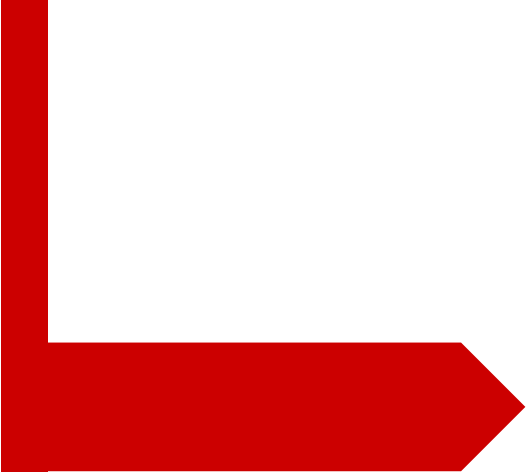




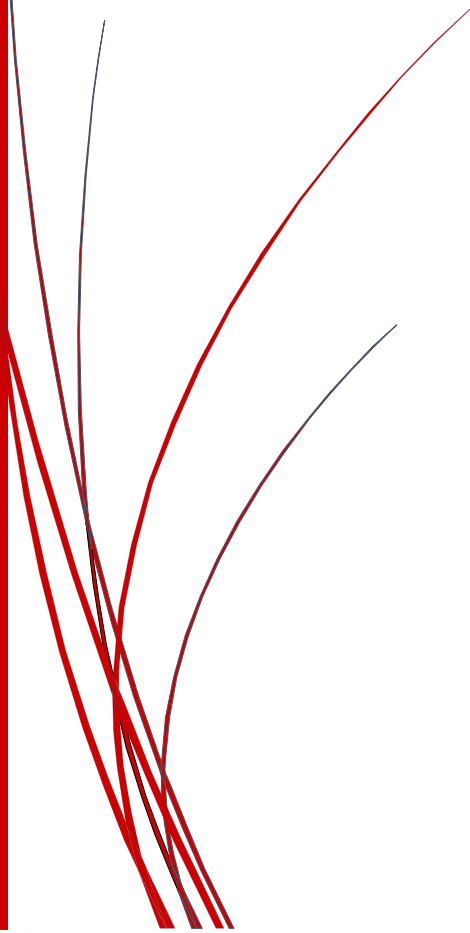
sustainable thriving achieving

East Dunbartonshire Council

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St Machan's Primary Standards and Quality Report 2022/23



Context of the School

St Machan's Primary is a co-educational , denominational Catholic school which is situated in the village of Lennoxtown, in a rural position at the foot of the Campsie Fells. It serves the Roman Catholic communities of Lennoxtown, Haughead, Milton of Campsie and Torrance.

The senior leadership team consists of the head teacher, who has been in post for 6 years, and the depute head teacher. The school consists of 11.28 full time equivalent teachers, including the senior leadership, a nurture teacher funded by the Local Authority and a probationary teacher. The school is very well supported by 2 classroom assistants, 3 support for learning assistants and 2 full time equivalent office staff. There is currently a vacancy for a Family Learning Assistant.

The school roll is currently 175 children from P1-P7, arranged in 8 classes. The majority of children live in Scottish Index of Multiple Deprivation (SIMD), quintiles 3 and 4. The Free Meal Entitlement for the school sits at 12%.

Based on the above statistics, the Scottish Government allocated £38,880 in Pupil Equity Funding (PEF) to St Machan's Primary for session 2022/23. This funding was used to support the priorities identified in our School Improvement Plan and to provide targeted support to identified pupils and reduce factors associated with equity, such as, removing barriers to learning and closing the poverty related attainment gap.

Our school is aware of equity for all children and young people and has identified children and families who require additional support to establish good patterns of attendance. For example, a daily breakfast club, funded by the Local Authority, is available to support families. Attendance data recorded in May 2023, showed the average attendance of pupils was 93%.

Our vision at St Machan's Primary is that our children, staff, parents and wider community will work together to ensure we provide a motivating, achieving, caring, happy and nurturing environment for all. We promote the values of being faithful, kind, respectful and responsible. We have close community links with our local Parish of St Machan's Church to support the development of our Catholic Faith.

