



sustainable thriving achieving

East Dunbartonshire Council

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St Machan's Primary Standards and Quality Report 2023/24



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 deputy head teacher (temporary post). The school consists of 11.28 full time equivalent teachers, including the senior leadership, a nurture teacher funded by the Local Authority and 2 probationary teachers. The school is very well supported by a family learning assistant, 2 classroom assistants, 3 support for learning assistants and 2 full time equivalent office staff.

The school roll is currently 170 children from P1-P7, arranged in 8 classes. The majority of children live in Scottish Index of Multiple Deprivation (SIMD) area 4. The Free Meal Entitlement for the school sits at 12.5%.

Based on the above statistics, the Scottish Government allocated £38,880 in Pupil Equity Funding (PEF) to St Machan's Primary for session 2023/24. This fund 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 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 Secondary 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, our 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.

Our school was reviewed by the Local Authority in May 2023, helping to inform our priorities for improvement for Session 2023-24.

Progress in School Improvement Plan (SIP) priorities

School priority 1: Learning, Teaching and Assessment; Raising Attainment in Numeracy	
<p>NIF Priority Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children</p> <p>NIF Driver teacher professionalism curriculum and assessment</p>	<p>HGIOS 4 QIs QI 2.3 Learning, Teaching & Assessment QI 3.2 Raising attainment and achievement</p>
<p>Progress and Impact:</p> <p>Attainment: This session our results show pupils on track at 2nd Level Numeracy by the end of P7 increased 15%. At the end of P1 there was a 6% increase in achievement of Early level numeracy. Tracking our P7 cohort overtime, showed a 3% increase since June 2023. However, results at the end of 1st Level, at the end of P4, results have fallen, 8% in comparison to last session. Tracking this cohort overtime shows a slight decrease of 2% (equating to one child). The data does not show an exact comparison due to changes in the class roll, with a number of pupils leaving/joining the stage over the session. Overall attainment results across all stages for numeracy at end of this session show improvement at P7, P6, P5, P3 and P1 all show an increased number of pupils 'on track'. P2 remains unchanged in comparison to session 22-23. We aim to raise attainment in numeracy in line with National averages; by at least 1% at Primary 1, 2% at Primary 4 and further improve the positive result at Primary 7 by a further 3%.</p> <p>Teacher professionalism. Through professional learning staff worked together as a 'Numeracy Working Party' to update and revise curricular planners for Numeracy. These revised planners demonstrate progression within each level and our termly planning formats now have a clear assessment focus.</p> <p>Impact of training. The impact of training this session on professional learning on Concrete, Pictorial, Abstract (CPA) approaches to teaching numeracy and maths was evident in classroom observations and within a staff attitudinal questionnaire. Almost all staff indicated increased confidence in using concrete materials for teaching numeracy concepts and increased confidence in using a range of strategies for teaching numeracy and maths. Following this session's focus of improving learning, teaching and assessment of numeracy and maths, almost all staff indicated increased confidence in using assessment to identify attainment gaps, reported increased confidence in using ongoing formative and summative assessment to make tracking decisions and increased confidence in making links between numeracy and outdoor learning. Almost all staff indicated they had engaged in effective peer moderation of numeracy and had increased confidence in supporting targeted intervention/support groups within their classes. They also had increased confidence in planning for skills progression in numeracy and maths.</p> <p>Parental Engagement; This session, St Machan's engaged with 'Multiply', a UK Government funded initiative which aims to engage adults (aged 19+) and parents in improving their numeracy skills to better support their children, increase their employability and improve their money management skills.</p> <p>Parents/carers engaged in workshops at all CFE (Curriculum for Excellence) levels within numeracy working with the 'Count Us In' initiative. The aim of the sessions was to teach parents the variety of different strategies and approaches we use to teach maths in school as well as develop their own knowledge and understanding of the progression of the numeracy curriculum. Parents were then able to apply these new skills and strategies with their child through maths activities and games.</p> <p>Positive outcomes of this approach are; increased family engagement, relationship building with families, adults feeling comfortable asking questions and discussing maths anxiety in everyday life and adults feeling encouraged to engage with other 'Count Me In' services and continue their own maths learning.</p>	

Parent/Guardian feedback

Based on pre and post confidence surveys, most parents/carers who participated in the sessions reported an increase in their own maths confidence levels and/or increased confidence in supporting their child with maths. One parent has since applied for a university course and another parent has continued their learning journey with Count Me In and attended an adult only class in the community.

