

Inverclyde
council

ST. ANDREW'S



PRIMARY SCHOOL



St. Andrew's Primary School

Standards and
Quality Report

2016 - 2017

<http://st-andrews.inverclyde.sch.uk/>

Twitter: @saintandrewsps



LOTTERY FUNDED



Welcome to our Standards and Quality Report for 2016 – 17.

The last year has been eventful in lots of ways:

We had a number of staff changes including the retiral of our Depute Head, Mrs. Margaret Ann McMahon and the new appointment of her replacement, Mr. Ian Gillies. We successfully bid for funding from The Big Lottery and have installed an outdoor agility trail for use for all pupils during and after school.

Primary 1, 2 and 3 have been learning using new resources to support literacy and numeracy, Primary 4 received the sacraments of Reconciliation, Eucharist and Primary 7 were confirmed by our new Parish Priest, Father Danny McLaughlin. Primary 6 have been following the Pope Francis Faith Award programme as they deepen their knowledge and understanding of their Catholic religion. Primary 5 and 6 also participated in swimming lessons while Primary 6 visited the National Sports Centre at Largs for two days of outdoor activities while Primary 7 travelled further afield to spend a residential week at Lockerbie Manor for an eventful week in February.

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χ St. Andrew's Primary is a denominational primary school which is situated in Larkfield, serving the Larkfield, Braeside and Branchton areas of South-West Greenock.

χ Our school currently has a roll of 253 pupils. There are ten classes – three of which are composite. We have 17 members of the teaching staff which includes the Head Teacher, one Depute Head Teacher, one Principal Teacher, 11 class teachers including three teachers who teach various classes for Music, Health and Wellbeing and Science. The Head teacher and Depute Head are non-class committed.

χ We are very proud in St. Andrew's that we have a teacher who is responsible for our nurture class.

χ In addition pupils are supported by two EYECOs, three Additional Support Needs auxiliaries, seven classroom assistants and a Polish-speaking support worker and our janitor. Our office staff has one full-time senior clerical assistant and two part time clerical staff.

χ We currently have vocal tuition for Primary 6 and 7 pupils as well as brass tuition for Primary 7.

χ The main pre-5 establishments associated with St. Andrew's are Larkfield Children and Family Centre and Aileymill Nursery although children from many other pre-5 establishments enrol at and attend St. Andrew's. During the summer term the Depute Head and/or Primary 1 teachers visit each establishment to meet the children and staff. This helps us to ensure that the pupils are fully supported when they come to visit for induction days in May/June and helps them settle into their new surroundings in August. Our Primary 6 pupils act as 'buddies' during the induction visits and carry these duties on when the new children start in August, which helps them feel even more settled.

χ We are supported by an active Parent Partnership Group. Events are organised throughout the year and advertised in the school newsletter and Twitter feed @saintandrewsps

χ St. Columba's High School is our associated secondary school. Our Primary 7 pupils visit the school at various times throughout their final year here to familiarise themselves with the school layout and also to work alongside their soon-to-be new class-mates from the other associated Primary schools.

Our School Values

A few years ago we carried out a review of our most important values. The pupils, staff, families and our whole school community have narrowed down our core values to three main ones.

These are:

Honesty

Respect

Responsibility

In St. Andrew's we all display and understand these values.

What is this report about?

To help us check how we are doing and ways we can try to improve we follow a process of Self-Evaluation. To gather evidence we were involved in various activities. For example:-

- ✓ Staff review of the improvement plan.
- ✓ Staff review of resources used in the school to identify any gaps.
- ✓ Staff consulted on the recording of personal achievements.
- ✓ Pupils consulted in class groups to determine the impact on them of the teachers' use of the seven principles of curriculum design.
- ✓ SMT consulted pupils in groups and in their classes to gather feedback about their overall experience in the school.



