



St Mary's RC PS, Bonnyrigg

Standards and Quality Report 2022-23

Abbreviated Improvement Plan 2023-24



We are a Catholic school at the heart of the Community of Bonnyrigg and Lasswade and moved into our new building on Rosewell Road in August 2020. We have a clear vision for the holistic development of every child in the school firmly rooted in an ethos of trust and respect. This vision has been refined over the years and is one that gives a clear and consistent message of high expectations for all of our learners and clear expectations for positive behaviour, respect and tolerance.

We continue to work hard to build positive relationships and staff have a firm commitment to an open door policy for parents, which begins in our Nursery, and recognises the importance of sharing information to benefit our learners. This means that as a school team we benefit from having strong relational trust and can challenge and support each other in a professional capacity. We are able to welcome over 95% of our families to Parental Consultations, and in June 2023, finally celebrated our official Opening Mass. Throughout the year we work with pupils and parents to develop the attributes of a Midlothian Learner and the children recognise and value these qualities in themselves and their peers.

Clear and consistent expectations of positive behaviour have resulted in a significant reduction in behaviour referrals over the past thirteen years. Effective and regular communication with parents has led to a reduction in parental complaints and we are proud of our Learning Environment which emphasises care, nurture and a strong sense of community. Part of our Parental Inclusion and Engagement strategy next session will include embedding a Positive Relationships and Inclusion strategy with an emphasis on further developing the nurture and pastoral care of our children and families.

As a Catholic School, we have a strong commitment to social justice and firmly believe in GIRFEC in the broadest sense, and work hard to remove barriers to learning and inclusion not just because it is a national and local priority, but because it is the right thing to do. We have a wide ranging SIMD profile, which is not always reflective of the level of need our learners and families have. We regularly audit and track the ASN of all learners and aim to provide a range of Universal Support in addition to comprehensive targeted support. We regularly work with our Third Sector partner agencies to improve outcomes for our learners. Collaboration with partner agencies such as CAMHS, SALT and ASD Outreach, means that we can also provide a very good level of personalised support for learners. Learners have benefited from a range of short term targeted interventions in addition to longer term Multi Agency Planning. Strong relational trust means that parents are confident in sharing wellbeing information with staff and IEP planning and assessments can therefore be more relevant and effective

Our vision, values and aims

Put your child at the centre of everything we do

Have high aspirations and expectations of everyone

Provide high quality leadership

Provide innovative and inspiring learning opportunities

Meet all learners' needs

Work in collaboration and partnership

Work together to develop our children holistically within a culture and ethos of mutual trust and respect

At St Mary's we aim to:



St Matthew said, "treat other people the way you would like to be treated".

I can **CARE** for myself, other people and our school.
I show **COURTESY** and good manners.
I show **CONCERN** by respecting people's rights and feelings.
COOPERATION is important to me when I work with others
I use my **COMMUNICATION** skills to work things out and build friendships.



Promote a secure and happy Catholic Christian environment, which extends into a close partnership between school, home, parish and the wider community

Show consideration for individuality, promote and celebrate diversity, inclusion and tolerance based on Gospel values

UNCRC Articles 19 and 24

A healthy, safe, inclusive learning environment which develops positive wellbeing.

UNCRC Article 28

An education which meets the needs of all and inspires a love for learning.
A responsibility to ensure dignity is maintained when learning from and with others.

UNCRC Article 12

The opportunity to have opinions, idea and feelings listened to within a respectful environment.

UNCRC Article 29

The opportunity to feel valued and celebrate achievements.