Our hard-working Parent Council and Parent Teacher Association are central to our school community. Throughout the school session, they support and organise a variety of fun events and organise essential fundraising activities to benefit our pupils and families.

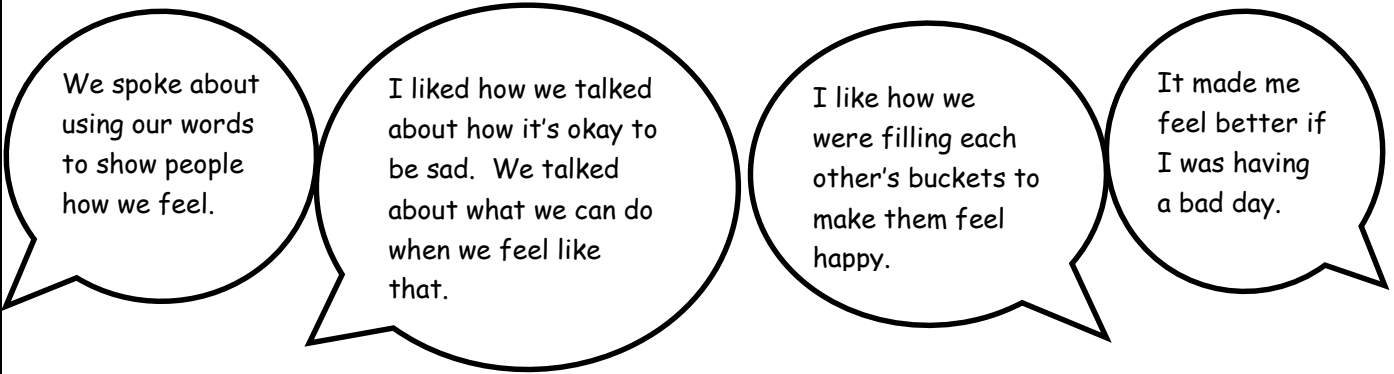
The health and wellbeing of each child is paramount to us and we view each child holistically. We provide an atmosphere that allows all children to benefit from challenge and enjoyment in their learning, experience success, achieve their full potential and become people who have developed skills to make a full contribution to society.

In St Machan's, we strive to ensure that children find learning enjoyable and make steady and consistent progress from P1 to P7. We work closely with our associated Early Learning and Childcare Centres and feeder High Schools to ensure that children enjoy smooth transitions from Early Years establishments to P1 and from P7 to secondary school.

The majority of our P7 pupils transition to St Ninian's High School, Kirkintilloch. The majority of our P1 pupils transition from Lennoxtown Early Years Centre. Throughout the school session, we connect to all feeder establishments, staff arrange visits to meet the children in advance of the transition date and we work in partnership with schools/early year centres to enable opportunities for pupils and parents to visit and engage in information sessions and informal visits. We also enable enhanced transitions for pupils with additional support needs.

In May 2023 a quality review of our school was carried out by the Local Authority. We were very grateful for the support of key stakeholders who participated in the review process, including our pupils, staff, parents, parish priest and education professionals who regularly support and work within the school.