- ✓ Pupils consulted on GIRFEC to obtain their view of how their needs are being met.
- ✓ Parental 'post-it' comment exercises to gather opinions
- ✓ Parental Questionnaire regarding what they see as important for their child to learn in St. Andrew's.
- ✓ Parent Council consulted on the Pupil Equity Funding plan
- ✓ National documents 'How Good is our School?' and 'How Nurturing is our School?' which describe what a 'very good' school looks like and helps us to decide if there are ways for us to get even better.
- ✓ We use Inverclyde and National guidance regarding Getting It Right For Every Child to help us make sure our children are Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included.
- ✓ The Head Teacher and Depute Head regularly visit classes to observe and join in with the learning taking place and discuss what is happening with pupils and staff. Teachers visit each other to support and develop their skills.
- ✓ Teachers meet regularly with the Head and/or Depute to discuss each pupil's progress and next steps.
- ✓ We use displays of pupils' work to show their learning and to share their learning and success with others.
- ✓ We use a computer based assessment programme called PIPS at primary 1, 3, 5 & 7 to keep track of how our pupils are progressing. We look carefully at the results to help us to support everyone as best we can.
- ✓ The Head Teacher and Depute Head look at pupil jotters and workbooks regularly to ensure high standards are being maintained and to help understand each pupil's own needs a little deeper.
- ✓ Quality improvement staff from the local Authority visit the school, read our documents and discuss our progress and our plans for the future.
- ✓ New Reading assessments for Primary 4, 5 and 7 pupils were introduced by the Scottish Government to provide more useful assessment information and data to support pupil progress.

In 2016 – 17 the main priorities for St. Andrew's were:

Visible learning: Build a common understanding within the whole school community. Ensure consistency across the school and a common 'language' throughout.

Attainment Challenge: Extend focus to P3. Investigate benefits of Active Literacy for the whole school. Ensure equity of opportunity for all of our pupils. Further develop Reading for Pleasure throughout the school.

Numeracy: Make use of Inverclyde staging posts and other Authority developments. Take forward the skills that have been developed through training this session especially in regard to SEAL. Develop Active Maths throughout the school, particularly Interactive Mental maths.

STEM: Natural progression from the Science work which has been taking place and also promoting IDL. This will also be a Cluster priority.

HGIOS4: Explore document and make use of it during regular self-evaluation work. Use National Improvement Framework to further improve and develop practice.

GIRFEC: Respond to continuing developments and share with parents. Build on the good work carried out this session.

Religious Education: The Catholic School: Developing in Faith:- Develop the theme of Celebrating and Worshipping – class masses, Stage visits to local Church, Cluster mass etc.

How successful are we?

Priority 1		
Visible Learning		
How are we doing?	How do we know?	What are we going to do now?
<ul style="list-style-type: none"> • All pupils are encouraged to not only display a Growth Mindset but also staff are further developing their understanding. • Mistakes are used as greater opportunities for learning. • Staff and pupils have shared learning regarding the 'Learning Pit' • Further staff attendance and involvement in Visible Learning professional learning opportunities. • All classes show common, consistent use of co-opted Success Criteria and Learning Intentions which are providing deeper learning opportunities for all. • Feedback – both written and verbal from peers and teachers provides useful, clear next steps for learning. 	<ul style="list-style-type: none"> • Pupils talk about the usefulness of errors and how they help us learn. • Wall displays show the intended learning and also the pupils' feedback/reflections. • Children can talk about the learning process and can identify how they have been successful. • Pupils set their own targets, with teacher support, to share progress and next steps with parents too. • Discussions with pupils in House groups, within peer groups etc shows shared use of language. 	<ul style="list-style-type: none"> • All teaching staff will participate in the Osiris Visible Learning school programme. This will be funded through Pupil Equity Funding and will continue for three years. • Support staff will also be better informed of the principles of Visible Learning and be able to further use common strategies. • Staff will use their learning to ensure a consistent, common, high quality learning journey for all pupils.
Priority 2		
Attainment Challenge		
How are we doing?	How do we know?	What are we going to do now?
<ul style="list-style-type: none"> • North Lanarkshire Literacy and SEAL approaches are in place in Primary 1 – 3 classes and providing a more consistent pathway. • Pupils show increased grasp of the learning in the Early and beginning of First levels. • Continued working with Coaching and 	<ul style="list-style-type: none"> • Support from Attainment Challenge team has been invaluable and continued to support all staff at this level. • PIPS results show almost all Primary 1 (97% in reading and 94% in maths) pupils making average or above progress across the year. Teacher professional judgements show 80% of all P1 pupils achieving Early level Literacy. 	<ul style="list-style-type: none"> • We continue to focus on our pupils within SIMD 1 and 2 and also, in line with PEF, track closely our 83 pupils entitled to Free School Meals – through use of data and progress discussions. • Further develop staff understanding and use of the

