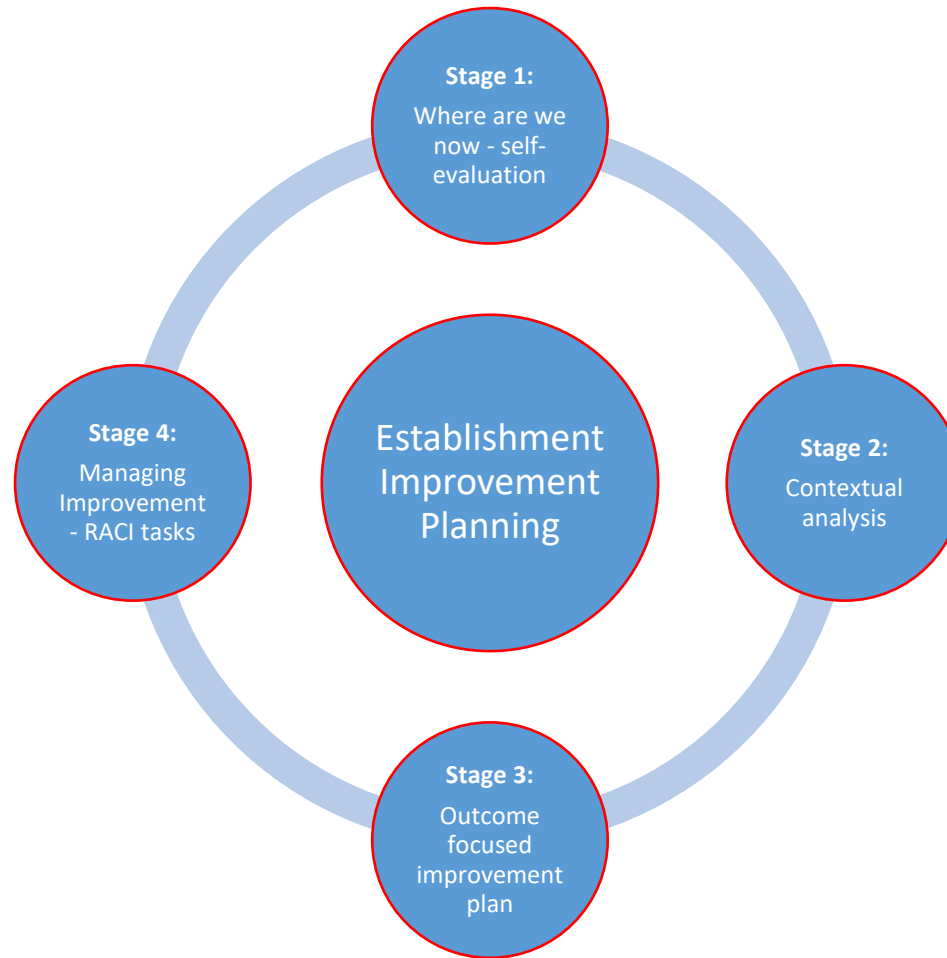


Falkirk Council Children's Services
Standards and Quality Report Session 2023-24
Sacred Heart Primary School



Falkirk Council Children's Services Establishment Improvement Planning Cycle







Our Vision

Every Child Matters, Every Moment Counts.

We are a multi-cultural community of faith and learning aiming to nurture the God given talents of all children.

We are guided by our HEART values charter:

Our Values



Our Aims

At Sacred Heart we aim to:

- Create a supportive environment where relationships across our school community are centred on our gospel values.
- Provide an innovative and dynamic curriculum that is underpinned by creative pedagogies taking into account the diversity of all learners.
- Collaborate with parents as partners to ensure there is a shared understanding, commitment and responsibility for the education of all our children.
- Recognise and value children's individual skills and talents, promoting and celebrating these in school, across the wider school community and beyond.
- Build and maintain strong relationships with our local parish and school partners

Stage 1 – Where are we now? (Self-Evaluation/Standards & Quality)

Standards & Quality Progress Across Session 2023/24

The purpose of the annual Standards and Quality Report (SQR) is to record the successes and achievements in delivering improvement relating to the identified priorities in the improvement plan 2023/24.

Staff at all levels continue to undertake and participate in a range of professional learning and development to support both the identified priorities of the improvement plan and, all our children and young people.

This report provides a helpful summary for parents/carers and other stakeholders, of successes and achievements in academic session from August 2023 - June 2024, and outlines priorities for session 2024/25.