Quotes from parents:

- “When I heard about the Count Me In team coming to St Machan’s to do P1 numeracy sessions with parents I wanted to run and hide as I struggled with maths all throughout school. I went for the first session...and to be honest, I was nervous I was going to be asked lots of maths questions...how wrong was I?we played FUN easy maths games with our children... my son seeing me in school and us working on the games together at the Count Me In sessions has had such a positive effect on him. He is more engaged in schoolwork and his confidence in his written work has improved. It's empowered me not to run away from maths homework and has given me invaluable tools as a parent to help and encourage my children throughout school. This has helped my own self-belief that I can learn new things, it gave me the confidence to apply for (and have now been offered a place) to study Podiatry at university.” – P1 Parent.
- “This learning sessions have been very helpful to myself and my granddaughter, finding fun in maths has been great!” – P1 Grandparent.
- “Great class to explain techniques that my child will learn and the order that they will learn. That will help me support her and lovely to engage/play games with my child.” – P3 Parent.
- "I enjoyed learning how to help my child in the same way he learns. The timing was perfect too. Fantastic few weeks. Girls were amazing at teaching adults and ensuring we understood before supporting us with helping the children - Thanks!" – P4 Parent.
- “It is great to learn practical and pictorial ways to do different ways of counting, multiplying, number bonds and fractions. It has been most helpful. – P6 Parent.

Next Steps: We aim to;

- Continue use of practical materials within lessons to ensure consistency of a Concrete, Pictorial, Abstract process
- Consistently deliver literacy and numeracy interventions, maths and reading recovery strategies through targeted support.
- Continue to build on ensuring links across the curriculum through Interdisciplinary/Outdoor Learning.

School priority 2: Learning, Teaching and Assessment; Raising Attainment in Writing

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 2.2 Curriculum

QI 2.3 Learning, Teaching & Assessment

Progress and Impact:

Attainment

This session our results show pupils on track for 2nd Level Writing by the end of P7 increased 3%. At the end of P1 there was a 4% increase in achievement in Early level writing. Tracking our P7 cohort overtime, shows a 4% increase since June 2023. However, results showed, at the end of 1st Level, at P4, attainment has fallen, 5% in comparison to last session and tracking this cohort overtime shows a decrease of 7%. The data does not show an exact comparison due to changes in the class roll, with a number of pupils leaving/joining the stage over the session.

Overall attainment results across stages for writing at end of this session, show improvement at P7, P5, P3 and P1 all showing an increased number of pupils 'on track'. P6 remained unchanged in comparison to cohort 22-23. Attainment in writing fell at P2 and P4.

We aim to raise attainment in writing in line with National averages; by at least 4% at Primary 1, 2% at Primary 4 and further improve the positive result at Primary 7 by a further 3%.

Teacher Professionalism:

Through professional learning staff worked together as a 'Literacy Working Party' to update and revise curricular planners for Literacy. These revised planners demonstrate progression within each level and our termly planning formats now have a clear assessment focus.

Staff confidence in teaching writing has been supported by our Literacy Champion this session, through team teaching and modelling of good practice across classes. Staff at P1, P4 and P7 engaged in moderation of writing with colleagues across a number of East Dunbartonshire Schools to support staff understanding and knowledge of assessment, and strengthen professional judgement of achievement of a level at these key stages. We will continue to support staff knowledge and understanding of achievement of a level through moderation activities in house and with our neighbouring school in the new session. Our improved processes for analysis of assessment data will ensure that interventions are identified quickly and with our Pupil Equity Funded staffing we will aim to address emerging gaps more effectively.

Analysis of assessment results in writing across all stages of the school has highlighted that children who are not on track for Early, First, Second CFE levels fall down within 'Tools for Writing'; particularly in spelling and grammar. We plan to implement interventions in the new session to target this area of the curriculum and will measure the impact of this targeted support.

Next Steps: We aim to:

- Continue with Literacy improvement as a priority in the new session – to raise attainment for all
- Include Consistently deliver literacy and numeracy interventions, maths and reading recovery strategies through targeted support.
- a focus on spelling within the writing process
- Consistently deliver literacy and numeracy interventions, maths and reading recovery strategies through targeted support.

School priority 3: Revised Curriculum Rationale

NIF Priority
Placing the human rights and needs of every child and young person at the centre
Improvement in skills and sustained, positive school-leaver destinations for all

NIF Driver
parent / carer involvement and engagement
school improvement

HGIOS 4 QIs
QI 1.1 Self evaluation for self improvement
QI 1.2 Leadership of Learning

Progress and impact:

Revised Curriculum Rationale

A copy of our revised curriculum rationale can be viewed on our school website. This was designed by the staff and pupils of our Digital Leaders Pupil Voice group and was created following consultation with parents, pupils and staff. The document proudly reflects our Catholic School Ethos, our values and aims. The rationale also reflects our current work and continued aim to ensure skills for learning, work and life are embedded and understood by pupils and included in progress reporting to parents.