Improvement outcome we were trying to reach	What happened?	Impact on the improvement outcome.	What next?																								
<p>All learners achieve improvement in their attainment in literacy and numeracy - progression of a phase through a level.</p> <p>Improve the overall quality of Learning and Teaching and Assessment</p>	<p>Curriculum frameworks piloted in all classes.</p> <p>Revised, school created literacy and numeracy progressions used in almost all classes.</p> <p>Editing code for literacy used in almost all classes.</p> <p>PM benchmarks piloted in all classes to track progress in reading - moderation across ASG.</p> <p>All teachers engaged in regular moderation of pupil progress in literacy and numeracy.</p> <p>All staff introduced to revised Midlothian Numeracy progressions.</p> <p>All staff introduced to revised Midlothian literacy progressions.</p> <p>All staff using Midlothian Digital Learning framework.</p>	<p>Most children achieved a year's progress for a year's worth of learning.</p> <table border="1" data-bbox="1077 309 1478 807"> <thead> <tr> <th>Class</th> <th>Literacy</th> <th>Numeracy</th> </tr> </thead> <tbody> <tr> <td>P1</td> <td>91%</td> <td>87%</td> </tr> <tr> <td>P2</td> <td>65%</td> <td>85%</td> </tr> <tr> <td>P3</td> <td>86%</td> <td>100%</td> </tr> <tr> <td>P4</td> <td>91%</td> <td>90%</td> </tr> <tr> <td>P5</td> <td>80%</td> <td>59%</td> </tr> <tr> <td>P6</td> <td>89%</td> <td>82%</td> </tr> <tr> <td>P7</td> <td>100%</td> <td>94%</td> </tr> </tbody> </table> <p>ACEL attainment data at P1, P4 and P7 increased by 13.5% in Literacy and 12.4% in numeracy. Good quality lessons were observed in almost all classes.</p>	Class	Literacy	Numeracy	P1	91%	87%	P2	65%	85%	P3	86%	100%	P4	91%	90%	P5	80%	59%	P6	89%	82%	P7	100%	94%	<p>Focus on pedagogy - utilising research to enhance teaching practices.</p> <p>Begin to extend play based learning beyond Nursery and P1.</p> <p>Learners are more involved in planning and assessing their own learning.</p> <p>All learners regularly receive and use quality feedback on learning.</p>
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<p>Increase parental involvement in school</p> <p>Introduce revised nurture and inclusion strategy</p>	<p>Due to staffing issues PIE strategy was not implemented this session</p> <p>Revised Nurture and inclusion strategy not yet completed</p> <p>Reintroduced online Ice Pack resource Knowing Me Knowing You with planned progression of themes across the year.</p> <p>Maintained Seasons for Growth groups this session in P4, P5 and P6.</p> <p>Offered 1:1 pastoral support for learners P4-P7 including Drawing and Talking therapy.</p>	<p>Attendance at parental consultations increased to 96%</p> <p>Almost all classes showcased learning for parents in class or at Assembly.</p>	<p>Nurture and inclusion policy to be completed with input from parents/pupil groups.</p> <p>End of year survey issued to gather feedback from parents on how they want to be included in their child's learning.</p>																								

Our current strengths include

Strength	How do we know?
Personalised support	<p>100% of pupils make progress through IEP targets</p> <p>Increased attainment for FSM pupils and other targeted groups – reduction in attainment gap</p> <p>Feedback from parents following Seasons for Growth Groups and Drawing and Talking Therapy</p> <p>Pupils able to identify when they need 1:1 support and meet with Pastoral lead teacher</p>
Positive relationships and high standard of behaviour	<p>Behaviour referrals from staff now only 4% of learners</p> <p>Verbal and written Feedback from visitors at School Opening Ceremony</p> <p>Feedback from Quality Assurance Visit 2 focus on 2.3 L&T</p> <p>Feedback from parents new to the school</p> <p>Compliments book – feedback from visiting specialists in various areas of the curriculum</p>
Transitions	<p>Almost all staff using handover information and data to inform next steps in learning and monitor progress</p> <p>Transition planning with St David's HS starts in P6 with comprehensive programme and timeline</p> <p>Learners with ASN identified early and given enhanced transition from Nursery and into S1</p>
School as a welcoming, safe community	<p>Feedback from parents new to the school</p> <p>Compliments book – feedback from visiting specialists in various areas of the curriculum</p> <p>Behaviour referrals from staff now only 4% of learners</p> <p>Verbal and written Feedback from visitors at School Opening Ceremony</p> <p>SLT observations around school</p> <p>Observed Teacher/ parent interactions</p> <p>Feedback from stakeholders re interactions with Office Staff</p> <p>Feedback from HMIE Thematic Inspection</p> <p>Ice Pack Well being survey results</p>

Successes and achievements in 2022-23

This session we welcomed Miss McCaskey now Mrs Copeland to our team in P3 and Miss Hannah in P7. Mrs Stewart started her Maternity Leave in May and gave birth to a wee boy shortly afterwards. Miss Kai Lothian joined us to cover Mrs Stewart's maternity leave. Ms Graham joined us in the school office and is now part of the LA team in the school with Miss McGuire who also started with us in January. We also said farewell to Mrs Davies in the Nursery and welcomed Ms McQueenie to the EYP team. At the end of this session we said a fond farewell to Mrs Macaulay who has been with us at St Mary's for 18 years as she retired in June. We welcome Mrs Rebecca Choat as our new PT and Ms Justyna Dziedzic as an NQT in August. Sadly we said farewell to Mrs Bowman at the start of the session as she retired from St Mary's – both greatly missed!