<p>Modelling Officers at Early and also at Second level.</p> <ul style="list-style-type: none"> • Edinburgh Festival outreach programme enabled class to visit Beacon author event. • In – class promotion of personal reading has engaged pupils and developed their appetite for reading. • Careful assessment/planning/recording of progress has helped track pupil progress and apply appropriate interventions. • GIRFEC action plans have helped support all pupils in their learning. 	<ul style="list-style-type: none"> • CMOs deliver professional learning within class setting and also outwith as required. • Learning Logs record pupil progress. • Teachers have adapted their planning/evaluations to be more reactive and adaptable to better suit the pupils' needs. 	<p>data we have available to ensure increased understanding of patterns and awareness of reacting to this.</p> <ul style="list-style-type: none"> • Further booking of Author Live events • Explore Accelerated reading approach to measure impact of personal reading in tackling the poverty-related attainment gap. • Adapt the good practice shown in adaptive planning and evaluation throughout the school.
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Priority 3

Numeracy

How are we doing?	How do we know?	What are we going to do now?
<ul style="list-style-type: none"> • Stages of Early Arithmetic Learning (SEAL) progress grids are in use by teachers in P1 – 3 and are providing a solid progression track for teachers and learners. • Input from Attainment Challenge CMO for Number Talks has developed teacher understanding of pupils' need for deeper understanding and support in being able to describe strategies used. • Numicon resource used as small scale intervention in P3/2 along with parental engagement showed very positive results and feedback. 	<ul style="list-style-type: none"> • Numeracy attainment is closely monitored and tracked with 77% of pupils achieving Early Level Numeracy at end of P1, 65% achieving 1st level in P4 and 74% achieving 2nd at end of P7. • Inverclyde Staging Post assessments provide clear data for teachers to target next steps in learning. • Education City personal support pathways/programmes have had positive influence on pupil learning – tracked within programme. • Numeracy skills development planners are used by all to ensure progression and challenge. • Pupil Action Plans have targeted interventions and support as required. 	<ul style="list-style-type: none"> • Whole school Numeracy strategy has been devised with work on-going into next session. • Revisit current pathway and explore improved pathways. • Full investigation of Education Scotland Numeracy and Maths Benchmarks at all stages. • Increased use of Number Talks at all levels. • Differentiation in Numeracy learning was evident in classroom observations – this will be closely monitored in moving on. • Teacher Professional judgements and moderation within numeracy will be areas for discussion and sharing of practice throughout the year.

Priority 4			STEM		
How are we doing?		How do we know?		What are we going to do now?	
<ul style="list-style-type: none"> • RCCT has had STEM focus with IDL 'projects' being used throughout the school. These have linked to current classroom learning with teacher discussion. • STEM co-ordinator appointed from staff who will take on greater responsibility next session. • Primary 7 cluster/transition work along with Technical and MFL departments in St. Columba's. • Girls' Engineering Day • K'Nex Cluster Challenge • Transition Cluster event at end of June 		<ul style="list-style-type: none"> • Staff evaluations have been positive regarding the very useful learning as part of the topics. • Teacher planning discussions have focussed on shared targets and progress. • Pupils have increased opportunities to work in teams of varying sizes to plan, design and carry out tasks. 		<ul style="list-style-type: none"> • Further develop work already covered through possible after school clubs, approaching STEM ambassadors from Industry. • STEM planning will be used by all teachers as part of 'everyday' class learning. 	
Priority 5			HGIOS4		
How are we doing?		How do we know?		What are we going to do now?	
<ul style="list-style-type: none"> • QI is used as focus for learning observations after discussion with staff. • Wording used from HGIOS4 to highlight most desirable practice and Challenge Questions provide further focus. • Staff engagement through various Self Evaluation exercises to reflect on practice. • Staff increasingly trying to use document in own evaluations. • Document is linked to CLPL record and plans for each staff member and reflection upon it is encouraged. • SMT identified and explained their 'additional' QI for focus. 		<ul style="list-style-type: none"> • Learning observation paperwork • Sample jotter/learning has QIs as focus for feedback. • Language of document is increasingly used in target setting in Action Plans as well as PRD process. 		<ul style="list-style-type: none"> • Increased regular reflection on various Qis and improved evidence gathering/collation. • Staff and stage meetings will be used to have regular engagement with the document and its contents. 	