Human Rights at the Centre

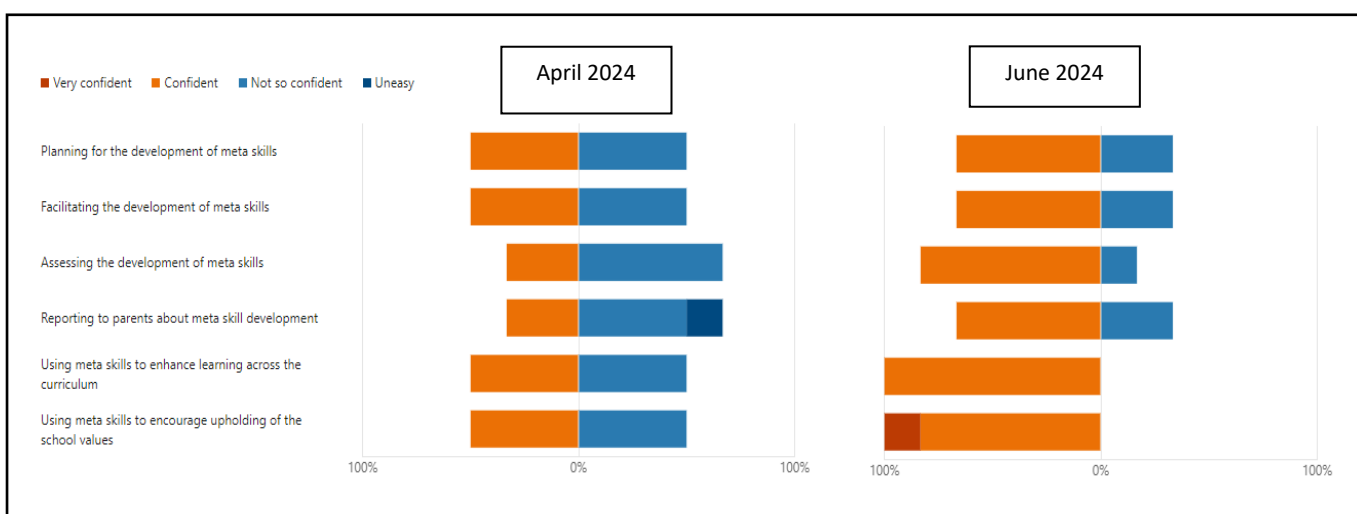
This session our UNCRC pupil voice group achieved a Bronze Award as a Rights Respecting School. Our UNCRC pupil voice group work together to learn all about the rights that all children across the world have that helps keep them safe, healthy and free from harm. St Machan's remains committed to

educating teachers and children about everything they need to know about the United Nations Convention on the Rights of the Child. This session, the group submitted an action plan of ideas to the RRSA (Rights Respecting Schools Award) and were awarded with a Bronze Award for their hard work. In session 2024/25, our next step is to inform our parents and the wider school community of UNCRC and to achieve our Silver Award.

Skills for learning, work and life

In the final term of 2023/24, we further developed skills for learning, work and life within our curriculum offer by introducing a meta-skills focus. The following graphs exemplify the increase in staff confidence over a short period of time, April-June. The data displayed below shows that planning and facilitating the development of meta-skills were areas where staff felt least confident. This will inform our approach to skills development in the new session.

In the new session 2024/25, we will focus on improving our Interdisciplinary Learning (IDL) approach to the wider curriculum and will ensure meta-skills are fully embedded in learning, in order to improve engagement and better meet the needs of all learners by providing increased opportunities for the application of literacy and numeracy learning across the curriculum.



Prior to the formal introduction of meta skills, the control group (P5) pre-evaluation indicated that almost all learners did not know what meta skills were and the majority of learners were confident in using 50% or more of the highlighted meta skills to help them with their learning.

After implementation of meta skills as a whole school achievement focus and as a focus for starters and plenaries relating to Fun 31, triangulation of data shows the following:

Quantitative Data

The control group post-evaluation indicates that most learners know what meta skills are and the majority of learners continue to be confident in using 50% or more of the highlighted meta skills to help them with their learning.