<ul style="list-style-type: none"> School priority 1: Health and Wellbeing/Nurture (Year 2 of Local Authority Pilot) 	
<p>NIF Priority Placing the human rights and needs of every child and young person at the centre</p> <p>Closing the attainment gap between the most and least disadvantaged children</p> <p>NIF Driver teacher professionalism parent / carer involvement and engagement</p>	<p>HGIOS?4 QIs</p> <p>QI 3.1 Wellbeing, equality & inclusion</p> <p>QI 1.4 Leadership and management of staff</p>
<p>Progress and Impact: Health and Wellbeing/Nurture Year 2</p> <p>The school has made good progress with this improvement priority and is well place to identify and support the wellbeing needs of our pupils.</p> <p>Nurture Provision</p> <p>This session we further developed our nurture provision informed by our year 1 evaluation and ongoing self-evaluation processes. We benefitted from continued guidance from our Educational Psychologist who supported our nurture group pupils, parents and staff by contributing to Team Around the Child meetings, providing staff training, participating in Pupil Support Group discussions and by providing links to Health/outside agencies.</p> <p>In addition to our daily nurture room provision, our nurture practitioner has facilitated wellbeing activities in response to analysis of data gathered from pupil wellbeing questionnaires and class teacher observations and assessment. Across two years in nurture 50% of pupils were able to transition back into the class full time with the support of a Support for Learning Assistant (SLA) and access to a well-being group to check in with the nurture teacher once a week; continuing to work on smaller areas for development.</p> <p>The remaining 50% of pupils continue to access nurture, however they have shown an increase across all developmental strands.</p> <p>A recent pupil questionnaire evidenced that our pupils have an understanding of a whole school approach to nurture. They recognise the role model of staff interactions, know what is available to them when they need a calm space or someone to listen to them. They value the nurture room as a safe place and appreciate the opportunities they are given to talk about their feelings, concerns and to talk through issues of conflict. The children acknowledge that all staff, including office, janitorial and dining hall staff, are a valued part of our school community and are there to help.</p> <p>Tracking and Assessment</p> <p>Throughout the session we continue to track, monitor and assess pupils across Primary 1-7 in the area of Health and Wellbeing each term, to identify and plan interventions for individuals and/or small group interventions. This session we have offered interventions such as; Seasons for Growth, Lego Therapy, social skills group, self-esteem group, resilience group, nurture lunches and 1 to 1 supports. Many pupils who attended intervention groups reported that they found the sessions helpful and positive in supporting them to address barriers to social interactions and improve self-confidence.</p>	



We spoke about using our words to show people how we feel.

I liked how we talked about how it's okay to be sad. We talked about what we can do when we feel like that.

I like how we were filling each other's buckets to make them feel happy.

It made me feel better if I was having a bad day.

Feedback gathered at the end of wellbeing interventions evidences that pupils involved feel supported and helped to be more confident and successful and can recognise their own progress. They have developed their emotional literacy to express the changes and improvement they see to their wellbeing.

Almost all staff are committed to improving knowledge of and relationships with our learners. This is reflected in the implementation of our updated Positive Relationships Policy created 2021-22. This policy was reviewed and updated with our Parent Council 22-23. Health and Wellbeing has been a main priority on our School Improvement planning for the past few years. As a result of staff training and changes to programmes of study, progress with nurturing approaches are evident in classrooms and across the wider school. Classroom observations confirm that almost all staff have a good understanding of the principles of nurture and embed these into their daily practice.

Our recent Quality Review report acknowledged the improvement the school has made in supporting the wellbeing of all children. The review team noted the following strengths in this area.

- Almost all children feel safe and have someone they can talk to
- Mutual respect permeates the school
- All staff benefited from training to deepen knowledge of wellbeing and attuned to barriers pupils face
- Children speak confidently about life and work of school. Children are especially proud of their school values and agree the school keeps them safe and included
- Areas around the school offer some bespoke spaces – library, low sensory, modified wellbeing spaces
- The school is developing greater opportunities for pupil voice through leadership opportunities, returning to pupil voice group sessions and pupil led lunch time clubs.

Breakfast Club Provision

This session we re-established our breakfast club provision which supported children to have a healthy start to the school day. It provided support to parents attending further education placements and, where spaces were available, the provision was extended to support parents with early work commitments.

The breakfast club provision supported improvement in attendance and late-coming for some pupils. Data collected on school attendance of pupils who attend the breakfast club provision showed an average attendance of 98% in May 2023. In addition to this, our home link officer provided support to families. This resulted in improvement in attendance of up to 27% for targeted pupils.

SAMH (Scottish Association of Mental Health) Year 1.

Pupils in P5-7 participated in workshops to learn about mental health. The visit from the SAMH representative provided children and staff with a more informed understanding of mental health

and with strategies for managing stress and anxiety. A confidential online parent workshop was also offered from SAMH in October 2022 focused on these themes.

Next Steps:

- Family Learning Assistant vacancy to be filled.
- Further develop UNCRC (United Nations Convention on the Rights of the Child) through assembly and pupil voice activities
- SAMH (Scottish Association of Mental Health) Year 2.

- **School priority 2:** Raising attainment in Reading (Year 2 towards Reading Schools Accreditation)

NIF Priority Improvement in attainment, particularly in literacy and numeracy.

