

School Improvement Report

St Ronan's Primary School & Nursery



				R	E	S	P	E	C	T			
			H	O	N	E	S	T	Y				
R	E	S	P	O	N	S	I	B	I	L	I	T	Y
			C	A	R	E							
			I	N	C	L	U	S	I	O	N		

Review of Progress 2022-23

Context of the setting

At St Ronan's Primary School & Nursery our vision is:

St. Ronan's is a school at the heart of the community where everyone is nurtured and inspired to achieve their full potential.

Our values are: **Honesty, Respect, Responsibility, Care and Inclusion.**

We aim to:

- Be a community school with partnerships that support learning for all
- Be honest, respectful and caring towards every member of our community
- Nurture and inspire each other to be confident, healthy, safe and happy
- Be ambitious for and include every child, family and member of staff
- Challenge and support learners through excellent teaching and learning
- Take responsibility to achieve our own goals
- Be active and learn in lots of different ways
- Be creative and resilient; always looking for better ways to learn and solve problems

St Ronan's Primary School and Nursery Class is located in a rural setting serving the local community of Innerleithen, a number of children who live in Walkerburn also attend the school and nursery. The school roll is currently 291 children which includes Nursery. The main school has 10 classes – some single age and some composite classes. Attendance at school is in line with the national average. The school receives £41,650 in Pupil Equity Funding (PEF). The headteacher was appointed as joint headteacher for St Ronan's Primary School and Walkerburn Primary School in December 2020. The schools are two miles apart. The schools share a leadership team. The headteacher and staff team have had to deal with significant challenges. These include the impact of the pandemic, substantial staff changes and absences. The school has experienced considerable changes to the leadership team, teaching staff and nursery team over the last three years. The headteacher is supported by one full-time depute headteacher and one principal teacher. The senior leadership team all have leadership responsibilities across both schools.

The school has an active community centre attached which is well used by local groups and organisations. The school provides a daily breakfast club and an outside provider operates an after school club.

St Ronan's Nursery Class is an accessible rural nursery within St Ronan's Primary School. It is situated within the town of Innerleithen. The nursery provides places for children aged 2 and upwards. The

roll is currently 52. Children attend term time from 8.40 am until 3.10 pm Monday to Thursday and 8.30 to 12.30 pm on a Friday.

SBC priority 1: Develop high quality learning, teaching and assessment that leads to improved levels of attainment and achievement for all in our schools and settings.

What improvements have you made this year?

Staff use an agreed learning and teaching framework with increasing effectiveness. This has been developed in line with the school's strategic aims, vision, values, local and national guidance. The framework provides a shared understanding of what makes a very good lesson. Teachers use a consistent approach to structuring lessons across the school.

An increased focus on moderation and tracking progress and achievement more rigorously is beginning to improve outcomes for children.

Progress in key areas is satisfactory with writing being a focus for all year groups.

Digital learning is improving with increased use of Showbie and enhancing learning.

What has improved for learners? How do you know?

Most children achieved expected levels in L&T, reading and maths. Writing continues to need to be developed to improve outcomes for all children.

Digital literacy is enhancing learning with most children able to confidently use digital devices to support their learning.

Next Steps?

Writing is an area that needs to improve across the school. For session 23/24, we will be participating in a National writing programme developed by Education Scotland.

Staff in key year groups will undertake 'Talk for Writing' and 'Talk for Reading' training as evidence from classes already using 'Talk for Writing' are showing increased attainment.

We will develop talking and listening across the school by participating in Voice 21 which is an Oracy programme. This will be in collaboration with our Tweeddale Cluster schools.

We will engage in increased opportunities for monitoring and moderation with colleagues in the cluster schools to ensure confidence in making judgements about progress and attainment.

We will engage with #SBCway through the shared focus on developing learning pathways in reading, writing, maths and health and well-being.

SBC priority 2: Develop inclusive practice with a focus on universal and targeted provision in all schools and settings.