Direct Observation

- SMT have observed children discussing the meta skills they are using during Fun 31 and in the playground.
- Pupils have contributed their understanding and experience of focus skills during whole school assemblies with increasing confidence.
- Meta skills posters are visible in every classroom, with the focus skill easily identifiable.
- Class teachers have commented on the engagement of pupils with the meta skills, evident through the discussions between peers and through children identifying opportunities to apply specific meta skills during learning opportunities.

Next Steps: We aim to;

- Build on the feedback from parents, pupils and staff to further enhance our curriculum offer for our children through a focus on planning Interdisciplinary Learning
- Further embed and build on knowledge and understanding of meta skills.
- Improve reporting to parents on pupil achievement of meta-skills

Progress in National Improvement Framework (NIF) priorities**Improvement in attainment, particularly in literacy and numeracy;**

This session P7 results are above the National average in all areas of the curriculum.

P4 achieved the National average in reading, fell just 2% behind in writing and numeracy. However, the result is below the national average for listening and talking. (A third of pupils in this cohort have an additional support need affecting language and communication).

P1 results are above the national average for listening and talking and fall just 1% below the national average in Numeracy. However, the results are below the national average in reading and in writing. (A third of pupils within this cohort have an additional support need affecting language and communication).

The above results have helped to inform our planning for session 2024-25. We recognise that reading and writing attainment remains low at Early level. To raise attainment, we will focus interventions in writing at Early level whilst taking a look at progression and our planning for effective learning and teaching in phonics/spelling across all levels of CFE (Curriculum for Excellence).

It is evident from our assessment data that pupils who are not on track for First level Writing have spelling as a barrier to learning within the writing process. A member of our staff team will lead in supporting and developing effective strategies and resources for pupils with spelling difficulties, including dyslexia.

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

Our staff have strong relationships with our families built up over many years. We know our children and families very well. Data has been built up and analysed to give a clear picture of where support is required. As well as attainment we consider attendance, engagement, opportunities for life experiences and motivation levels. Additional staffing of a 0.4FTE government funded teacher and an additional 0.5fte Support For Learning Assistant allocated in session 2023/24 have been deployed to support our most vulnerable pupils. The focus for this has been interventions in aspects of literacy and numeracy, swimming lessons and school trips/outdoor learning experiences.

Improvement in children and young people's health and wellbeing;

A majority of our teaching staff participated in a wide variety of training offered by the Local Authority by colleagues from the Language and Communication Team throughout the session.

Through monitoring of classroom observations, almost all staff show an understanding of all behaviour is communication. Classroom teachers now more consistently implement calm/cosy corners in and around the school, ear defenders and sensory boxes are issued to classes and are accessible to all children. Movement breaks are more built in to classroom practice. Most staff have better understanding of the language used to support pupils, with training in the emotion coaching approach now more evident. Visual timetables and prompts are more consistently used across classes.

Wellbeing Groups Overview; 'Hamish and Milo' Groups ran this session, covering themes of Anxiety and Self Esteem. Pupils also benefited from a Lego Therapy group, a Friendship support group and a Nurture Lunchtime Drop in and Nurture Lunch.

Assessment of impact of health and wellbeing interventions in 2023-24 below demonstrate the effectiveness of the programmes and this will continue into the new session;

Hamish and Milo Children's Voice Self Evaluation. Children's Pre/Post Group Evaluation

FOCUS/THEME	PRE PROGRAMME	POST EVALUATION
How I feel about myself	Positive 47% Negative 53%	Positive 69% Negative 31%
Awareness of sense of self	Positive 33% Negative 67%	Positive 38% Negative 62%
Self Portrait	Positive 33% Negative 67%	Positive 62% Negative 38%

Pupil comments – Lego Therapy group 23-24

- 'Giving instructions was hard. (What helped with this?) 'Looking at the pictures' 'I'm better now.'
- Coming to club kept me calm. You don't need to stress about stuff.'
- Patience 'Definitely improved – I am better at being calm.' (What can you do when you feel impatient with others?) 'Keep the angry words inside my head.'
- "Making mistakes was hard – you had to re-do it – that can be infuriating'
- 'There were a few arguments (What did we do when this happened?) 'We sorted them quickly – sometimes you had to help us, but that's okay.'
- 'I really enjoyed playing with the Lego'
- 'Did you like working in a team?' – 'Oh Yes – it helped us to make the models faster.'
- 'Did you ever feel successful?' 'Yes – especially working in the team. I liked that you got to do all the different jobs. You didn't always stay as the supplier or the builder. I liked that.'