Closing the attainment gap between the most and least disadvantaged children

NIF Driver teacher professionalism
curriculum and assessment

HGIOS?4 QIs

QI 3.2 Raising attainment and achievement

QI 2.3 Learning, Teaching & Assessment

Progress and Impact: Raising Attainment in Reading (Year 2)

The school has made good progress with this improvement priority and is well placed to continue to improve reading skills of all pupils and further develop a reading culture across our school community. Classroom observations confirm that most staff have developed pedagogy and confidence in teaching reading, and have begun to develop reading task maps and resources for use at all stages.

The school prioritised learning, teaching and assessment with the wider agenda of raising attainment in reading. Staff undertook an analysis of summative assessments and planned targeted intervention at both class and group levels to identify and address barriers and common areas of difficulty in learning to read.

Reading assessment provides evidence of progress and impact from curricular development and a focus on reading pedagogy. Overall, there has been significant improvement in reading attainment throughout the school.

In Primary 4, within a 6 month period, most pupils increased their reading age. At Primary 7, almost all pupils increased their reading age. In Primary 1, after 8 months in school, most pupils were assessed as reading above their chronological age.

This session our quality assurance processes have evidenced increased confidence and skill in the teaching of reading, as a result of in-house staff training and professional learning in using the Reflective Reading approach. Robust quality assurance processes also confirmed that Higher Order Thinking Skills were promoted through improved questioning and within the variety of skills developed through set tasks. Our Pupil focus group discussions with Senior Management evidenced greater enjoyment and confidence in reading. This also confirmed that children in P6-7 have greater ownership and choice of tasks and have more opportunities for independent working. Pupils in upper classes were able to connect reading to writing and apply author's craft to writing tasks.

Improving Assessment and Analysis of Data

Almost all staff have refreshed their understanding of the Learning, Teaching and Assessment Cycle this session and have engaged in in-house moderation activities. This has included professional development work to create high quality reading assessments. Almost all staff have engaged in revising Assessment is For Learning strategies. As a result, teachers across all stages consistently share learning intentions and co-create success criteria with pupils.

This session, the majority of staff demonstrated improved understanding of the importance of analysis of data during learning, teaching and assessment meetings. 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. This is evident through our quality assurance processes.

Weekly pupil conferencing, at all stages, has increased the frequency and focus on personal target setting with learners. Most pupils are now more able to articulate and identify strengths and next steps in learning. This was evidenced in pupil focus discussions with Senior Management Team.

Next Steps:

- Tracking Systems to be improved and implemented to support data analysis
- Focus on developing Learning, Teaching and Assessment across all stages through robust planning, including incorporating opportunities for outdoor learning across all stages.
- Further develop play pedagogy at P1-2

- **School priority 3:** Curriculum Development: including Family and Community Engagement

NIF Priority Placing the human rights and needs of every child and young person at the centre
Closing the attainment gap between the most and least disadvantaged children

NIF Driver parent / carer involvement and engagement

HGIOS?4 QIs

QI 2.5 Family Learning

QI 2.7 Partnerships

Progress and Impact: Family and Community Engagement

Family Learning

This session we have made good progress within this priority. We have re-established intergenerational and community links and supported our local foodbank and charities. Our 'Faith Into Action' pupil voice group were key to organising fundraising events and to raising awareness at assembly of our responsibility as a community to respond to Pope Francis' call to demonstrate the values of faithfulness and kindness to people in need. This work had a positive impact on almost all children and helped build on our school values.

We also worked with our Parent Council and Parent Teacher Association (PTA) to reduce the Cost of the School Day by raising awareness of current financial difficulties and taking cognisance of the rising cost of living for our families. We were mindful to reduce costs for large families to attend events, we organised and packaged cost free new/nearly new school clothing and made these

available to families after Sunday mass and on a clothing rail in school, we used our Pupil Equity Funding and our Parent Teacher Association school funds to reduce costs of school trips and transport. This ensured that all children could attend trips regardless of cost and families had access to items of uniform year round at no cost.

Catholic Social Teaching

Our partnership working with our local parish has been a strength this year, working with our new parish priest, to encourage and provide more opportunities for family engagement in returning to church events and parish life. Many families benefited from Christmas gifts and hampers from the local church (St Vincent de Paul) and from local businesses.

