



St. Andrew's Primary School

Standards and
Quality Report

2014 - 2015



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

Twitter: @saintandrewsps

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council



Welcome to our Standards and Quality Report for 2014 – 15.

The last year has been eventful in lots of ways:

We watched the sun disappear as the solar eclipse fascinated us all,
Primary 5/4 'went bush' as they visited Greenock Cut Centre to experience real outdoor learning and even made their own bread on an open fire,
Primary 7 prepared for High school by kayaking at Castle Semple
We continued our great work with the Foodbank, collecting in each class and delivering boxes and boxes to our friends at the Foodbank for distribution.
In June our whole school community joined together to hold our very own Race for Life for Cancer Research. Pupils and staff trained as well as encouraging friends and family to sponsor us all. In the end we raised the quite remarkable figure of over £6100. We are very proud of the wonderful efforts of all our staff, pupils, parents and families.

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Who are we?

χ St. Andrew's Primary is a denominational primary school which opened in August 2011 resulting from the amalgamation of St. Gabriel's and Sacred Heart Primary schools. We moved into our newly – refurbished building at the end of October 2011.

χ We are situated in Larkfield, serving the Larkfield, Braeside and Branchton areas of South-West Greenock.

χ Our school currently has a roll of 269 pupils. There are currently 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 Council and their fund-raising PTA sub-committee. 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.

Primary 6 pupils trained as Games Makers



Our School Values

Last year 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.



Baby Mason taught us in Roots of Empathy.

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.
- ✓ Staff consulted, as part of a rolling programme, on each curricular focus area.
- ✓ 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 questionnaire to gather their general view of the school and the pupils' experience.
- ✓ Parent Council consulted on the PRPB programme.
- ✓ 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 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.
- ✓ This year there was a Review of the whole school by the Local Authority.

In 2014 – 15 the main priorities for St. Andrew's were:

1. To revisit our Core values and decide on the most vital/important ones. Also complete the initial development of our website to 'go live' early in the session.
2. To further develop Interdisciplinary Learning throughout the school along with a review/audit of our current Science programme.
3. To further develop and embed the Authority Positive Relationships Positive Behaviour policy in the school, sharing this with parents and pupils.
4. To develop our status as a Rights Respecting School using the skills of our Rights group to help pupils' understanding of the UNCRC. These pupils will aim to host and lead a Rights Conference within our school.
5. To further develop our on-going cluster work looking at the significant aspects of learning within Numeracy with particular focus on Problem Solving approaches within each individual school before gathering to share/discuss our practice and plans within the wider cluster.

How successful are we?

Priority 1		
To revisit our Core values and decide on the most vital/important ones. Also complete the initial development of our website to 'go live' early in the session.		
How are we doing?	How do we know?	What are we going to do now?
<ul style="list-style-type: none">• Values have been reduced from ten to three.• A review of the school values found that stakeholders' knowledge was mixed, with the values playing a limited role in the life of the school.• Website is now live and regularly updated.	<ul style="list-style-type: none">• Whole school community were consulted regarding reducing the number of values and creating a more focused group.	<ul style="list-style-type: none">• Increase the awareness of all stakeholders of the school values and how they should underpin the work of the school.• Teachers will join school assemblies to help develop a consistency of approach to the values and to increase the engagement of staff and pupils.• The school values will become more evident in the daily life of the school also linking with our Rights development work.• Use the school website to further enhance our communication.

Priority 2**To further develop Interdisciplinary Learning throughout the school along with a review/audit of our current Science programme.**

How are we doing?	How do we know?	What are we going to do now?
<ul style="list-style-type: none"> • Staff have found it challenging to construct a common understanding of what IDL should look like in the school. Further development work will be required to make progress. • Science programme lacks rigour and an effective structure. As such it is not as effective as it should be. The programme will be used as a base upon which to build a more effective programme that meets the needs of the pupils. 	<ul style="list-style-type: none"> • The IDL working group conducted research of this area and reflected on what they found. • Staff discussion and sharing of practice during In-Service day. • Staff discussions as part of termly Planning meetings. 	<ul style="list-style-type: none"> • Continue to work towards building a shared understanding of IDL. • A small group of staff, with a particular interest in science, will teach science throughout the school as part of the RCCT programme. They will make use of this time to develop the science programme into one that better meets the needs of the pupils.

Priority 3**To further develop and embed the Authority Positive Relationships Positive Behaviour policy in the school, sharing this with parents and pupils.**

How are we doing?	How do we know?	What are we going to do now?
<ul style="list-style-type: none"> • The behaviour in the school is considered to be good, although some areas still require further development to ensure consistency. • Parents' understanding of this approach to behaviour is at a basic level and requires to be developed in order to strengthen the overall programme. 	<ul style="list-style-type: none"> • Results taken from Parental Questionnaires highlighted area as concern/where parents would like more info. 	<ul style="list-style-type: none"> • Increase parental awareness of the policy and the philosophy underpinning it. • Increase parental engagement by inviting parents to become involved in developing the policy. • Work at increasing the consistency of approach by staff.

Priority 4

To develop our status as a Rights Respecting School using the skills of our Rights group to help pupils' understanding of the UNCRC. These pupils will aim to host and lead a Rights Conference within our school.