Context of the School/ELC Setting
<p style="text-align: center;"><u>Context of School</u></p> <p>Sacred Heart Primary school is a denominational school based in Grangemouth. Taking into account the establishment of our Additional Support Centre (ASC) in August 2020, the following key information should be noted:</p> <ul style="list-style-type: none">• The Leadership team consists of HT, DHT and 2 Principal Teachers (Mainstream and ASC)• The school has a roll of 180 for session 2023/24.

- We have capacity for 18 children in our ASC.
There is Early Learning and Childcare provision on site currently taking in a maximum of 48 children.
- 25% of pupils have FSM entitlement.
- 25% of pupils have English as an Additional Language;
- 37% of pupils have identified Additional Support Needs;
- 67% of pupils live in SIMD bands 1-4 with 27% of those in deciles 1-2.
- The school has been allocated £55,125 in Pupil Equity Funding for session 2024/25.
- At Sacred Heart Primary School all key stakeholders contributed to the evaluation of the school's individual School Improvement Priorities and Pupil Equity Fund.
- Sacred Heart works closely with partner schools across the St. Mungo's cluster.
- We also have strong partnerships with our local schools in the Grangemouth Cluster where we work together on local priorities.
- We have a range of additional school partners – the most prominent of these are: Sacred Heart Church and Christ the King Churches, Speech and Language Therapy, SVDP, Kersiebank Food Project, Grangemouth Social Work, Community Police, Asda and INEOS
- Sacred Heart is within Neighbourhood Group 6. This session we have engaged in peer HT visits across our neighbourhood focused on teaching, learning and assessment.

Review of progress for 2023 - 24	
Priority 1 Inclusion and Equality : To increase staff confidence and skills in planning to meet the needs of all learners in mainstream and ASC?	
NIF Priority Improvement in children and young people's health and wellbeing NIF Driver Teacher and practitioner professionalism School and ELC improvement	FC Service and School Improvement Priority <ul style="list-style-type: none"> Inclusion and Equality
HGIOS?4/HGIOELC? QIs (if appropriate HGIO URS themes 1- 5) 3.1	Has this work been supported by PEF? yes /no (If yes , make sure this is explicit in your text)
Progress and impact (based on outcomes for learners) How well are you doing? How do you know?	
<p style="text-align: center;">CIRCLE Framework</p> <ul style="list-style-type: none"> All teaching staff have engaged in CIRCLE Framework CLPL to develop inclusive practices and pedagogy. All teaching staff report that this has had a positive impact and feel more confident in planning to meet learner's needs as a result. Through this academic session we have focused on developing staff knowledge and understanding of physical and social environments as well as establishing robust structures, routines and learner participation. Drawing on tools from CIRCLE, staff have made changes which have had a positive impact on learners. <p style="text-align: center;">Environments</p> <ul style="list-style-type: none"> All staff including SfLAs accessed training on the environmental audit tool from CIRCLE. All teaching staff engaged with the environmental audit tool from CIRCLE. As a result, all staff have made positive changes to their physical and social classroom environments and through regular reflection and evaluation have continued to make 	

improvements and adjustments throughout the year. All teaching staff have had the opportunity for collaborative working with peer teachers (improvement partners) which included support and challenge visits using the audit tool. Feedback provided has supported continuous improvement to classroom environments.

- Through ongoing self-evaluation, staff identified the need for further support to develop their environments for a few learners across the school who required more bespoke and personalised spaces.
- All teaching staff reported that they were confident in developing and using safe spaces in their classrooms. All teaching staff are confident in designing general or individualised spaces dependent on the needs within their class.
- Individual safe spaces have been co-created with children which has resulted in ownership and children using these spaces to self-regulate. Additional resources for individual safe spaces were supported through our PEF budget. One teacher reported that *'The child uses the space regularly on a daily basis. It is a space where so far he has treated with respect and enjoys spending time there. The dysregulated behaviour has decreased and the child seems to be more regularly settled in class.'*
- *Another teacher commented 'The training has really made me reflect upon my attitude, the support and facilitation in place and my relationships with the pupils and staff.'*

Pupil Survey on Environments (May 2024)

- In May 2024, most children reported that classrooms were spacious, accessible, and well-ventilated. Classrooms are well-lit and facilitate interaction and collaboration. Features such as calm corners and writing tables were noted as beneficial.
- Most children felt they had access to the necessary resources for learning.
- A common suggestion for improvement was better access to quiet spaces and increased comfort for completing classwork.
- Most children who have designated safe spaces report that they are personalised, beneficial and they can independently access them when required.