Our Parish priest has been central in supporting our Faith practice as a whole school community. Staff were provided with spiritual guidance, prayer and reflection, including a 'thank you' buffet from our parish priest. Working with Canon Bath ensured staff had access to advice and support with teaching Religious Education lessons whilst also having the opportunity to reflect and strengthen their own personal faith, which in turn supports them in delivering the curriculum more confidently.

We celebrated Catholic Education week by holding a prayer breakfast for our families in November 2022. Learners at all stages enjoyed class masses and regular visits/class talks from our parish priest. We returned to whole school monthly visits to mass with the local community. We joined together with our neighbouring non-denominational school for a Christmas Carol Service and we included local pupils, who do not attend Catholic schools, in our Sacrament celebrations. This demonstrates our Catholic Ethos through partnership working and links with home, school and parish and teaches the value of uniting in our Catholic Faith in service to the local community.

We co-created our Vision, Values and Aims (VVA) statement in 2018/19 by consulting with pupils, staff and parents. This has further evolved through ongoing reflection across the school community. In 2022-23, in consultation with parents, staff and pupils we updated our Vision statement to reflect our commitment to Catholic Education as a Laudato Si school. We added 'faithful' as a value to reflect and strengthen the Catholicity of our school ethos. Our vision now promotes that our pupils are 'Faithful' and encouraged to active service. Our pupil voice group, 'Faith into Action' have led our school in activities which support Laudato Si initiatives. The rights of the child are embedded within their action plans.

We regularly communicate the expectations of our Vision, Values and Aims (VVA) at weekly assembly, through presentations and awards, within classes and in our everyday interactions within our school environment. This keeps our values alive and integral to everything we do.

Another aspect of our updated VVA is our focus on promoting pupil voice through the development of the four capacities for our learners (Successful learners, Confident Individuals, Responsible Citizens and Successful Learners). Within our pupil skills groups and pupil voice Fridays, our children have experienced gardening, chess, drawing, singing, sign language activities and (STEM) Science, Technology, Engineering and Maths. Learners have had increased opportunities to lead initiatives. P4-7 have contributed to their school and local community raising awareness of Health and Wellbeing, Eco, Faith into Action (Charity work). Learners have led lunchtime clubs and have had regular opportunities to support religious events/celebrations. They have learned about their local community and engaged in activities to support local care home residents and our families.

We continue to seek opportunities for our wider school community to raise awareness of nurture and inclusion and to establish greater understanding of diversity; raising awareness of UNCRC and the rights of the child. Classroom charters are created at the start of the academic year and these ensure there is connection between UNCRC and our core values

Next Steps:

- Continue to embed UNCRC and the Rights of the Child.
- Update the narrative of our Curriculum Rationale to reflect progress made.
- Continue to build and develop skills for learning, work and life through our pupil voice groups, skills groups and opportunities for leadership of all learners (P1-7).

Progress in National Improvement Framework (NIF) priorities

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

Pupils represented St Machan's Primary within the East Dunbartonshire Pupil Forum this session. The children were ambassadors for promoting the Rights of the Child and were proactive in raising the whole school community's awareness of United Nations Convention of Rights of the Child (UNCRC). The children presented at the Parent Council, at a whole school assembly and were successful in achieving a Dynamic Youth Award. As a result, school displays include links to articles on children's rights. Class novels have been purchased and included in literacy planning to promote discussion and raise awareness of children's rights. Within our pupil voice activities pupils actively address children's rights and plan events and activities which demonstrate understanding of UNCRC.

We are committed to listening to the voice of all pupils in our school and to raising awareness of 'The Promise' Scotland. Our school ethos and values aim to ensure our children grow up loved, safe and respected.

Improvement in children and young people's health and wellbeing

St Machan's staff continue to develop their skill, knowledge and understanding of health and wellbeing through a variety of training opportunities. Our nurture garden is a significant and key resource to support our pupils with self-regulation and resilience. Wellbeing intervention blocks provide short term focus and support for pupils as required. We continue to raise awareness and understanding of neurodiversity and we celebrate difference within our school community. Our school ethos is inclusive and nurturing. Our pupils and staff strive to ensure the values of respect and kindness are central to communication and interactions across our school community. We provide 2 hours of PE each week for pupils at all stages.