This session we have welcomed many new pupils from other Midlothian schools and some from further afield. Our school role is currently 166 and we start the new session with 176 learners in 7 classes P1-P7 plus 40 full time spaces in our Nursery.

We are especially proud of the achievements in our Nursery over this session. In addition to welcoming new members to the team over the last couple of years, led by Sandra Henderson, they enjoyed a very successful Care Inspection with Very Goods in all areas. We are particularly proud of the key messages from this process:

- *Children were confident, nurtured and having fun in nursery.*
- *The accommodation and provision of activities and resources provided children with a comfortable and welcoming environment for their care and learning.*
- *High-quality care and support was achieved through very good quality assurance processes, self evaluation and improvement plans.*
- *Staff enjoyed their role and felt supported by managers. They were reflective and had taken part in a range of training, which had helped them to develop their skills in their childcare roles.*



Our youngest learners continue to thrive in our ELC and our pre-schoolers have experienced high quality transitions ahead of their move to P1.

In February this session we were delighted to finally celebrate an official opening of our school with His Grace, Archbishop Leo Cushley. Our House Captains did us proud by leading tours around the school with each class welcoming visitors. We also welcomed visitors from HMIE in September for a thematic inspection on anti bullying policy and procedure in school, Quality Assurance visits throughout the year, and a Care Inspectorate Inspection of the Nursery. All of our visitors have commented on the natural warm, friendly, family feel in the school and the high standard of pupil behaviour and respectful manners on display while they were there.



We were once again able to celebrate the Sacraments with our wider Parish Community with pupils being presented for Reconciliation in P3, First Holy Communion in P4 and Confirmation in P7. Our Parishioners have shared with us how much they enjoy our whole school Masses in Our Lady of Consolation Church and how well the children engage and sing throughout the Mass.



We have further reduced behaviour referrals to only 4% of pupils and have been able to expand our offers of personalised support throughout the school, thanks to interventions led by Mrs Nisbet SFL Teacher, and our skilled team of Learning Assistants. Mrs Brolly has again led pastoral support for learners with a mixture of small group support with Seasons for Growth and 1:1 sessions. Mr Collins has also been able to support groups of learners working together outdoors with a focus on cooperative learning strategies. Our pastoral and personalised support has extended to family support too as we have used our PEF fund to help reduce the cost of the school day, particularly with the cost of School Camp. Mrs Smith joined us to support raising attainment in Numeracy with good success.



Once again we were able to take our P7 pupils from across the ASG to Manor Adventure for a week of outdoor challenges. This year 95 pupils came from 5 of our Catholic schools and next year all of our Catholic Schools will participate with approx 120 students attending. This is a wonderful transition event for the children to participate in and this year was one of the best yet. We were also able to participate in many Active School Events this session and our P6/7 Hockey team won second place in their group tournament. P5 participated in skiing and P4 have enjoyed the swimming programme which re-started this year.



We have been very proud of the fund raising work we have done to support local, national and global charities. We raised the following sums: Sportathon £1143.40, Children in Need £80.35, Missio £285.14, Red Nose Day £77.31. In addition to this our Parent Council organised a very successful Christmas Fair which saw a packed school in the evening and raised £1500. We enjoyed a family day in June with our well attended Sports Day, followed by a family picnic and Summer Fair which raised £1100.