Priority 5 :**GIRFEC**

How are we doing?	How do we know?	What are we going to do now?
<ul style="list-style-type: none"> • Staff are more aware of developing pathways and related paperwork. Action Plans are updated at agreed times of the year. • To tackle workload issues there is an agreed annual timetable for completion and review of paperwork. • Skills planners used in Forward planning provide support for staff in identifying and wording targets. • Action Plans are shared and discussed with parents. • Parent 'workshops' held by DHT to explain new approach and Parental leaflet shared with all parents. • Differentiation and targeted interventions are set as required – learning observations have had this as a focus. • Children supported to achieve targets. • Pupil Voice element of planning is seen as important to all. • Nurture class/groups used as appropriate for specifically identified children. • All staff undertook e-Learning awareness raising training in August. 	<ul style="list-style-type: none"> • Transition from Staged Intervention to new paperwork took time and explanation with staff but this has been beneficial and staff can clearly see improvement. • Action Plans in place and reviewed/updated for those requiring them. • Use of current planning format has helped set targets. • Children are involved and know why they have a Plan. • School focus of Differentiation links well with planning being put in place and tracks pupils accurately. 	<ul style="list-style-type: none"> • Continue use of Action Plans as this session – with increased confidence. • Share info with incoming /new parents • Support new staff with our school pathway. • Adapt as required by legislation/advice to Named Person/Lead Professional advice as required. • New permanent Nurture teacher will be in place from August – support with Boxall assessment etc. • Gather opinions from pupils, parents and staff as to how we can change if required.

Priority 6:**Religious Education: The Catholic School: Developing in Faith**

How are we doing?	How do we know?	What are we going to do now?
<ul style="list-style-type: none">• Primary 6 pupils enrolled and are undertaking Pope Francis Faith Award.• Change of Parish Priest and ensuring notice for church visits (paperwork) have, at times meant visits could not take place.• Cluster Mass for Catholic Education Week	<ul style="list-style-type: none">• Ongoing learning as part of curriculum.• School community is positively commented on by visitors, congregation at Church etc.	<ul style="list-style-type: none">• Primary 6 pupils will take part in PFFA programme as Primary 7 continue and complete.• Cluster/School and Diocese focus on 100 years of Catholic Education in Scotland (Anniversary of 1918 Education Act)• Calendar for class masses/ visits to Church in place – September 2017.• Celebrate First Friday mass as a school – in church or school• Hymn practices to ensure continuing praise throughout year.• Continue to develop relationship with Parish Priest/parish• Pupils take more 'active' part in mass as readers etc.• Staff member identified as 'Lead' role here will ensure attention paid as required.

What's been going on?

Our pupils actively participate in a wide variety of sporting competitions and festivals.

This year the authority swimming lessons were extended to Primary 5 pupils too.

We had a number of classes and individuals who participated with great success in the Inverclyde Music Festival.

We had not one, not two but three hugely entertaining Christmas plays , much to the delight and pleasure of the packed audiences of parents, carers, grannies etc.

We introduced a whole school House system where every pupil is allocated to one of six House groups (named after Scottish lochs) and can meet to discuss school matters, earn points towards the end of term prize and also just feel a part of something special within our school. Primary 7 pupils were selected as House Captains and Vice Captains and they meet with SMT as a smaller focus group.

We are very pleased and proud to be awarded Unicef UKRights Respecting School Award at Level 1. Particular strengths were identified such as our good use of Twitter to inform parents, the way we listen to and respond to pupil requests, our 'fantastic' wall displays that focus on learning as well as displaying pupil work and our pupils' and parents' knowledge and understanding of their Rights.

