

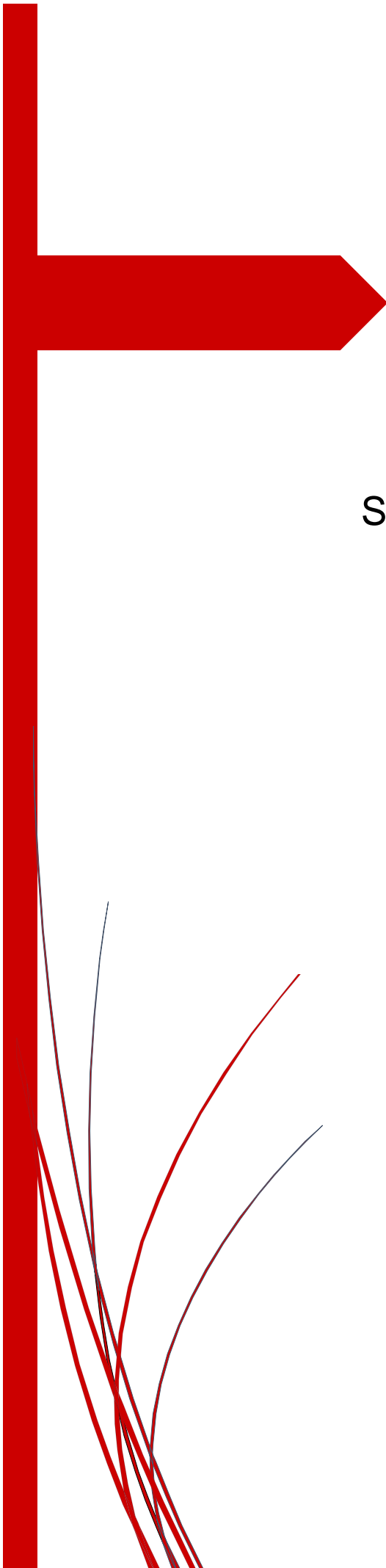


sustainable thriving achieving

**East Dunbartonshire Council**

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St Helen's PS  
Standards and Quality Report  
2021/22



## Context of the School

St. Helen's Primary School is a Roman Catholic primary situated in the residential area of Bishopbriggs within East Dunbartonshire Council and the Archdiocese of Glasgow. The school serves a catchment area mainly from the south of Bishopbriggs and Auchinairn. However, it also attracts a number of placing requests both internal and external.

The school is set in the grounds of the original Cleddens Estate and has extensive grass areas and mature trees-ideal for outdoor learning activities. Built in 1970, it has: 15 classrooms; a multi-purpose hall used for assemblies, Physical Education, dining and meetings; a small lunch hall, a small pupil relaxation room, a Nurture room- new this session- and a number of open areas throughout the school providing additional learning spaces. The school also has a large playground, a soft playground in the lower school area, an Eco garden, a seated outdoor classroom/social space- new last session and funded by Parent Association fundraising - and a full-sized, all-weather sports pitch. We are innovative in our use of internal and external space to ensure equitable access for learning and recreation activities for all children.

St Helen's PS has a clear and shared vision which has been reviewed this session in conjunction with the children, staff and Parent Council and underpins and permeates all we do: **St Helen's PS is a community of faith and learning where mutual respect and tolerance are expected and encouraged, enabling all members of the school community to realise their full potential.**

This was affirmed by the inspection team from Education Scotland in February 2020 where the report stated: *"There is a welcoming and respectful ethos underpinned by the school's strong Gospel values and the positive relationships between staff and children, and children and their peers"*. Further it is stated that a key strength is; *"Strong Catholic spiritual and community approach, led by the Head Teacher, which is having a positive impact on the environment for learning."*

The school currently has a roll of 363 pupils. The school is staffed with 18.64 full time equivalent teaching staff plus a further 0.4 allocated to education support teaching, 2.4 Clerical staff, 3 Classroom Assistants and 4 Additional Support for Learning Assistants. This session East Dunbartonshire Council (EDC) have provided an additional 1.0 teacher who has developed our new Nurture Room in conjunction with a Family Learning Assistant(FLA) who has supported the Nurture Room while also developing family learning activities across the school.