Capacity for continuous improvement 2-18

Primary, secondary & special schools

QI (HGIOS4 and HGIOELC)	QI 1.1 Self-evaluation	QI 1.3 Leadership of change	QI 2.3 Learning, teaching and assessment	QI 3.1 Ensuring wellbeing, equality and inclusion	QI 3.2 Raising attainment and achievement
Themes	<ul style="list-style-type: none"> • Collaborative approaches to self-evaluation • Analysis and evaluation of intelligence and data • Impact on learners' successes and achievements 	<ul style="list-style-type: none"> • Developing a shared vision, values and aims relevant to the school and its community • Strategic planning for continuous improvement • Implementing improvement and change 	<ul style="list-style-type: none"> • Learning and engagement • Quality of teaching • Effective use of assessment • Planning, tracking and monitoring 	<ul style="list-style-type: none"> • Wellbeing • Fulfilment of statutory duties • Inclusion and equality 	<ul style="list-style-type: none"> • Attainment in literacy and numeracy • Attainment over time • Overall quality of learners' achievement • Equity for all learners
School self-evaluation	4 good	4 good	4 good	4 good	4 good
Local Authority or Collaborative Review evaluation	4 good	4 good	4 good	4 good	4 good
HMI/Care Inspectorate evaluation 2016	4 good	4 good	4 good	4 good	4 good

Early Learning and Childcare

The National Standard for Early Learning and Childcare	Care Inspectorate - Key Question Measurement	Care Inspectorate Quality Indicators - Key Quality Indicators for inspection	HGIOELC - Key Quality Indicators for Inspection	Self-evaluation
<p>Criteria 1 The appointed Early Learning and Childcare Setting will have a high Quality Workforce.</p>	<p>Care Inspectorate evaluations are “good” or better on the key questions “how good is our staff team?” and “how good is our leadership?”</p>	<p>4.1 - Staff skills, knowledge and values 4.3 - Staff deployment* 3.1 - Quality assurance and improvement are led well</p>	<p>1.3 – Leadership of change 2.3 – Learning, teaching and assessment</p>	<p>5 very good</p>
<p>Criteria 2 The appointed Early Learning and Childcare Setting will demonstrate an ability to support outcomes for children in relation to all aspects of their development.</p>	<p>Care Inspectorate evaluations are “good” or better on the key questions “how good is our care, play and learning?”</p>	<p>1.1 - Nurturing care and support 1.3- Play and learning</p>	<p>2.3 - Learning, teaching and assessment 3.1 – Ensuring wellbeing, equality and inclusion 3.2 – Securing children’s progress</p>	<p>5 very good</p>
<p>Criteria 3 The appointed Early Learning and Childcare Setting will have the right physical infrastructure, both indoors and outdoors to improve outcomes for children</p>	<p>Care Inspectorate evaluations are “good” or better on the key questions “how good is our setting?”</p>	<p>2.1 - Quality of the setting for care, play and learning</p>	<p>2.3 - Learning, teaching and assessment 3.2 - Securing children’s progress</p>	<p>5 very good</p>

Our Improvement Priorities for 2023-2024

Raising attainment to ensure that all children and young people in Midlothian achieve outcomes which lead to positive destinations		
Learning, teaching & assessment	Curriculum	Equity
<p>LEARNING, TEACHING AND ASSESSMENT</p> <ul style="list-style-type: none"> • Incorporate Literacy and Numeracy progressions as part of revised LTA Framework – review pedagogy in these areas including use of digital devices to enhance learning • All staff including Nursery to be trained in using the Literacy and Numeracy progressions to inform planning • Work with Attainment Lead to ensure consistent use of planners matched with data to inform next steps in learning and track progress (PEF) in school and across ASG • Develop more consistent understanding and use of tracking benchmarks in Nursery • All staff trained in using new SEEMIS module for tracking progress and achievement and use of the new data dashboard • Agree moderation of writing calendar at school and ASG level - LED BY Literacy Champions and Attainment Lead <p>Review Digital Tracker and establish next steps in Digital Schools Award</p>	<p>CURRICULUM</p> <ul style="list-style-type: none"> • Evaluate Curriculum changes – make explicit links with Learning for Sustainability, skills for learning, life and work – further develop Laudato Si principles within the curriculum • Develop opportunities for more challenge in all classes • Implement revised RERC Curriculum Framework (ASG plan) <p>Begin reviewing Expressive Arts Framework at ASG level (ASG plan)</p>	<p>EQUITY</p> <ul style="list-style-type: none"> • PEF spending reflects the gaps in attainment and achievement identified by the data • PEF Hardship Fund spending is agreed through a process of participatory budgeting with parents, staff and pupils <p>Implement an attendance strategy with stakeholders in line with Cross Directorate plan</p>
All children & young people feel valued & included, and have the same opportunities to succeed		
Relationships	Wellbeing & care	Inclusion & targeted support
<p>RELATIONSHIPS</p> <ul style="list-style-type: none"> • Introduce revised Positive Relationships and Bullying policies, incorporating UNCRC • Refresh approaches to including learners in learning and wider life of the school through specific groups, changes in pedagogy and use of digital learning <p>Further develop relational trust with parents using responses to parental engagement survey June 23</p>	<p>WELLBEING AND CARE</p> <ul style="list-style-type: none"> • Wellbeing survey completed in September and March with all learners using SHANARRI indicators • Health and Wellbeing curriculum pathway clarified using key resources to support emotional literacy, mental health, PSE – explicit links with science and RERC identified for IDL • Early years H&WB curriculum reviewed 	<p>INCLUSION AND TARGETED SUPPORT</p> <ul style="list-style-type: none"> • Develop an enhanced learning space in school to support neurodiverse learners when required - personalised support is available for learners at the right time for the right purpose • Staff use the new database to track and monitor progress of learners with ASN • All staff updated in changes in ASN central systems and processes <p>Further develop work on respecting diversity – training for staff with Downs Syndrome Scotland – raising awareness in P5-P7 to support learner in school</p>