Promoting and Ensuring Equality in St. Andrew's

Authority advice in Inverclyde highlights three main Equality based Outcomes for staff and pupils. Each outcome has performance indicators attached to it. These are:

Outcome 1 - All children and young people get the support that they need in relevant areas through the Staged Intervention and Assessment Process.

Performance Indicators: Increased levels of attainment and achievement across all protected characteristics and Relevant paperwork completed and acted upon.

In St. Andrew's we see this as an on-going target for us but we ensure that our developing GIRFEC pathways are regularly updated, revisited and monitored by class teachers and other staff. Our Single Word Spelling Test and ePips results are looked at carefully to study progress. We use a wide range of assessment data to provide further information on each child to help us meet their needs.

Outcome 2: All staff use equality guidance to promote equal opportunities, fairness, justice, good relations and positive attitudes to all members of their community.

Performance Indicators: All pupils can fully access the curriculum with no barriers to their learning.

St. Andrew's pupils have opportunities to access all areas of the Curriculum thanks to our knowledge as a staff group. We will have further opportunities to develop staff training to make sure this continues and even improves. As an Attainment Challenge school we take our responsibility very seriously to help all of our pupils to progress as far as possible.

Outcome 3: All school communities recognise and respect people of diverse age, race, faith, gender, sexual orientation, disability and ethnic culture.

Performance Indicators: Equalities outcomes are embedded in the policies, values and practices of all our educational establishments.

As a Rights Respecting School, we celebrate and respect all people. Our Curriculum allows study and learning of diverse cultures. We also incorporate disability education. We were particularly commended in our Rights Respecting assessment for our support of a pupil who has been transitioning gender at a young age. Our practices and school ethos gave support to the pupil and his family.

Our Priorities for 2017 -18

We have spoken to staff, pupils and parents to decide what our priorities for the coming year should be. Some of these are further development of last year's priorities which are on-going.

1. Improve attainment, particularly in Literacy and Numeracy

- All staff will undertake whole school professional learning opportunity focusing on in depth development and embedding of Visible Learning strategies to make St. Andrew's a Visible Learning school.
- Develop the good quality moderation work within reading that some staff participated in last year to include all class teachers and enhancing our cluster professional community.
- Create and implement Year 3 of our Reciprocal Teaching action plan based on the raised attainment we have evidenced this session.
- As part of this develop the professional discussions within this area and also expand the very positive discussions that take place between Early/First level teachers in the area of Numeracy.
- Continue to implement approaches within Stages of Early Arithmetic Learning in Primary 1 – 3 and looking at best use as pupils progress.

2. Close the attainment gap between the most and least disadvantaged children

- Developments outlined in Priority 1 above.
- Careful and ongoing attention and tracking of the pupils within SIMD 1 and 2 of our school community applying targeted interventions as necessary.
- Use of PEF to tackle attainment gap regarding pupils in receipt of Free School Meals.
- Review of planning/tracking/learning pathways to develop and ensure continuous progression for all pupils aiding teacher professional judgements.
- Use the Authority Attendance Policy to raise average attendance throughout the school, alongside increased parental engagement/family learning.

3. Improvements in children and young people's health and wellbeing

- We will consult House captains and Vice-captains as well as House groups to lead positive playground experiences and implement Playground Charter. We will work with CMO Health and Wellbeing to enhance the nurturing aspect of our playgrounds.
- New Nurture Teacher to work with children who would benefit from intervention.
- Develop use of GIRFEC Pathways to identify support needs, monitor progress, evaluate and record impact and determine next steps.
- Promote and celebrate the centenary of Catholic Education in Scotland by celebrating with associated parishes as a Catholic Community of Faith.
- Review our transition arrangements to ensure that children continue to make appropriate progress when moving across sectors.

4. Improvements in employability skills and sustained positive school leaver destinations for all young people.

- Use new progression pathways – Developing Inverclyde's Young Workforce – to promote personal, inter-personal and enterprise skills are developed across the curriculum.

At the centre of all of our developments and priorities are the pupils of St. Andrew's. For them to become Successful Learners, Responsible Citizens, Confident Individuals and Effective Contributors we make sure they are Safe, Healthy, Achieving, Nurtured, Respected, Responsible and Included.