CIRCLE Participation Scale

- Our staff team engaged with the CIRCLE Participation Scale and have started to use this to identify how to support individual learners within their class.
- Further engagement with this tool is required to support staff to plan for and meet individual need.

Decider Skills

- In January 2024, our Depute Head Teacher (DHT) completed the Decider Skills training in a 12-skills workshop delivered by NHS Forth Valley. This evidence-based Cognitive Behaviour Therapy (CBT) program equips children and young people with the skills to recognise and manage their own thoughts, feelings, and behaviours, thus promoting emotional regulation and mental health.
- Following positive feedback from the Continuing Lifelong Professional Learning (CLPL) session, staff began to research Decider Skills individually. Consequently, the Senior Leadership Team (SLT) decided to invest PEF budget to provide training for all permanent staff. To date, we have successfully trained most of our teaching and Support for Learning staff in Decider Skills.
- This also builds on work in our Nurture Neuk as many children were accessing input on Decider Skills.
- As we move into the next session, we are well-positioned to implement Decider Skills at both universal and targeted levels across our school community. Universally, this program will serve as a preventative approach to mental health, social, and emotional understanding. For children exhibiting emerging mental health needs or emotional distress, it will be provided as a targeted intervention.
- The SLT has thoroughly discussed the integration of Decider Skills into our school context, aiming to support not only our students but also their families. We are proactively addressing potential barriers to implementation and establishing structures to ensure effective adoption of the program.

RRS Silver Award

- In December 2023, Sacred Heart Primary School achieved Silver Accreditation for Rights Respecting Schools, reflecting its commitment to children's rights through comprehensive staff training and curriculum integration. The school community, including pupils, staff, and parents, actively engaged in learning about and upholding children's rights, fostering a supportive and inclusive environment.
- Through dedicated CAT sessions, staff received comprehensive training, ensuring the UN Convention on the Rights of the Child (UNCRC) was integrated into the curriculum. This approach connected the UNCRC to the school's Catholic ethos, emphasising the inherent dignity and worth of every individual made in the image of God. This integration is reflected in daily and termly planning and reinforced during assemblies, underscoring the school's dedication to nurturing the holistic development of each child. This approach fosters a community where compassion, empathy, and social justice are central.
- The school's commitment to children's rights extends to its daily practices, reinforcing the Laudato Si drivers and encouraging the community to take responsibility for the well-being of others and the planet. This resonates with Learning for Sustainability, promoting active engagement in positive change at both local and global levels. An example is the Mini Vinnies Group, which regularly stocks the school food bank with donations from families and engages in fundraising for charities.
- Pupil voice is a key focus at Sacred Heart, empowering children and reflecting the principles of Global Citizenship. Digital surveys and active participation in school life allow children to express their thoughts and opinions, fostering a culture of dialogue, respect,

and understanding. These surveys led to the establishment of lunchtime clubs, such as badminton, basketball, and football, and initiatives like Lunchtime Buddies and Litter Pickers. Committee Groups, in place since January 2023, meet weekly, enabling every child, including those in the ASC, to contribute to school improvements actively.

- The life and ethos of Sacred Heart are enriched by the explicit links between Children's Rights and the Faith Curriculum, Learning for Sustainability, Global Citizenship, and the HEART Values. These principles cultivate an inclusive environment where every member feels valued, respected, and empowered to contribute positively to society, embodying love, compassion, and service.
- To support this, SHANARRI Wellbeing Indicators are completed three times a year in class and at home to assess children's well-being. This helps identify any issues, leading to bespoke plans through the school's Nurture Provision and partnerships with Barnardo's. These plans ensure children feel included, respected, and safe, reflecting the vision and values of the school and the Sacred Heart Charter, explicitly linked to the Rights of the Child.
- By integrating children's rights into every aspect of school life, Sacred Heart Primary School not only achieved Silver Accreditation but also strengthened its commitment to nurturing well-rounded, socially responsible individuals who are prepared to make a positive impact on the world.

Next Steps: What are you going to do now?

- Embed Decider Skills and ensure they are used in practice
- Aim for Rights Respecting Schools Gold Award ensuring clear links between UNCRC and the faith drivers of our school.

