



Sacred Heart Primary School

Standards and Quality Report 2022-23

Improvement Plan 2022-23



School Context

School Information

We are a Roman Catholic school serving Penicuik and surrounding areas with close links to Sacred Heart Parish Church. Our roll currently stands at 125 across 6 classes. We have a nursery class with 64 full-time places, with extensive areas for outdoor learning. Our newly-extended and refurbished school consists of an Early Years Hub, housing our Nursery and Primary 1 learners, 6 self-contained classrooms, a large dining hall with a cooking kitchen and breakfast club kitchenette, a 'Space2Be' room, a Support for Learning base, an Expressive Arts room and a large gym hall with attached changing rooms. Our primary school outdoor space has also been refurbished and includes a variety of apparatus and learning areas for our learners, such as a trim trail, mounds and tunnels, storytelling areas, willow tunnels, a school garden, a pond area, and an astrourfed multi-use area. Our Early Years Hub outdoor space includes multi-surface play areas, tunnels, dens, mounds, storytelling spaces, a water-play wall, mud kitchen and sand pit area.

Our roll currently stands at 125 across 6 classes. We also have a nursery class with 64 places. Our school currently employs 6 full time class teachers, a part-time teacher who supports with McCrone cover, an Acting Head Teacher, Acting Depute Head Teacher, as well as 3 full time learning assistants and 1 part time learning assistant. We also have a visiting specialist teacher to support with the teaching of French lessons. Our school administrator, janitorial staff, cleaning and kitchen staff give very good provision of essential services to our school. All school meals are cooked on-site and are currently provided to our Nursery to Primary 5 learners free of charge.

Our school provides a daily breakfast club for all children, in partnership with the Gregg's Foundation. This is free to all learners. We also provide free fruit to all learners to promote healthy eating and ensure that all children have access to a snack over the course of the school day.

Leadership is promoted and recognised at all levels, with all staff sharing responsibility for the leadership of learning. Staff are motivated and enthusiastic about taking on additional responsibilities across the school and are given regular opportunities to develop areas of the curriculum and support colleagues in their practice.

We continue to develop our staff team after a period of high staff turnover and are continually building on and consolidating new skills. Staff work exceptionally well together and are passionate about providing an engaging and inspiring education for all of our learners.

We work closely with a number of partner agencies to support teaching and learning in our school and ensure a good level of personalised support for our learners. We place a clear focus on pupil wellbeing and maintain regular check-ins with learners (and their wider families) to ensure we are meeting their needs.

On leaving Sacred Primary School most children transfer to Penicuik High School, Beeslack High School or St. David's High School. There are good transitional links and procedures in place.

Our Vision, Values and Aims

School Vision:

‘Aspire, Nurture, Learn, Achieve’

School Mission Statement:

‘Everyone plays a part at Sacred Heart’

School Values:

H: Honesty

E: Equality

A: Ambition

R: Respect

T: Trust

& Faith

School Aims:

To provide a safe, nurturing environment where children can grow in confidence, take risks, make informed decisions, learn from mistakes and develop a ‘can do attitude’.

To provide appropriate support and challenge to our children to foster ambition, creativity, curiosity and the capacity to achieve their full potential.

To foster a lifelong love of learning and recognise the positive contribution they can make to society now and in future

To uphold the rights of the child and ensure all children feel valued, respected and included

To encourage our children to make healthy life choices, build resilience and demonstrate perseverance

Child-friendly version

Provide a safe, nurturing learning environment

Develop resilient, ambitious, creative and curious learners

Support and challenge our learners

Develop a ‘can do’ attitude in our learners

Respect the rights of our learners

SACRED HEART PRIMARY SCHOOL

VISION, VALUES & AIMS

Aspire

Nurture

Learn

Achieve

OUR VALUES

H: Honesty
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OUR AIMS

Provide a safe, nurturing learning environment
Develop resilient, ambitious, creative and curious learners
Support and challenge our learners
Develop a 'can do' attitude in our learners
Respect the rights of our learners

