



ST. ANDREW'S



PRIMARY SCHOOL



St. Andrew's Primary School

Standards and Quality Report

2015 – 2016



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

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Welcome to our Standards and Quality Report for 2015 – 16.

The last year has been eventful in lots of ways:

Primary 1 worked with the Language Leaders from St. Columba's to organise a French-themed café

Primary 2 were involved in an amazing Reading for Pleasure project with Inverclyde Libraries

Primary 3 learned about a baby's growth and development through the Roots of Empathy project

The whole school started to walk and run a Daily Mile to promote fitness and Health. Lots of 'extra' benefits as it can also be a social occasion.

Primary 6 pupils were given a special award by the local Community Council for their ECO work in tidying and cleaning various local littered areas

Primary 6 also helped to earn points which converted to food for other children as part of the UNICEF KidPower Project.

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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 265 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.

Pupils from Primary 6 lead science workshops for the Primary 2 pupils.



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.



Our Daily Mile provided excellent fitness and social benefits for everyone.

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 questionnaire to gather their general view of the school and the pupils' experience.
- ✓ Parental Questionnaire regarding what they see as important for their child to learn in St. Andrew's.
- ✓ 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 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.
- ✓ This year there was a Follow – Up Review of the whole school by the Local Authority which was a very positive experience which acknowledged the good work happening in the school.

In 2015 – 16 the main priorities for St. Andrew's were:

1. Scottish Government Attainment Challenge.
2. Getting it Right for Every Child
3. Promoting Positive Relationships and Positive Behaviour
4. Learning and Teaching Development

How successful are we?

Priority 1		
Scottish Government Attainment Challenge		
How are we doing?	How do we know?	What are we going to do now?
<ul style="list-style-type: none"> • The work of the Coaching and Modelling Officers has helped to strengthen the teaching skills of the teachers at P1 and P2. The programme, as a whole, has been received positively by staff. • The use of data to support teaching and learning is improving, with greater use being made of such information. • Pace and Challenge have improved and increased across the school. • Common spelling programme in place for P3 - 7 • Reciprocal Teaching – common, shared approach • Introducing Active Literacy – phonics programme • More considered/targeted use of Education City resource has provided individual, targeted programme. • Partnership with Library services – Bookbug sessions • Attainment Challenge teachers working with targeted small groups for support 	<ul style="list-style-type: none"> • Classes are observed as settling to work more quickly. • Staff have commented in progress meetings on easier start to sessions, quicker beginning of 'work' • Spelling programme should transfer info easily at summer transition. • Class observations highlighted common approach across school, Working group, minuted drop-in sessions • Staff feedback highlights the need to look at how we are using and developing the skills across stages and also the need to ensure skills are introduced with accuracy and not rushed. 	<ul style="list-style-type: none"> • Continue to develop our Literacy and Numeracy curricula • Look at progression and development of skills across school Use data from Follow-Up assessments to highlight areas of need/strength and to look at how we have achieved this. • Spelling/Phonics P1-3 – Active Literacy approach • Continue Reciprocal across curriculum – Plan for year 2 • Further staff training/ sharing practice or reciprocal approaches. • Develop library partnership

Priority 2**Getting it Right for Every Child**

How are we doing?	How do we know?	What are we going to do now?
<ul style="list-style-type: none">• Parent questionnaire used to gather feelings/opinions highlighted positive views and feelings of parents. <p>98% are confident or very confident that their child is Safe at St. Andrew's</p> <p>95% are confident or very confident their child is Healthy at St. Andrew's</p> <p>93% are confident or very confident their child is Achieving at St. Andrew's</p> <p>93% are confident or very confident their child is Nurtured at St. Andrew's</p> <p>89% are confident or very confident their child is Active at St. Andrew's</p> <p>90% are confident or very confident their child is Respected at St. Andrew's</p> <p>93% are confident or very confident their child is Responsible at St. Andrew's</p> <p>93% are confident or very confident their child is Included at St. Andrew's</p> <ul style="list-style-type: none">• PATHS programme in place and in use in all classes.	<ul style="list-style-type: none">• Data gathered shows positive feelings of parents towards school.• All indicators were responded to with high level of satisfaction.• Pupils are aware of indicators and use them appropriately when talking about their school experiences.	<ul style="list-style-type: none">• Implement Children and Young People Act from August 2016.• New GIRFEC pathways in use for all pupils.• On-going staff training and awareness raising regarding new legislation, Named person, Inverclyde pathways.• New Health and & Wellbeing programme/plan is ready for implementation in August. Principal Teacher will lead delivery.• Raise parental awareness of Named Person and reassure as required.• GIRFEC meetings with staff/parents/pupils• Use SHANAARI as focus for Pupil Voice groups

Priority 3**Promoting Positive Relationships and Positive Behaviour**

How are we doing?	How do we know?	What are we going to do now?
<ul style="list-style-type: none">• Authority PRPB policy is in use throughout the school by all staff.• House system – staff member who was co-ordinating left the school and other factors have made it difficult to implement.	<ul style="list-style-type: none">• Restorative language is used by all staff and increasing number of children.	<ul style="list-style-type: none">• Share further with parents – Restorative approaches etc.• Staff working with Ed. Psych to develop Restorative approaches• House system – seen as worthwhile and will be in place in August• Five to Thrive training – look to extend/use on more regular basis.• Re-establish nurture class with new Nurture teacher• Staff Nurture group – set up with clear idea of role (decided on by group)

Priority 4**Learning and Teaching Development**

How are we doing?	How do we know?	What are we going to do now?
<ul style="list-style-type: none">• Staff have developed an improved understanding of IDL leading to more effective IDL experiences for pupils.• There is now a clearer focus with IDL becoming a more integral part of teaching and learning. This increased understanding is being demonstrated during planning activities and discussions. • 1 + 2 Languages: All classes have access to the PL Platform, able to use associated planners• P1 liaising with St. Columba's – French cafe• Terms 1 – 3 weekly word or phrase – whole school use• Tracking and commenting on Seemis reports• Staff meeting to introduce, support• Staff accessed training which raised confidence and understanding• New resources for each stage/class/corridor (2nd year)• Using Year 2 Planner • See Attainment Challenge area above.	<ul style="list-style-type: none">• SMT observations have noted an increase in the number of opportunities and activities to help pupils join up their learning, where pupils are making use of the number of skills developed across the curriculum. Pupils are also starting to talk more about the connections themselves. • Folders distributed to all classes • Log-Ins distributed/displayed in all classes. • Staff meeting used to share resource • French word/phrase displayed around the school • SEEMIS – recorded for all pupils	<ul style="list-style-type: none">• Continue to embed a shared approach and understanding throughout the school and support the pupils in their own understanding.• Develop school approach to STEM through IDL approach. • Continue to build more detailed planners, if required • Build on resources: displays and cafe/role play etc. • Whole school activities throughout the year to showcase learning in different topics• Assemblies• Performances• Parent workshops • Upper school working with younger children in class during activities.

What's been going on?



Primary 5 explored renewable energy with Generation Science thanks to workshops provided by Texas Instruments.

Our Daily Mile even took us outside our grounds to visit our neighbour. Always being sun-safe!!



Our Primary 6 pupils helped Primary 1 and 2 learn about various aspects of science.



We held a special Fun day in memory of our friend.

Primary 2 worked with Inverclyde Libraries on a special Reading project.



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 introduced standardised Reading tests as well as Reciprocal reading assessments to provide further information on each child to help us meet their needs. This will continue in 16-17.

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.

Our Priorities for 2016 -17

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.

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.

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.