Review of progress for 2023 - 24

Priority 2: **Writing**

To enhance the writing proficiency of all children at Sacred Heart, aiming for at least 85% of children to achieve or exceed the national standard in writing by the end of Primary 7.

NIF Priority: *Improvement in attainment, particularly in literacy and numeracy*

FC Service and School Improvement Priority: *Teaching, Learning and Assessment*

NIF Driver: <i>School Leadership/Curriculum and Assessment</i>	
HGIOS?4/HGIOELC? QIs (if appropriate HGI OURS themes 1-5) 2.2 2.3, 3.2	Has this work been supported by PEF? yes/no (If yes , make sure this is explicit in your text)
Progress and impact (based on outcomes for learners) How well are you doing? How do you know?	

Current Context and Rationale

Recognising the necessity to enhance writing development across Sacred Heart Primary School, our team embarked on a comprehensive approach aligning with local, national, and international educational policies. Research indicates a significant disparity in writing performance linked to socio-economic status, with children from deprived areas underperforming compared to their peers. Understanding our unique socio-economic context allows us to address these challenges effectively and support discussions around targeted resource allocation to bridge this gap.

Collaborative Approach

To address these issues, we implemented 'team around the teacher' meetings. This initiative brought together the Support for Learning Team, Nurture Team, line management, and class teachers to ensure a cohesive approach to supporting and intervening with students in need. Our staff engaged in collegiate discussions to refine strategies, establish consistent standards, and implement effective moderation practices.

Alignment with Falkirk Council's Literacy Strategy

Engagement with Falkirk Council's Literacy Strategy and Framework was pivotal. We aimed to:

- Collaboratively plan, deliver, and assess high-quality teaching and learning.
- Use literacy data, tracking, and monitoring processes effectively.
- Develop a shared understanding of standards.
- Support and deliver high-quality pedagogy.
- Progress and develop literacy across learning.
- Involve parents, families, and partners.

Using this framework, we created a bespoke version for Sacred Heart, outlining clear progression from Early Level through to Second Level. This ensures that children build on their skills progressively, using a genre-based approach. Regular professional development and shared resources were integral to this implementation.

Data-Driven Initiatives

Initial steps included gathering pupil and staff views on writing to support data comparisons. Emphasising Lucy Calkins' belief that the quality of writing grows from the tone, values, and relationships in classrooms, we focused on creating a rich, enabling writing environment. Initiatives such as free writing zones and various 'Community of Writers' opportunities, including participation in World Book Day and Book Week Scotland, provided children with opportunities to engage creatively in writing.

Developing Oral Skills: Identifying gaps in oral skills among early-level learners, we adopted strategies prioritising vocabulary development and oral language skills. Targeted interventions included interactive vocabulary games, storytelling, and Speech and Language Therapy (SaLT) interventions.

Genre-Based Approach: We engaged with PM Writing resources and plan to have Marion Cochrane (WLC) conduct a Continuous Learning Professional Learning session in October 2024 to further support our genre-based approach to writing.

Moderation Cycle: We successfully engaged in the moderation cycle to plan effective writing assessments, ensuring consistent standards and expectations across stages, within our school, and across our cluster school.

Next Steps: What are you going to do now?

- **Implementation of PM Writing Resource:**
 - Attend the CLPL session with Marion Cochrane in October 2024.
 - Integrate PM Writing resources into lesson planning to enhance the genre-based approach.
- **Continued Professional Development:**

- Schedule regular professional development sessions focusing on the bespoke literacy framework.
- Facilitate ongoing collegiate discussions to refine and align teaching practices.
- **Data Utilisation:**
 - Continuously gather and analyse literacy data to monitor progress and identify areas needing additional support.
 - Use data to inform targeted interventions and resource allocation.
- **Parental and Community Engagement:**
 - Strengthen partnerships with parents, families, and community partners to support literacy development.
 - Organise workshops and information sessions to engage parents in their children's literacy journey.
- **Support for Early Intervention Learners:**
 - Continue to implement and evaluate oral language development programs.
 - Collaborate with external partners for bespoke interventions.
- **Monitoring and Evaluation:**
 - Regularly review the effectiveness of implemented strategies.
 - Adjust and adapt approaches based on feedback and outcomes to ensure continuous improvement.

We aim to create an inclusive, high-achieving literacy environment, addressing socio-economic disparities and fostering a love for writing among all children and strengthen our community of writers aspiration.

