



St Louise Primary School

Standards and Quality Report 2023/24

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 2023-24 was 184 pupils over 7 classes. There was a staffing compliment of 2.0 management, 8 teaching staff and 7 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 23-24:

- P3 all gained a certificate from the Young Engineering Challenge with 1 pupil highly commended and attending the regional heat at Prestwick Airport.
- St Louise P6 Euroquiz Team took part in the South Lanarkshire heat and enjoyed learning about all aspects of Europe.

- A continued focus on attachment in-formed practice and nurture this session and achievement of pledge 1 'Act to Make a Difference' acknowledging our commitment and range of approaches that are making positive differences for our learners.
- Introduction and celebration of Gospel Values during our assemblies, recognising the daily actions of our learners who show love, justice, faithfulness, sacrifice, compassion, tolerance and humility.
- Continued partnership working with Motherwell Diocese on retreats for P5 and P7 classes, which have also been supported by the wonderful Caritas pupils from St Andrew's and St Bride's High School.
- Continued celebration of successes with wider achievements being recognised and shared weekly in our school assemblies.
- Successful 'Participatory Budget' vote that saw all learners who may be affected by poverty to be supported to ensure they have equitable access to school trips and visits.
- School STEM Ambassador supporting other schools across the authority to deliver this area in collaboration with other colleagues and CQIS staff and supporting the further development of this within our school.
- Lots of leadership opportunities continuing for our children who show great qualities and effort in all that they do; Mini 'Vinnies', SCIAF 'Talented Fundraisers', Missio Champions, JRSOs and buddying.
- 29 P7 pupils successfully completing their Pope Francis Faith Award (PFFA).
- P6 and P7 pupils took part in SLC's 'Kids Kitchen' programme which was a fantastic opportunity to work alongside their families on healthy eating recipes and cooking opportunities.
- A very positive school inspection in September 2023 where HMle awarded our school 'Very Goods' for learning, teaching and assessment and raising attainment and achievement.

Review of progress for session Aug 2023- June 2024

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? School self-evaluation processes, attainment results and staff collaboration identified writing as a focus post covid. Attainment in writing across P1/4/7 was 79% and our gap was 18%. Our next step was to further develop effective questioning and to implement quality writing lessons in order to increase attainment, particularly for those pupils in SIMD 1 and 2 and in receipt of FME.	

Progress and Impact

What difference did we see? What did we achieve?

Embarking on Improving Our Schools this session has had a very positive impact on our school. All staff have an enhanced understanding of school and class level data and are more confident in understanding the variety of barriers to learning and supports that can enhance the overall experience for our learners. We initially planned to look at effective questioning, however, staff consultation and discussion led to this area of effective practice changing to effective feedback. The Fact Story Action process has been instrumental in allowing all teachers to have a clear and concise understanding of the learners in their class, to identify the specific needs of children and to plan interventions and supports to allow all children to make progress. Targeted Intervention Groups (TIGs) across this session, looking at specific gaps in writing and formulating effective plans to address these, has enabled all classes to maintain high levels of attainment in writing and/or to raise attainment in writing. Almost all children in these groups have increased their writing scores and achieved the benchmarks at an increased pace and most children across the school are on track for writing.

Almost all staff are skilled and more confident when taking part in tracking conversations and as a result show clear plans and strategies being used to ensure progress across all areas of learning. Staff trios this session has provided all teaching staff with the opportunity to engage in meaningful discussions, classroom observations and the sharing of effective practice which has enhanced and developed their own professional learning and development and provided us with a collection of very effective practice across our school that staff can utilise going forward.

Staff engaging in reading and research around areas including boy's writing and the use of effective feedback has given us a clearer understanding of the difficulties faced by boys in writing, has increased the range of strategies and approaches we are using across the school to support this and in turn provided our learners with lessons that are relevant and engaging and leading to increases in the attainment of writing. Further work on the moderation of writing within our learning community has contributed to this and enabled a clear understanding of what writing pedagogy and expectations are across each level. Further embedding of a whole school approach to handwriting and writing lessons ensures that there is a consistent approach across the school and we are making positive improvements in this area.

"Teaching in St Louise Primary School is underpinned by a clear vision and shared values. All teachers have a strong commitment to continuous professional learning and are using educational research to improve learning and teaching, and outcomes for children. They share effective practice with each other and work very well as a team. Senior leaders work well with teachers to agree a shared understanding of high-quality learning and teaching. Teachers feel empowered to support each other in developing new and creative approaches." HMIe September 2023

Next Step(s) to inform SIP for 2024/2025:

- We will continue to use the processes and approaches we have learned from Improving Our Schools to ensure each session we are focusing on an area of literacy or numeracy alongside developing an area of effective practice.
- As our attainment levels for numeracy are 84% across all stages and we have focussed heavily on literacy in more recent school improvement priorities, next session we will focus on this curricular area.
- Staff consultation and discussion around areas of effective practice have identified skills development and effective questioning as areas we will research and develop as a whole staff.
- The continued development of writing will feature in our maintenance plan with a focus on P6 writing to further raise attainment with this cohort.