What improvements have you made this year?

There has been an increased focus on the United Nations Convention on the Rights of the Child (UNCRC) across the school.

We have continued to embed nurturing principles across the school to ensure the 'Classroom offers a safe base'

Pupil equity funding has been used to provide additional support staff to undertake targeted support to narrow the attainment gap. It has also been used to support wider opportunities for children as well as continuing to develop our nurture base.

The Glasgow Wellbeing Tool has been used to assess and target supports for Agency, Affiliation, Autonomy and Healthy and Safe.

Targeted interventions to narrow the attainment gap are being monitored more closely to ensure they are having an impact on raising attainment. We are seeing evidence of progress across key areas improving.

What has improved for learners? How do you know?

Stronger, nurturing relationships with children are developing as staff embed the nurture principles in all aspects of school life. Children report that they feel safe and supported and have key adults that they can talk to if needed.

Targeted interventions to narrow the attainment gap are being monitored more closely to ensure they are having an impact on raising attainment. We are seeing evidence of progress in some key areas improving.

Attendance for targeted children is improving over time with an increased focus on robust monitoring.

Staff have continued to undertake training in SBC nurturing principles and we see this reflected in many areas of the school through positive, respectful relationships. Where this is not happening, this is being challenged by senior leaders.

Next Steps?

We will continue to engage as a whole staff with the Scottish Borders Council Inclusion documents and nurturing principles training.

We will continue to track individual attainment of those pupils who require increased support and track more comprehensively the impact of interventions on raising attainment/ attendance.

We will continue to engage with parents through family learning and other opportunities to ensure positive outcomes for children.

Continue to implement the Glasgow Wellbeing Tool to assess and target supports for Agency, Affiliation, Autonomy and Healthy and Safe.

Continue to embed the UNCRC within the school and increase parental understanding of Children's rights.

To further develop the role and responsibilities of the Support for Learning teacher.

To engage parents in targeted information sessions such as 'The Zones of Regulation', Attendance etc.

Early Learning & Childcare provision (delete if not appropriate)

What improvements have you made this year?

Action taken to make improvements and ensure consistency of record keeping for all children.

Action taken to improve quality of record keeping around learning and progression.

More robust discussions about ELC data and staff understanding of children's progress through Early level.

Staff have continued to develop their understanding and training in the nurture principles.

What has improved for learners? How do you know?

Practitioners are more confident in record keeping and reporting to parents with a greater focus on children's learning and progress. Improvement in the use of learning journals is giving a clearer picture for practitioners and parents/ carers of the children's learning and next steps. There is a clearer focus on attainment and progress in literacy and maths. Data overview has shown this improvement throughout the year.

There has been a continued focus on nurture and nurturing principles for staff development.

Next Steps?

Ensure all practitioners are confident in their assessment of children's learning.

Continue to develop the use of record keeping and learning journals across the provision and moderate to ensure consistency.

Evaluate the following QIs against the six-point scale:

Excellent	this aspect of the school’s work is outstanding, high quality and sector-leading
Very Good	major strengths, very few areas for improvement
Good	important strengths, yet there remain some aspects which require improvement
Satisfactory	the strengths within this just outweigh the weaknesses, basic provision for learners
Weak	important weaknesses, there may be some strength, the important weaknesses, either individually or collectively, are sufficient to diminish learners’ experiences in substantial ways
Unsatisfactory	major weaknesses within which require immediate remedial action

Quality indicator	School self-evaluation	Nursery self-evaluation
1.3 Leadership of change	GOOD	GOOD
2.3 Learning, teaching and assessment (Including digital)	SATISFACTORY	SATISFACTORY
3.1 Ensuring wellbeing, equity and inclusion	GOOD	GOOD
3.2 Raising attainment and achievement/ Securing children’s progress	SATISFACTORY	SATISFACTORY

Our capacity for continuous improvement is: **GOOD**