Review of progress for 2023-24

Priority 2: Digital Learning

NIF Priority:
**Improvement in Employability Skills
and Positive Leaver Destinations:**

FC Service and School Improvement Priority

- Inclusion and Equality
- Teaching, Learning and Assessment

<p>Digital literacy is a crucial skill for the modern workforce, and integrating digital learning prepares children for future employment opportunities.</p> <p>NIF Drivers: Teacher Professionalism: Ongoing professional development ensures teachers are skilled in using digital tools and resources to enhance learning and teaching.</p>	
<p>HGIOS?4/HGIOELC? QIs (if appropriate HGIOURS themes 1- 5)</p> <ul style="list-style-type: none"> 2.3 Learning, teaching and assessment 	<p>Has this work been supported by PEF? yes/no (If yes, make sure this is explicit in your text)</p>
<p>Progress and impact (based on outcomes for learners) How well are you doing? How do you know?</p>	
<p style="text-align: center;">Microsoft Educator</p> <ul style="list-style-type: none"> All staff at Primary 4-7 and Support for Learning staff have registered for and started working towards the Microsoft Educator award. Staff have prioritised modules on inclusive practice and learning in line with our wider theme improvement theme of Inclusive Practices. In all P4-7 classes accessibility tools are being used to support learners drawing on approaches such as immersive reader, speech to text, coloured filters to screens and translator. 	
<p>Next Steps: What are you going to do now?</p>	

All teaching staff should now complete and gain accreditation as Microsoft Innovative Educators (MIE) - there will be a particular focus on accessibility tools as we further strengthen our inclusive practices. In addition to Ms Miller who has Microsoft Innovative Expert status, further staff will be identified to complete this level of training to ensure that there is adequate expertise and capacity across the school.

Digital learning and our digital curriculum have been identified as a foundational part of our 3-year plan (2024/25, 2025/26 and 2026/27). Year 1 will focus on accessibility tools to strengthen our inclusive practices.

Our digital leaders will focus on cyber resilience and internet safety next session aiming for Digital Wellbeing Accreditation.

Key priorities for School Improvement Planning 2024 - 2025

This section should articulate with the school improvement plan for the forthcoming session or plan cycle. It should focus on a small number of key improvement priorities which will be expressed as outcomes for learners (as they will appear on the strategic overview of the new improvement plan).

For session 2024-25 we have identified 3 key priority areas for improvement in mainstream.

1. To develop our Numeracy Curriculum and Pedagogy
2. To develop our inclusive practices through digital accessibility tools.
3. To reignite our Cluster Vision

For session 2024-25 we have identified 3 key priority areas for improvement in ASC

1. Staff Wellbeing and Resilience
2. SCERTS

ELC planning is available and sits separately.

What is our capacity for continuous improvement?

A brief statement that reflects your current evaluation of your school's capacity for continuous improvement.

Strengths

- Sacred Heart has clearly developed and defined vision values and aims which underpin the long-term direction of the school.
- There is a shared understanding of the continuous improvements required at Sacred Heart with staff motivated to develop the curriculum, raise aspirations and deliver excellence in attainment.
- We have a motivated staff team who understand the socio-economic context of the school.
- There are strong links between ELC, Mainstream and ASC with collegiate working cross-cutting all areas leading to connectedness across the learning community

Next steps

- To re-visit our cluster vision and identify further partnership opportunities within our cluster to develop and enhance our curriculum pathways.

Summary of Self-Evaluation – Reference QIs

Primary / Secondary Self-Evaluation of the Core HGIOS?4	
	Self-Evaluation Grading
1.3 Leadership of change	5
2.3 Learning, Teaching & Assessment	4
3.1 Ensuring Equality, Inclusion & Wellbeing	5
3.2 Raising Attainment & Achievement	5

ELC Classes / ELC Centres Self-Evaluation of the Core HGIOELC? / Quality Framework			
	Self-Evaluation Grading		Self-Evaluation Grading
1.3 Leadership of change	4	1.1 Nurturing Care and Support	5
2.3 Learning, Teaching & Assessment	5	1.3 Play and Learning	5

3.1 Ensuring Wellbeing, Equality & Inclusion	5	2.2 Children experience high quality facilities	5
3.2 Securing Children's Progress	4	3.1 Quality assurance and improvements are well led	4
		4.3 Staff Deployment	5