School priority 2:NIF Priority (select from drop down menus)

Improvement in attainment, particularly in literacy and numeracy.

NIF DriverTeacher and practitioner professionalism
School ImprovementHGIOS?4 Qis (select from drop down menus)

1.5 Management of resources to promote equity

2.2 Curriculum

2.3 Learning, teaching and assessment

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

A school audit and our self-evaluation processes identified a need to engage in further developments of play-based learning at early level with a view to extending this further across the school over a 3-year period.

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

This session our P1 teacher has successfully completed the South Lanarkshire Council Play Pedagogy professional learning group and has an enhanced knowledge of play based approaches which have been implemented successfully across this school session in P1. Further opportunities for professional learning and development included attendance at the Early Years Conference, SLC's play based showcase and continuing professional development opportunities within STEM. All professional learning opportunities have been shared and discussed with all staff with a view to further developing play-based approaches across the school.

Our P1 classroom has well-established and developed areas, creating an environment where play and enquiry has been supported and enhanced. 'Being Me' walls ensure that all children are collecting and discussing their experiences and play is a key feature of this.

All staff have engaged in a whole school audit on play-based learning, identifying different areas and environments within the school which support play-based learning and will feature within our play-based position statement. Staff are becoming more confident in how play-based approaches can be developed and enhanced within the different stages of the school and are ready to trial and pilot these moving forward.

STEM and Games Based Activities have been utilised across this school session, led by our STEM Ambassador and have supported well the play-based developments as part of our school priority. A STEM practitioner enquiry was carried out to examine and note the benefits of creativity and play in the upper stages of primary and will feature as part of continued development within this area.

"At early level, children's learning is successfully supported through play-based approaches. There is a very good balance of child- and adult-initiated learning. Teachers make effective use of spaces, interactions and resources to support learning as set out in the national guidance, 'Realising the Ambition: Being Me'. This approach has created a learning environment which supports children to be settled, curious and making independent choices. These high-quality experiences are supported by skilful interventions and questioning." HMIe September 2023

Next Step(s) to inform SIP for 2024/2025:

- In session 2024-25, play based learning will be developed within the P2 classroom with all other classes researching and making use of suggested approaches and activities within the other stages of the school.
- Wandering Wednesdays will become a feature across the P1 and P2 stages to further develop play-based approaches.
- We will continue to develop our play-based position statement to identify and develop a whole school approach.

School priority 3: Outdoor Learning and STEMNIF 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 Qis (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?**

Our school self-evaluation and school improvement continued to identify outdoor learning as a focus. We wanted to develop further our opportunities for outdoor learning to ensure that planning was robust, activities appropriate and relevant and that there is a clear understanding of what we mean by outdoor learning and how it is implemented within our school.

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

All classes include outdoor learning grids and planners as part of the termly forward planning process and provide a variety of opportunities for our children to explore and discover how the natural surroundings and outdoor areas can further develop and enhance learning experiences. Effective use of outdoor spaces, painted areas, tabletop games and resources have greatly enhanced the outdoor opportunities for our young people.

Local walks within the community allow the children to explore their surroundings of the local area and their place within the local community. Integrating our outdoor learning and STEM activities further develops these activities and deepens children's experiences of the natural world around them.

As part of our approaches to health and wellbeing and to encourage children's abilities to participate in outdoor learning, whilst navigating and risk-taking as they go, relevant and engaging experiences have been utilised by all staff which has in turn developed resilient and confident young people who enjoy taking their learning outdoors.

A break from the typical routines of the school day and opportunities to engage in outdoor activities including gardening, outdoor STEM, PE and orienteering have enabled learners, who typically struggle with the timetable of the school day, to continue their learning, increase their engagement in relevant activities and continue to make progress at their own pace.

All P7 children benefit from the opportunity to attend an annual residential trip to Auchengillan outdoor activity centre where they take part in a variety of activities that further develop their skills and abilities within the outdoors.

Almost all children across the school are achieving Leuven scales of engagement and wellbeing at 3 or above and for those achieving less, we have a clear understanding of the barriers affecting these learners, with supportive plans in place to ensure they are making progress within their capabilities.

Next Step(s) to inform SIP for 2024/2025:

- Outdoor learning and STEM will continue to be an integral part of our planning process and will feature on the maintenance section of our school improvement plan.
- We will continue to develop our position statement taking into consideration local and national guidance.

- Our school improvement priority will move to a focus around further enhancing our parental engagement with a focus around Children’s Rights and ensuring everyone has a clear understanding of this.

School priority 4: Serving the Common Good

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

School and ELC improvement

Parental engagement

HGIOS?4 Qjs (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?

Developing in Faith self-evaluation identified a focus on ‘Serving the Common Good’. Our school is developing the Laudato Si programme and a variety of other community projects that fit into the themes and characteristics of this area.

Progress and Impact

What difference did we see? What did we achieve?