Closing the attainment gap between the most and least disadvantaged children and young people

We used Pupil Equity Funding (PEF) to provide additional staffing to support small group literacy/numeracy interventions this session. Our data evidences that children working with this support have made significant personal improvement. Learners, staff and parents acknowledge the impact of this additional support, which is evidenced in attitudinal and academic assessment results for individual learners.

The school has continued to promote actions to mitigate the impact of poverty, including approaches to reducing the Cost of the School Day. Our Pupil Council and Parent Teacher Association were key to making used/nearly new uniforms available to families, and in reducing the costs for families when planning school events and activities.

Improvement in attainment, particularly in literacy and numeracy.

Attainment data at P1, P4 and P7, shows most pupils are attaining appropriate levels in reading with exception of Primary 7, where the majority achieved appropriate levels. Most pupils are attaining appropriate levels in listening and talking at P1, P4 and P7. The majority of pupils are attaining appropriate levels in writing at P1, P4 and P7. Most of our Primary 1 pupils are attaining appropriate levels in numeracy and the majority of pupils attained appropriate levels in numeracy at P4 and P7.

Achievement of Curriculum for Excellence (ACEL) data

ACEL data at the end of June 2023				
	Reading	Writing	Talking & Listening	Numeracy & Mathematics
Early level by end of P1	most	majority	most	most
First level by end of P4	most	majority	most	majority
Second level by end of P7	most	majority	majority	majority

Impact of Interventions for Equity and Pupil Equity Funding (PEF)

Progress and achievements

Allocation, interventions, outcomes and impact.

Pupil Equity Funding was used to secure additional staff to support raising attainment for children at risk of not achieving, with a particular focus on narrowing the poverty related attainment gap. Additional hours were also allocated to a Support for Learning Assistant, to support in classes. This staffing additionality provided the following supports:

- Working with class teachers, using a data informed approach, to design effective interventions in Literacy and Numeracy.
- Interventions in phonics and reading with the purchase of new resources and the renewal of successful intervention subscriptions

In addition to supporting learners with targeted interventions, our whole school benefited from Pupil Equity Funding being used to provide;

- New library books and novels, purchased to update our library selection.
- Book gifts for our new Primary 1 pupils to promote the value of a reading culture.
- Resources and training to continue our nurture provision with the introduction of Lego Therapy.

Self-evaluations of How Good Is Our School? (4th edition)

Quality indicator	School self-evaluation	Inspection/ Authority evaluation
1.3 Leadership of change	Good	Good
2.3 Learning, teaching and assessment	Satisfactory	Satisfactory
3.1 Ensuring wellbeing, equity and inclusion	Good	Good
3.2 Raising attainment and achievement	Satisfactory	Satisfactory

Summary of School Improvement priorities for Session 2023/24

1. 3.2 Learning, Teaching and Assessment- <ul style="list-style-type: none">• Raising Attainment in Numeracy• Planning, assessment and moderation
2. 3.2 Learning, Teaching and Assessment <ul style="list-style-type: none">• Raising Attainment in Literacy (Writing)• Planning, assessment and moderation
3. 2.3 Curriculum Development: <ul style="list-style-type: none">• Revise Curriculum Rationale• Increase opportunities for Outdoor Learning

Our capacity for continuous improvement

We were supported in our self-evaluation process this session by being involved in a Local Authority Review in May 2023. We are now better placed to improve, informed by the advice and recommendations of the local authority report.

The report highlighted key strengths of the school:

- Children and young people who are polite, friendly and proud of their school environment.
- Commitment of the Head Teacher and all staff in getting it right for children and families.
- Significant progress made in improving wellbeing for all through a clear focus on building positive relationship to support wellbeing and learning.
- Positive relationships between staff and pupils which are underpinned by the school values. This is creating a respectful, supportive and inclusive learning environment across the school which celebrates everyone as individuals.

Moving forward our next steps are:

- The development of data informed approaches at all levels, including the classroom. Focus on attainment gap factors to understand and tackle poverty related attainment gap.
- Ensure professional judgement on children and young people's progress and achievement of a level is supported by valid and reliable assessment.
- Develop an electronic tracking system which provides robust and reliable data.