Our catchment area consists of a mix of owner occupied, privately rented and local authority housing. The FME- free meals entitlement- is 7.5% and 22.8% of our children live in areas identified in the Scottish Index of Multiple Deprivation as deciles 1-3. We received £50,723 from the pupil equity fund which included a 15% uplift this session to reflect the challenges created through the pandemic and to reduce the poverty related attainment gap. Following consultation with stakeholders, it was agreed that Pupil Equity Funding would mainly be used to employ an additional teacher to support our most vulnerable pupils through planned, targeted interventions in Literacy and Numeracy. In supporting our pupils, attendance is carefully monitored and over the last 3 years has averaged over 95% with no exclusions.

Children enter into St Helen's from a wide range of local authority and private partnership nurseries and normally transfer after P7 to Turnbull High School. As part of Turnbull Cluster, there are very effective transition arrangements in place ensuring continuity in our children's education.

St Helen's PS is part of St. Dominic's Roman Catholic Parish which plays an important role in the life of the school. The Parish Priest, who is our school chaplain, is a regular visitor to the school supporting our faith life, sacramental preparation and Religious Education Roman Catholic (RERC) curriculum.

The school also enjoys an excellent relationship with our parents and carers. We have a very active and supportive Parent Council and a vibrant Parent Association who work tirelessly to support the work and life of the school.

## Progress in School Improvement Plan (SIP) priorities

School priority 1: To promote the wellbeing, equality and inclusion of our children.	
<p>NIF Priority      •Improvement in children and young people’s health and wellbeing  NIF Driver        school improvement                           teacher professionalism                           school leadership                           parental engagement</p>	<p>HGIOS?4 QIs                           QI 3.1 Wellbeing, equality &amp; inclusion                             QI 1.3 Leadership of Change</p>
<p><b>Progress and Impact:</b>  In developing this priority, the early indications are that there has been a significant and positive impact on the wellbeing, equality and inclusion for the majority of our children.  This session we have successfully implemented the Paths programme as a discrete element of the Health and Wellbeing curriculum. This has had a positive impact on all learners. There has been a renewed emphasis on this aspect of emotional and mental health learning and teaching. Aligned with the restructuring of the Health and Wellbeing programme around the SHANARRI indicators (Safe, Healthy, Achieving, Nurtured, Active, Responsible, Respected, Included), most children and staff have reported greater coherence and greater understanding of these areas. Almost all children are observed by school staff as being more able to identify and talk about their emotions and how they are feeling in a range of situations. We have further ensured a focus on the health and wellbeing of the children by highlighting the SHANARRI indicators at our weekly Pastoral Assemblies and through our continued use of the Health &amp; Wellbeing (H&amp;W) survey of all children, which is used twice per session, to track the children’s wellbeing and is discussed at all learning, teaching and tracking meetings between class teachers and the senior leadership team (SLT) to allow staff to respond to the children’s self-identified areas of strength or those in need of support.  The school also continued to review the school’s vision, values and aims and Catholic social teaching as we considered our approach and practice in promoting respectful relationships with all and supporting the children’s ability to self-regulate. This was an important focus for our whole school community as we aligned our Catholic mission with the Nurturing Principles and established a Nurture Class within the school. The Nurture Class has been a very successful addition to the range of support we have available within the school for our children. We have been able to support a core group of children from P2-5 in being able to access their learning in an alternative way while building their social and emotional skills and resilience. We have also been able to support children across the school through a range of groups focussed on developing emotional literacy, supporting anxiety, supporting emotional regulation and developing key social skills. All children, parents and staff have reported very positively in surveys and meetings on the impact of the Nurture class and groups. Early indications are that this is a very well received and extremely positive development ensuring a notable impact on learners. Supported by EDC central team, we are continuing to develop and enhance our Nurture practice next session.  This session we established a development group which also included the school’s RE Coordinator, the Nurture Teacher and the Head Teacher to develop the school’s approach to supporting relationships and positive behaviour within the school. The group organised whole staff development training in Nurturing Principles, trauma informed practice and a school’s journey in developing relationships and behaviour using the Pivotal approach. The development group reviewed our school’s current approaches and in consultation with children, staff and parents have now developed an approach which further draws on our Catholic faith, our school values and the principles of nurture and have aimed at creating a bespoke approach to continue promoting respectful relationships and positive behaviour within our school by promoting a clear and consistent approach across all stages. This approach focuses on recognising and celebrating the existing positive relationships and behaviour while providing clear programmes, structures and actions which further develop these aspects in all stages.</p>	

Next Steps:

- To implement programmes and strategies developed to support respectful relationships and positive behaviour and to implement them consistently across the school.
- To continue to develop the Nurture Class and nurture practice within the school

**School priority 2: To ensure a whole school consistent approach to teaching and learning in areas of Literacy**

NIF Priority • Improvement in attainment, particularly in literacy and numeracy  
•Closing the attainment gap  
NIF Driver school improvement  
teacher professionalism

HGIOS?4 QIs  
QI 2.3 Learning, Teaching & Assessment  
QI 3.2 Raising attainment and achievement

This development has already had an encouraging impact on our learners' enthusiasm and engagement in reading.