Improvement drivers

Continuous professional learning for all colleagues

How is continuous professional learning enabling you to achieve your school improvement priorities?

- All staff will engage in training on data handling and use of new database – assessment information will be more accurate and pupil progress tracked more robustly – gaps in learning identified promptly and timeous interventions implemented
- All staff will engage in further training in new literacy and numeracy progressions and review pedagogy in these areas – effective learning and teaching features will be evident in all classes – learners enjoy a richer experience with more challenge – learners receive regular, quality feedback on their learning and next steps
- All staff engage in professional learning in relation to pedagogy and inclusion – improved learning experience for all learners

Data which drives improvement

How are you using data to drive school improvement?

- Data used to track individual progress and achievement and to monitor trends of progress in SIMD groups, gender, FSM
- Assessment Data used to inform planning of L&T – more closely aligned to revised literacy progressions and tracking
- Assessment data used to plan personalised support – SfL teacher updates whole school audit and liaises with teachers about planned interventions reflecting the data – all interventions monitored and evaluated for evidence of impact

Quality improvement framework

What quality improvement activities do you have planned for the session?

- Revisit ASG work on improving 2.3 effective learning and teaching – consistent expectations for quality lessons identified on shared observation sheets – audit against L&T framework – all staff review pedagogy and make research informed changes to their practice
- If staffing allows, create timetable for peer to peer observations – moderation of L&T
- Make explicit links to HGIOS 4, HGIOELC and RTA, and Standard for CLPL during In-Service days and CAT sessions
- Work towards creating a more evaluative culture in the school – share and develop good practice – develop coaching approach

Strong leadership at all levels

How will leadership be developed across your school during the session?

- New PT engaged in leadership development programme at Authority and Archdiocesan level – revise remit based on staffing
- Class teachers to be assessment coordinators at each level in the school – overview of progress – moderation of collected data
- All teachers leading data driven interventions to increase attainment
- Teachers working with pupils in pupil leadership roles – revised pupil voice approaches
- Role and remit of Literacy Champion, Numeracy coordinator, Stem Lead, Digital Lead, UNCRC lead agreed and clarified
- Additional staffing allocation used to release staff to work in the above roles

A children's rights-based approach

How will you continue to embed UNCRC within your school?