Everyone plays
a part at
Sacred Heart



Standards and Quality Report 2021-22

Sacred Heart Primary returned to the original school building after a period of approximately 18 months of building work which saw several class moves within the academic year and with some classes being decanted to the nearby high school. Despite the additional disruption, the school is in step with both Midlothian and National CfE levels for Literacy and Numeracy. The challenges learners and staff faced in terms of flexibility over the past 18 months, has further developed their resilience and capacity to be flexible in adapting to change with a positive mindset. SLT and learners were involved in maximising the opportunities within the school building to create displays to promote the schools vision, values and aims. This has improved positive behaviour in the school. While our school grounds continue to be developed, learners, parents and staff are planning opportunities to use the new external environment to maximise learning and promote positive behaviour.

This session, our learners have continued to build on the progress made following their return to school after the second period of remote learning from January to March in 2021. We continued to focus on the health and wellbeing of our children and staff with a focus on recovery and learning. From August 2021 to March 2022 we continued to experience covid related staff absences which resulted in the redeployment of the SfL teacher and SLT to teach classes for substantial periods of time. The school has also experienced changes in class teachers and SLT throughout the year. Our NQT made the decision not to pursue a career in teaching and left the school in September. Our P5 teacher took up a seconded position within the authority to support the teaching of literacy across Midlothian. The HT has been seconded to support the development of ASN across the authority - there have been 3 acting HTs in the interim period. Our DHT is currently on maternity leave and will return in January 2023.

Successes and Achievements in Session 2021-22



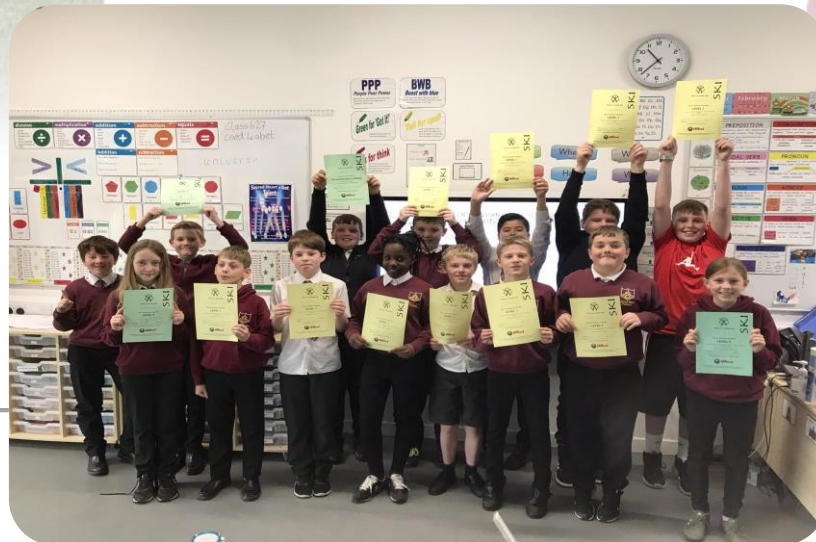
Our P3 to P7 classes were able to take part in different residential experiences.

Our P7s met new friends from other St David's ASG schools at cluster camp while our P3s had a 1 night stay at Allison Cargill House in East Lothian.





Our P4 children had a fantastic time at Bonaly Scouts Camp while our P5 and P6 classes enjoyed a week residential at Benmore.