In the new session 2024/25, the Circle Framework training will be rolled out across schools within the Local Authority and will revisit core messages on inclusive, communication friendly environments to ensure greater consistency in meeting the needs of all learners within St Machan's and across all East Dunbartonshire Schools.

Attainment and Achievement Data

Curriculum for Excellence Levels at the end of June 2023				
	Reading	Writing	Talking & Listening	Numeracy & Mathematics
Early level by end of P1	majority	majority	most	most
First level by end of P4	most	majority	most	majority
Second level by end of P7	most	most	most	most

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

Pupils benefited from support from a teacher specifically funded via PEF to raise attainment in literacy and numeracy. The children made good progress, working in small focused groups which improved their self confidence and skills.

In the new session, we will continue to provide targeted support and intervention to raise attainment in reading, writing and numeracy through our Pupil Equity Funding through additional staffing and resources. We also hope to follow on from the success of our 'Count Me In' workshops, to target parental engagement by offering more opportunities for parents to work in parent/pupil workshops in literacy and numeracy with the support of our Family Learning Assistant.

PEF supported the delivery of staff training and refreshed pedagogy in practical and active learning resources. The use of ICT, eg ipads increased across classes. Pupil confidence was shown to have improved during classroom observations of numeracy. Using our PEF we paid for a subscription to Sumdog to enhance learning experiences for pupils across all stages.

Forest Schools

Pupil equity funding was utilised to support outdoor learning and engagement with small groups of P4 and P6 pupils. Pupils were selected from Quintile 2 or to support health and wellbeing needs. The children learned about their local environment with the support of the local Mugdock Ranger. Developing outdoor learning opportunities had been an area identified by parents and pupils within our consultation on our curriculum rationale and is most appropriate for our unique school setting. Many of our children have limited

knowledge and experience of their local area and natural environment, which is full of learning opportunities on their doorstep. Children's evaluations highlighted the following;

- 100% enjoyment, 100% confident in exploring the outdoors and 100% happy that they had been selected because ...
- 'I love exploring nature', 'I am happy because we learned', 'It is very fun'.
Favourite activities outdoors; '...was when we made wooden butterflies', '...finding out what trees are called', '...fishing', 'toasting marshmallows'
- What would you like to learn about your local environment? I am most interested in ... 'the water', 'trees', 'which trees grow the fastest', 'finding out what trees are called'

Swimming Lessons

Our P5 pupils benefited from attending swimming lessons, supported by our Pupil Equity Funding. For many families living in Lennoxtown, attending a Sports complex requires transport and is not easily accessed. With the support of Active Schools coordinator we booked our pupils into a block of lessons. The children thoroughly enjoyed the experience and many gained increased confidence and skill in the water.

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 2024/25

- Learning, Teaching and Assessment- Raising Attainment in Literacy; Writing Year 2/Spelling and Phonics
- Curriculum Development – Skills for Learning, Work and Life, IDL approach.
- Health and Wellbeing – The Circle Framework

What is our capacity for continuous improvement?

Learning, Teaching and Assessment – Raising Attainment in Literacy; Writing Year 2

We acknowledge that writing remains an area for improvement across the school. Analysis of assessment results in writing across all stages of the school highlighted that children who are not on track for Early, First, Second levels fall down within 'Tools for Writing'; particularly in spelling and grammar. We plan to implement interventions to target this area of the curriculum in the new session, and will measure the impact of this targeted support.

With the support of our Pupil Equity Funding we will target improvement at the end of First Level, in particular, to improve results across all areas of the curriculum.

Curriculum Development

As a Catholic Faith School, our school improvement in regard to the curriculum will include a focus on effective learning and teaching in the area of Religious Education. We will work with our cluster school colleagues to ensure our staff have an opportunity for reflection on their own faith and time will be allocated to revise and strengthen staff understanding of 'This is Our Faith', the key resource and guidance for teaching RERC in Primary Schools. We will continue to ensure equalities are addressed through our planning and delivery of lessons across all stages and we will work with our Secondary School colleagues to provide a high standard of lessons for our pupils at the transition stage. (Primary 7 into Secondary 1). We will continue to embed our Faith across the curriculum, exploring with our children the value of prayer, faith into action and Catholic Social Teaching as we continue our work on Laudato Si, global contexts and remain committed to working in close partnership working with the local parish priest and community.

Health and Wellbeing – The Circle Framework

Alongside our refreshed curriculum approach 2024/25 we will also include staff training on 'The Circle Framework' which will lead to changes to the inclusive learning environment we offer to our pupils. Our

SMT are trained in 'The Circle' approach and will cascade this knowledge and training to staff throughout the new session.