy, identified writing as an area of focus with many children's attainment affected during covid. PM writing and the Nelson handwriting programme was purchased and implemented across the whole school to support this attainment gap. IT and programs including IDL, Clicker 7 and Education City were used to allow pupils access to support to help raise attainment and further decrease the gap.

A range of literacy resources were purchased to support reading within the school and the delivery of active learning, with a particular focus on children affected by poverty.

In line with our 'Cost of the School Day' policy we were able to support families with financial difficulties by subsidising school trips, swimming lessons, extra-curricular clubs and other school resources which may have caused barriers to learning to ensure learners all had the same opportunities.

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

We brought in extra staffing to oversee the delivery of interventions and extra class teaching time to provide targeted support to identified groups of learners.

The following key interventions were used:

- Extra-curricular clubs/opportunities
- Outdoor learning
- Digital subscriptions and online learning tools
- IT equipment
- School resources for literacy and numeracy
- Active literacy phonics boards for all P1 families
- Targeted support groups using – 5-minute Box, IDL, Rapid Readers, Education City, Maths Catch Up, Sumdog, Reading Eggs, Mind Marvels and staff to support one to one and group sessions

Progress and Impact

What difference did we see? What did we achieve?

Improved wellbeing and relationships with children have been observed and barriers to learning reduced. 95% of children have a Leuven engagement scale of 3 or above and 98% have a Leuven wellbeing scale of 3 or above.

Our targeted groups made very good progress, reducing the poverty related attainment gap further. Across the school, children maintained their levels of self-confidence or increased it. We have also seen an increase in engagement within lessons with 7% of children increasing their Leuven engagement scale by 1 overall.

At the end of this school session, we have 67% of our targeted group on an attendance rate of 80% or above and 80% of our targeted group with an attendance rate of 85% or above having increased on their previous rate by 3-10%. This has given us an overall school attendance rate of 94% which is a 2% increase on the previous session.

The majority of targeted children for spelling, using the IDL intervention, were able to increase their spelling age by 4 months and some up to 2 years. 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. Our early intervention programme in P1 continues to produce high attainment in literacy with over 80% of P1 children on track.

Our targeted reading group have used 'reading eggs', 5-minute box and one-to-one and small group sessions with 56% of them increasing their reading age of between 5 months and 4 years, with 7 children now on track for their reading.

Our whole school development of writing with small, targeted groups has seen an increase in children's ability to write for a range of purposes and a more consistent approach to the delivery of this area. 74% of children have increased their level in progress and achievement by at least 1 level with 8 of these learners now on track for writing.

We continue to develop our progressive pathways for numeracy and in using our 'Catch Up' numeracy and 'Maths Recovery' programmes most of our targeted children have increased or maintained their standardised score with 13 of these learners now on track for numeracy.

Our families continue to benefit from the IT borrowing scheme and work collaboratively with staff to provide their children with high quality opportunities.

Families and the wider school community engaged in a consultative process to spend 8% of our pupil equity funding on school trips and visits. This enabled all children in our school to visit the Glasgow Science Centre and to benefit from educational visits into our school which has enhanced greatly the curricular opportunities offered to all children.

Next Step(s) to inform SIP/PEF Plan for 2023/2024:

- Continue to use IT to reduce barriers to learning and increase engagement
- Extra-curricular and supported study opportunities for identified groups
- Participatory budget consultation used to spend 10% of the pupil equity funding
- Targeted groups identified and interventions used