Review of Progress and Impact 2021-2022

<p>PRIORITY 1: Raise attainment in writing and reading</p>	<p>Staff participated in various training opportunities to support and improve teaching and learning in the school</p> <p>More novel studies to increase engagement in reading. Children enjoyed small reading groups daily</p> <p>Higher levels of engagement in writing following introduction of Talk4Writing sessions</p> <p>Moderation opportunities for staff to increase confidence in judgement of a level of writing</p> <p>PM Benchmarking introduced to support in the moderation and assessment of reading</p>	<p>PRIORITY 3: Digital: Innovative pedagogical approaches and enhanced use of digital technology to support learning</p>	<p>All learners are now using their new digital devices on a daily basis. Learners have increased ability in use of their devices (all children from P4 to P7 can log into their Chromebooks without adult support).</p> <p>All staff have taken part in CLPL training during In-service days and afterschool sessions.</p> <p>All staff use Seesaw regularly to communicate learning and achievements to parents and carers</p>
<p>PRIORITY 2: Raise attainment in numeracy</p>	<p>Increased children's confidence and speed of recall for tables and bonds. This evidence is based on learner self-evaluation and using Times Table Rock Stars diagnostic data.</p> <p>Analysis of MUMP showed increased accuracy of tables and number bond questions.</p> <p>Comparative MUMP assessments over the year showed good progress.</p> <p>Staff training sessions on effective use of data to impact on planning.</p> <p>Introduced concept of CPA approach (Concrete/Pictorial/Abstract).</p> <p>Introduction of Singapore Bar method to visualise worded problems.</p>	<p>PRIORITY 4: Nurture: Included, Engaged and Involved: Wellbeing and Equity; Develop and improve health and wellbeing of staff and all children</p>	<p>Reintroduced breakfast club - open and free to all children from P1 to P7 (8am to 8.50am). This has reduced rates of lateness particularly for identified children who previously had anxiety coming to school post lockdown.</p> <p>Every child has a trusted adult (CHAMPION) and almost all are aware of who that adult is. Children are clear of the pathway to request support from a trusted adult if they have a concern they wish to discuss.</p> <p>All staff have taken part in Ice-Pack training and teachers are confidently planning and delivering the programme to their classes.</p> <p>Use of Recognition Boards and Zones of Regulation in classes. These were voluntary for staff this session but will become mandatory next session.</p> <p>Weekly in-person assemblies and introduced new "Sacred Heart Star" awards. These link to the 4 capacities which underpin the values of our school.</p>

Improvement Plan 2022-23

<p>PRIORITY 1: Raise attainment in literacy and numeracy</p>	<p>To improve attainment in writing through high quality staff training To engage with new progression pathways to support teaching and assessment within all aspects of literacy. Focus on high standards for handwriting and presentation of work. Support children within the ELC setting to develop oral and social interaction skills. To support learners in the new P1 class to develop verbal communication skills. To improve learning and teaching of numeracy through high quality staff training, resources and through use of numeracy framework. To continue to use research-informed interventions to improve literacy and numeracy attainment. To develop data dialogue and moderation approaches to inform learning, teaching assessment processes and support professional judgement of achievement of a level. Every lesson counts – ensure high quality learning and teaching across the school through collegiate activity and quality assurance procedures.</p>	<p>PRIORITY 3: Digital: Innovative pedagogical approaches and enhanced use of digital technology to support learning</p>	<p>All teachers and EYPs undertake Apple Teacher or Google Teacher training. 2 staff training sessions have been assigned to support.</p> <p>Teachers will apply their new knowledge from their training into progressive learning and teaching activities for their children.</p> <p>Teachers begin to develop a progression pathway of learning and teaching for the whole school</p>
<p>PRIORITY 2: Improve Learning, Teaching & Assessment</p>	<p>9 Pre planned staff training sessions centred around analysis of data, planning and moderation (of writing). Teachers are provided with time and encouraged to plan collegiately. 8 planned staff training sessions and time within 2 in-service days led by SLT on learning and teaching of writing, reading and numeracy.</p>	<p>PRIORITY 4: Nurture: Included, Engaged and Involved: Wellbeing and Equity; Develop and improve health and wellbeing of staff and all children</p>	<p>Teachers and support staff regularly use Zones of Regulation and Recognition Boards to address and support learner self-regulation and behaviour.</p> <p>Embed Ice-Pack programme (including providing training for new staff) ensuring that learner wellbeing questionnaires are completed termly and analysed by SLT and class teachers.</p> <p>Survey staff during August in-service to gain views on teacher voice re staff wellbeing.</p>