This session a literacy development group was successfully established to review our existing approaches to teaching and learning in literacy and to ensure a whole school consistent approach (with a particular focus on reading) was in place. We firstly reviewed our school policy and practice paper and agreed on areas that required updating. From this, we completed a Literacy Strategy Paper in conjunction with EDC Strategy paper in Literacy. The strategy provides clear and consistent guidance for planning and assessment, curriculum, learning and teaching, monitoring, tracking attainment and moderation, universal and targeted support, family learning and homework and staff responsibilities for all stages of the school. Using an Active Literacy approach to teaching reading, we have created clear and consistent guidance on how to structure reading lessons from Primary 1 - Primary 4 in the first instance, however this guidance also includes the comprehension strategies to be explicitly taught at all stages and suggested learning experiences for each strategy. This guidance for teaching reading forms part of the appendices in the Literacy Strategy. Using our core reading resource, we are continuing to create guidance for engaging learning activities for all stages that will ensure all comprehension strategies are explicitly taught and assessed. Existing periodic assessments in reading have also been reviewed this session. Throughout the year assessment linked to our core reading resource have also been piloted by groups in P1-P4. Feedback from teachers at learning, teaching and tracking meetings has been positive as the assessments provide clear next steps for learning. We will continue to develop our approach to creating rich reading assessments next session.

During this session, for most of the year, family engagement activities have not been possible in person. Our newly appointed Family Learning Assistant (FLA) has continued to respond to the changing context and provided our families, pupils and staff with opportunities for learning at home in literacy. A 6 week block in emotional literacy was completed by our P1 and P2/1 classes with activities shared with families and tasks sent home for families to complete together. Scottish Book Trust Book Bags and Read Write Count bags were gifted to all families in P1-P3. Class teachers ensured a variety of home learning tasks, linking to the bags were shared with families, with a balance of online, practical, creative and play activities included. Most parents responded positively by sharing learning experiences from home on our digital platform (SEESAW).

Family learning opportunities were a large focus during our World Book Day celebration. All class teachers and the FLA ensured reading for enjoyment activities were shared with all families and a newsletter provided information about this with practical links to support reading at home. Having spent time with our new P1 children and families in school, we have also been able to provide literacy activities and advice for families to work together before beginning school in August 2022.

This session we have completed our Action Plan to gain our accreditation in the Scottish Book Trust Reading Schools Initiative. A pupil and staff committee has been established and views have been gathered from all pupils, parents and staff through Microsoft Forms. Feedback has formed the basis of our action plan and engagement has been high. We are in the process of gathering evidence and our Literacy Champion, Literacy Development Group and Pupil and Staff Committee have already planned a variety of successful events for World Book Day and Scottish Book Trust Book Week which has formed part of our evidence gathering. New initiatives have been planned by both groups to begin implementation next session. There has also been a positive impact on all staff in the Literacy Development Group who have completed continuous lifelong professional learning (CLPL) in gaining our Reading Accreditation.

**Next Steps:**

- To implement new active literacy approaches to teaching, learning and assessment in reading at all stages. (SLT class visits)
- To further develop active literacy approaches to teaching and learning in phonics and spelling – Early and First Level
- Further development of Literacy skills through Play at Early and First level.
- To continue to increase focus across all stages and the school community on reading for pleasure through participation in the Scottish Book Trust Reading School initiative and achieve our core accreditation.

**School priority 3: To support our learners to promote recovery in literacy and numeracy learning and skills and address attainment and achievement gaps**

<p>NIF Priority</p> <ul style="list-style-type: none"> <li>• Closing the attainment gap</li> <li>• Improvement in attainment, particularly in literacy and numeracy</li> </ul> <p>NIF Driver</p> <ul style="list-style-type: none"> <li>school improvement</li> <li>teacher professionalism</li> <li>parental engagement</li> <li>assessment of children's progress</li> </ul>	<p>HGIOS?4 QIs</p> <ul style="list-style-type: none"> <li>QI 3.2 Raising attainment and achievement</li> <li>QI 2.3 Learning, Teaching &amp; Assessment</li> </ul>
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**Progress and Impact:**

There has been notable progress in this area as the majority of learners who did not previously attain early or first level in P1 and P4 successfully attained it during this session.