This session our whole school community have continued to show a commitment to Catholic social teaching, social justice and opportunity for all by their actions and generosity. Our school has continued to work with a range of partners and the school community to support activities including SCIAF’s talented fundraisers, Wear it Blue for Damu, Porridge Day, Pray in May (hosted by Mary’s Meals), our uniform swap shop and our annual Lenten activities to raise funds and support those in the world who are need of our support, prayers and generosity.

We have maintained strong links with our local high school and learning community schools as part of our fundraising efforts as well as celebrating in our faith journey with a welcome Mass, inputs from Caritas students, P5 and P7 engaging in retreats and our Mini Vinnies and Missio Champions attending relevant events and supporting us this session with our whole school, parish and home overview of activities and events.

We maintain strong partnership working with our two local parishes to ensure that our children are fully prepared for the sacraments they receive, we have positive working relationships with our families and the local churches and continue to develop together as a community of faith and learning.

As part of our religious education provision, we enhance ‘This our Faith’ and ‘God’s Loving Plan’ inputs with a range of interdisciplinary contexts and opportunities across the session that encourage our learners to live out the school values in their daily lives and interactions with each other.

Weekly school assemblies are an opportunity to celebrate in the achievements and successes of all, with recognition being given to all contributions, acts of faith and displays of our school values. Our P6 and P7 children engage with the Pope Francis Faith Award, enabling them to understand the Gospel-based inspirations they can reflect on and aim to emulate in their own lives with 29 P7s successfully achieving this by the end of this session.

Next Step(s) to inform SIP for 2024/2025:

- Next session we will focus on 'Honouring Jesus Christ as the Way, the Truth and the Life' as the next theme from 'Developing in Faith'.
- We will continue our partnership working across both parishes and the local community.
- We will continue to work in partnership with outside agencies on almsgiving and charitable work.
- Our schoolwork around Laudato Si will incorporate aspects of the sustainability agenda as well as enable us to focus on equalities and how this can be developed across our school context.

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

- An increase to 10% of participatory budget to be spent and final outcome to be determined through whole school and stakeholder consultation.
- IT and digital programs as successful tools to reduce barriers to learning and increase engagement in lessons. Interventions and strategies used positively to address gaps in learning and to raise attainment.
- Resources for literacy and numeracy purchased and used across stages to enhance experiences for learners and further reduce barriers to learning.
- Staffing and allocated hours used to provide targeted support to learners to raise attainment and address any gaps in learning.
- To continue to develop the health and wellbeing of learners, to increase engagement and wellbeing and to raise attainment for those at a disadvantage, by incorporating strategies and interventions that support the emotional wellbeing, resilience and emotional regulation of identified groups.

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

As a whole school community, we have worked tirelessly to ensure that our pupil equity funding supports those in most need, reduces any barriers to learning and helps to close our poverty related attainment gap.

Our excellent use of and provision in IT has enabled us to ensure that all children have access to a digital device if needed. Online interventions and programs have supported the literacy and numeracy targets the children are working towards and approaches and strategies to enhance the wellbeing of our young learners, ensures that we are reducing barriers to learning, particularly for those affected by poverty and seeing very positive increases in our attainment data. Most of our children affected by poverty are on track for Listening & Talking and Numeracy and the majority are on track for Reading and Writing. We continue to see our attainment gap closing but due to the small number of children across each stage this data is not always reflective of the positive progress made. By the end of this session 85% of our children affected by poverty will have finished on an attendance level of 90% or greater with only a small number continuing to need support in this area.

All staff are making effective use of tools including Read and Write, IDL apps, Coding, STEM and Reading Eggs to support children with identified literacy and numeracy barriers to increase their, reading, spelling and numeracy ages. Almost all children who were involved in our targeted intervention groups for spelling and reading, have increased their spelling and reading ages by 3months and in some cases 3years.

Our whole school community work around the cost of the school day ensures we have a position statement which includes a wide and varied selection of supports and approaches that families can benefit from when financial constraints may be affecting a child's education or ability to learn. Our whole-school work around attachment informed practice and nurture with all classes, making effective use of calm corners, regulation stations, outdoor learning opportunities and adapted curricular timetables is providing all pupils with a relevant and engaging education where all children are making progress. We have recently been accredited with pledge 1 'Act to Make a Difference' from SLC's attachment informed strategy group who commended us for the approaches we are using and the commitment we are making to drive forward attachment-informed, trauma sensitive practice in our school.

"Senior leaders and all staff have a very strong understanding of the strengths and challenges faced by individual children and their families. They place very high importance on ensuring equity of success for all children. Staff provide a range of well-considered sensitive supports to mitigate any barriers that children and families might face. The headteacher analyses data very effectively to ensure all children have opportunities to succeed and achieve. She uses Pupil Equity Funding to target support and improve children's wellbeing and overall outcomes." HMIe September 2023

Next Step(s) to inform SIP/PEF Plan for 2024/2025:

- Whole school Cost of the School Day policy in place.
- Continued spend on IT, resources and staffing to identify and target learners whose attainment and education is negatively impacted by financial constraints.
- Use of school, local and national data to ensure pupil equity funding is used to support the progress of learners, adversely affected by poverty.