- Begin embedding the Children's rights strategy – review policies, procedures and practice to ensure a rights based approach
- Establish a dedicated UNCRC group in school to register and monitor progress with RRS Award
- UNCRC articles underpin all pupil led groups in school
- UNCRC learning further developed as part of Laudato Si
- Raise awareness of articles and work of UNCRC group during whole school assemblies
- Re-establish Eco group working towards Green Flag Award

Digital empowerment

What are your digital inclusion & learning priorities

- Review Digital tracker with Digital lead and technician at start of next session – agree planned programme of support with digital technician
- All pupils in P5, P6 and P7 & using Read and Write toolbar routinely in classwork
- All learners identified with dyslexia given enhanced training on using device to support literacy
- Further develop work towards Digital Schools Award

NURSERY IMPROVEMENT PLAN

QUALITY INDICATOR	WHAT WILL WE DO	WHEN WILL WE DO IT WHO WILL DO IT	EVIDENCE WE WILL GATHER
<p>Improvement in Attainment and achievement</p> <p>2.3 Learning Teaching and assessment</p> <p>2.2 Curriculum</p>	<p>All staff to complete In House training in Early Level Literacy/Numeracy progressions and H&WB outcomes and be more familiar with the link and progress across P1 – identify gaps in experiences and outcomes in Nursery</p> <p>Staff training in early level numeracy pedagogy using Ed Scot materials</p> <p>Review of pedagogy for literacy and numeracy – re-introduce some key resources to support with early phonics, sound and letter recognition and early mark making and writing skills. Audit and order new resources.</p> <p>Wednesday evening training and planning on fortnightly basis as the whole team are together.</p> <p>Review H&WB curriculum - Reference new Midlothian Frameworks to identify any gaps.</p> <p>Use Digital tracker to inform next steps in digital learning in the Nursery – Early level skills – incorporate into planned learning opportunities.</p>	<p>Planned training with Liz from October - March</p> <p>Sandra Henderson Shona Kane</p> <p>Sandra Henderson Liz Laird</p> <p>Monthly SQIP meeting - All EYP, Liz Laird</p> <p>Monthly PL time protected on cycle of meetings See Calendar All EYP - key worker groups</p> <p>Fiona Lavery Liz Laird</p>	<p>Observations of learning opportunities in the room</p> <p>Tracking and monitoring data</p> <p>Monitor and evaluate Nursery Plans</p> <p>Pre and post training surveys with staff measuring skill and confidence levels in these areas.</p> <p>Information from parents and carers evidencing learning at home and wider achievement updated onto progressions. Oct/Nov questionnaire in journal for parents March Home link sheet to share experiences</p> <p>Monitoring of progression pathways - observations of learning - parental feedback</p> <p>Professional Learning Records kept up to date with reflections on learning and impact with learners.</p> <p>Learning observations in pupil journals and on See Saw</p>

QUALITY INDICATOR	WHAT WILL WE DO	WHEN WILL WE DO IT WHO WILL DO IT	EVIDENCE WE WILL GATHER
<p>Improvement in Attainment and achievement 2.5 Family Learning 2.7 Partnerships</p>	<p>Complete a self evaluation audit of 2.5 and 2.7</p> <p>Review approaches to communicating with parents.</p> <p>Review approaches to including parents in the Nursery.</p> <p>Review family learning offers.</p>	<p>Laura MacDonald Sandra Henderson Liz Laird Fiona Lavery - SeeSaw</p>	<p>Audit See Saw communications – frequency/ type of communication/responses from parents/ consistent expectations</p> <p>Survey parental views on inclusion in learning, visits to the nursery</p> <p>Promote stay and play dates</p>
<p>3.3 Developing Creativity and skills for life and learning</p>	<p>OUTDOOR ENVIRONMENT Develop outdoor environment to include more opportunities to develop maths and numeracy and language and literacy and to further develop nurture in nature as part of H&WB.</p> <p>Further develop Wheely Wednesdays – Parent Council to fund new bicycles.</p> <p>Re-establish local walks – learning in and with the Community.</p> <p>Introduce Woodland learning opportunities.</p> <p>EXPRESSIVE ARTS Evaluate Ex Arts opportunities against Midlothian Curriculum progressions – identify gaps in experiences and outcomes – order new resources as required.</p>	<p>Kat Murray Shona Kane Helen Ewart</p> <p>Stephanie McQueenie</p> <p>Stephanie McQueenie Sandra Henderson Liz Laird</p>	<p>Audit learning opportunities at present.</p> <p>Use new Literacy and Numeracy progressions and ED Scotland materials to inform planned learning opportunities and approaches.</p> <p>Survey children about what they would like to see in their outdoor environment.</p> <p>Reflect and observe impact of changes on children’s learning</p> <p>Pupil feedback – review of recorded learning in journals</p>