This session we focussed on recovery and improvement by ensuring that all staff were aware of the principles of Building Learning Power the programme previously developed and implemented in the school to help the children understand how they learn and to build their confidence. Staff were reminded of the key principles and a prominent display in every classroom and the main hall allows staff to reference and revisit the principles as appropriate.

A key focus of our recovery has been our organisation of support for learning this session. In consultation with stakeholders, we used PEF to fund an additional teacher to supplement our capacity for support. The support teachers were used this session over 3 x 12 week blocks to provide additional teaching support for the identified classes and to allow the class teacher- who is best placed to know the children and their learning to focus on those individuals and groups identified as requiring specific support to address potential gaps in their learning. This approach provided a greater and more targeted input and we were able to identify progress and impact for groups of children, although it was difficult to sustain this throughout the year due to absences related to the pandemic situation and the subsequent teacher cover requirements. However, there is enough evidence to show positive impact as the majority or most children who had not attained early or first level in literacy last session successfully achieved it during this session and in maths less than half (1 of 3 learners) at early level and most at first level attained. Therefore, we are aiming to adapt and continue this approach during the next session.

This session we have further developed the digital learning platforms used by teachers, pupils and families. SEESAW is used by all class teachers to assign activities for homework, assigning learning to those pupils who have to isolate at home, and to share learning experiences from school with families. All pupils have access to SEESAW in school and have a home learning code to access from home. All pupils have a learning journal on SEESAW that continues to be populated, showing their learning progress and experiences. Almost all parents have signed up to the SEESAW family app, allowing them to view and comment on their child's learning journal. We have used funds from PEF to purchase 15 new devices, which will allow each class constant access to SEESAW throughout the school day in order to further facilitate and enhance the sharing of learning with children, parents and families. This session we have continued to enhance the digital resources in school, purchasing 24 new laptops. We have trialled having the new laptops situated within a classroom base, giving all classes timetabled slots across the week to focus specifically on the development of digital literacy and employability skills. This has been successful showing increased digital confidence in our learners and will continue to be improved upon. We also have a school wide subscription to Clicker-8, allowing all pupils access to a digital resource to aid writing and spelling. All staff have committed to developing their capacity in using digital platforms to enhance teaching and learning, making lessons interactive, engaging and motivating, using apps such as Kahoot. All staff, when surveyed, reported increased confidence in using digital platforms to support the children's learning

#### Next Steps:

- Adapt and further develop support for learning – increasing staff through use of PEF.
- Continue to ensure all digital resources are being used to their maximum
- Encourage and support all parents to access the Family SEESAW app
- Use of SEESAW to share pupils' learning targets and termly progress
- Develop consistent use of SEESAW for homework/home learning.

## **Progress in National Improvement Framework (NIF) priorities**

### **Improvement in attainment, particularly in literacy and numeracy:**

Attainment data indicates that this session we are maintaining relatively high levels of attainment with almost all or most children attaining at all stages and in all areas- reading, writing, talking and listening and maths. Since last session 2020-21-there has been an increase in attainment at all levels ranging from 1.3-10% and in all areas except in P4 reading where most children are attaining in reading, and some are exceeding these targets, at this stage, this session. Comparator data from previous attainment for Primary 4 and Primary 7 does indicate that attainment, as expected, has been impacted by the pandemic situation as there has been a small decrease in attainment levels at these stages. However, since 2015/16, data for achievement of curriculum for excellence levels in Numeracy, Reading, Writing and Listening and Talking at P1, 4 and 7 has remained high and well above national averages.

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

This session we have dedicated the majority of our PEF to supplementing our support for learning teaching staff to support children who have been most adversely affected by the pandemic situation. Class Teachers and SLT have met regularly to review and analyse all assessment data and observations to identify where gaps in learning may have occurred in literacy and numeracy, in particular between our most and least disadvantaged children. We have then implemented planned, targeted supports where the class teacher as the educator is

best placed to address this with the identified children and to sustain it within the class, has been the key individual providing this intervention through additional teaching support provided for the class by the support teacher.