How are we doing?	How do we know?	What are we going to do now?
<ul style="list-style-type: none"> • All classes continue to work with UNCRC and the promotion of Children's Rights. • Greater focus and consistency of understanding, use of language is required throughout the school. 	<ul style="list-style-type: none"> • Class Charters are established early in the school year. • These are revisited and adapted as necessary. • Continue to refer to Rights Respecting School standards to inform our Self-Evaluation. 	<ul style="list-style-type: none"> • With particular focus on the UN's Global Goals, all classes will have increased focus on the Rights of the Child. • Regular meetings of the Rights Respecting group will take place. • This group will have responsibility for planning, preparing and delivering a Conference within our school in Spring/Summer 2016.

Priority 5

To further develop our on-going cluster work looking at the significant aspects of learning within Numeracy with particular focus on Problem Solving approaches.

How are we doing?	How do we know?	What are we going to do now?
<ul style="list-style-type: none"> • Good progress among staff in working with Significant Aspects of Learning within numeracy. • Staff developed pupil assessment strategies by collegiate sharing of annotated exemplars of learning (two 'new' aspects of assessment from Education Scotland). 	<ul style="list-style-type: none"> • The plan for this year has been formulated based on staff feedback from last session's work. • Pupils' discussions around the assessment pieces and the 'journey' to create them. 	<ul style="list-style-type: none"> • Cluster maths/numeracy teaching and learning communities to be established. • Appropriate Significant Aspects of Learning identified. • Progression within each SAL (early to 3rd) described in terms of planned outcomes for learners (knowledge, skills, vocabulary). • Approaches to assessment agreed and trialled. • Practice shared across the cluster

What's been going on?

This year we created our very own Art Gallery where all pupils created and displayed a piece of themed artwork which developed their skills in many areas. These were displayed for, and bought by, their amazed parents.



Many of our classes took learning outside in different ways. Primary 5/4 visited the Greenock Cut Centre to learn outdoor cooking (survival?) skills.



Primary 1 went on a Bug Hunt at Finlaystone Estate, finding (and releasing) lots of fascinating creatures. They also became scientists as they watched the eclipse.



Primary 7/6 took part in the Clyde in the Classroom programme where they were responsible for the hatching, nurturing and looking after trout eggs before releasing them into a local burn. We haven't heard from any of the troutlings but we hope they're doing well.





Primary 7 experienced an exciting outdoor experience visiting Castle Semple as an end of year excursion, taking part in archery and kayaking.



Inspired by our great ability to show care and concern for others and following our work with Ardgowan Hospice last year we joined with Cancer research to hold our very own Race for Life event. All staff and pupils took part and with concerted efforts to fundraise we were able to gather more than £6000 for Cancer research. A great day at Ravenscraig Stadium and a fun day in school helped us to achieve this total.



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 Staged Intervention and IEP paperwork 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. In 2015-16 we are introducing standardised Reading tests as well as Reciprocal reading assessments.

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.

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 and a visiting staff member led an assembly concerning his own learning need.

Our Priorities for 2015 -16

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 unfinished.

Scottish Government Attainment Challenge.

St. Andrew's has been selected as one of six schools in Inverclyde Authority to focus on improving literacy, numeracy, health and wellbeing with the clear objective being to give all primary-school age pupil, regardless of background, the best start in life.

For St. Andrew's this session this focus will be particularly with primary one and two pupils.

We will use the Reciprocal Teaching methods to develop pupil reading comprehension and skills throughout the school.

Getting it Right for Every Child

In order to Get it Right for our pupils, as well as our developments within the Attainment Challenge, we will adopt and make progress with other aspects of the concept.

We will be further involved with the development of the Nurturing Inverclyde School pack, ensuring the six Principles of Nurture remain central to staff understanding of pupil learning. We will work with Educational Psychology to develop the use of the Nurturing Me tool and we will undergo staff training to put in place new National and Authority guidance on the Named Person and Child's Plan.

As a school community we will ensure all staff have full understanding of wellbeing indicators, what they look and feel like in St. Andrew's and how we support any areas of need and support Pupils and parents to develop a full understanding of the principles of GIRFEC and the wellbeing indicators to ensure we all work together to support all pupils in their development.

Promoting Positive Relationships and Positive Behaviour

As a school community we aim to use the Authority policy and guidance to create common, shared guidelines for our school for the benefit of all pupils' learning. By June 2016 we will fully embed a common, shared approach and understanding of the promotion of Positive Relationships with staff, parents and pupils.

Learning and Teaching Development

Continue to develop staff awareness and understanding of approaches to Interdisciplinary Learning. We will ensure that staff have a solid and shared understanding of what Interdisciplinary Learning means and looks like. Staff and pupils will be able to link and highlight learning in three main areas of Numeracy, Literacy and Health and Wellbeing. Linked approach to teaching and learning evident in all classes – combining Experiences & Outcomes from different areas.

Pupils will be introduced to the main skills of reciprocal teaching: (Predicting, Clarifying, Questioning and Summarising.) Pupils will have had opportunities to practise and consolidate skills and will be able to apply them with support in co-operative learning situations.

Consistent use and understanding of AifL strategies, pupil use of language of learning and understanding of curriculum design (i.e. Principles etc.) will deepen the pupils' language and understanding of their learning.

All pupils will have consistent and progressive learning in French.

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.