### **Improvement in children and young people's health and wellbeing:**

This session we implemented our reviewed Health and Wellbeing programme with a particular emphasis on emotional and mental wellbeing. Feedback from children's surveys, staff and observations has indicated that this has had a positive impact on our children as almost all children are able to identify and talk about their emotions. Aligned with our Nurture class initiative and the revisiting of nurturing principles, as well as the trauma informed practice training that the staff engaged in this session, we have been able to support our children more fully. The SLT and class teachers have met regularly at learning, teaching and tracking meetings to discuss and ensure that programmes and planned interventions and support are in place to support our most vulnerable children and families.

### **Attainment and Achievement Data**

Curriculum for Excellence Levels at the end of June 2022				
	Reading	Writing	Talking & Listening	Numeracy & Mathematics
Early level by end of P1	almost all	most	almost all	almost all
First level by end of P4	most	most	almost all	most
Second level by end of P7	most	most	almost all	most

This session, in spite of the limited opportunities available, our children have had some notable achievements. Almost all children in Primary 7 have achieved the Pope Francis Faith Award through their efforts to put their faith into action within the school, home and parish. We have achieved the core level of the Scottish Book Trust Reading Schools Accreditation. Our children in Primary 3, 4 and 7 received the Sacraments of First Confession, First Communion and Confirmation. Almost all children in P7 achieved their Bikeability award. We raised over £2,000 during this session through our charitable fundraising to support Missio, Sciaf and SVDP.

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

The majority of our Pupil Equity Funding has been dedicated to providing an additional teacher to supplement the support for learning teacher team within the school. This allowed us to provide blocks of targeted support at every area of the school- lower, middle and upper- throughout the whole session. Our approach of allocating the support teacher to work directly with the class teacher within the class, allowing the class teacher to focus on the individual/groups requiring targeted intervention support has impacted positively. Assessment data has indicated that the children targeted who did not attain early or first level as expected last session, the majority have now attained it within this session. Furthermore, when the targeted block of intervention was finished the class teacher has been able to sustain and maintain the child's progress with the class.

A portion of our PEF has also been used to purchase resources required in establishing the school's Nurture Room. The room has been providing support for a core group of children from P2-5 since October 2021 and additional groups of children across the school to support their learning, social and emotional wellbeing. All data and feedback from children, staff and parents has confirmed that these interventions have had a significant positive impact on the individual children and groups who have been more settled in the learning environment and able to engage more fully with their learning.

Another portion of our PEF has been used to purchase key literacy resources to support the implementation of further active literacy approaches. This literacy programme is being implemented in session 2022-23 so impact on pupils cannot be fully assessed until next session.

However, staff are enthused by the prospect of adding to our Literacy Strategy and have reported that the resources will be vital to the success of the development.

A small portion of PEF has also been used to purchase devices for each classroom to allow the children and class teachers to record and share their learning and experiences through the digital platform SeeSaw with their parents and families throughout the day/week/term. Previously classes could only access a device during a timetabled slot thus sharing learning was limited by this. Thus, it is impacting positively by increasing communication and sharing with children, parents and families through our digital platforms and children are increasing in confidence.

### Self-evaluations of How Good Is Our School? (4<sup>th</sup> edition)

Quality indicator	School self-evaluation	Inspection/ Authority evaluation
1.3 Leadership of change	Very good	Very good
2.3 Learning, teaching and assessment	Good	Good
3.1 Ensuring wellbeing, equity and inclusion	Very good	not applicable
3.2 Raising attainment and achievement	Good	Good

### Summary of School Improvement priorities for Session 2022/23

- 1.Relationships- year 2
- 2.Literacy –year 2- Learning, Teaching and Assessment
- 3. Play Pedagogy

### What is our capacity for continuous improvement?

The positive ethos, strong relationships and shared vision on how to move the school forward are strong indicators for continued capacity to improve as was confirmed by the inspection carried out by Education Scotland in February 2020 and our school self- evaluation and quality assurance processes during session 2021-22. The development work carried out this session maintains the school’s capacity to promote attainment and achievement for all our learners and to continue to address the gap between the most and least disadvantaged children. The improvement plans for next session aligned with the additional PEF funding and EDC support will facilitate this greatly. Furthermore, our professional learning programme will support all staff, especially new teachers, to maintain the high standards of teaching in the school and the stimulating learning atmosphere which depicts St Helen’s PS.