

Establishment Context

St Patrick's Primary School is the designated Roman Catholic Primary School for Auchinleck and Cumnock and our catchment area extends to Catrine, Coylton, Drongan, Logan, Mauchline, Muirkirk, New Cumnock, Ochiltree and Sorn. We are a co-educational establishment with a current roll of 117. Approximately 25% of our children rely on local authority transport for travel to and from school.

We are part of the St. Joseph's Education Group and P7 Pupils transfer to St. Joseph's Academy and Robert Burns Academy. Our P1 children join us from Local Authority Early Childhood Centres and Partner Providers from across our catchment area. We have parish links with Our Lady and St. Patrick's, Auchinleck, St. John's, Cumnock and St. Thomas The Apostle, Muirkirk. It is an important aspect of our school that our pupils feel a sense of community which is strengthened by our links to our parishes and the support of our school chaplain.

In Session 2021/22 there were six classes: P1, P2, P3/4, P4/5, P5/6 and P6/7. The core teaching staff allocation was 7.9, including HT, DHT and PT. A new HT was appointed in October 2021, a new DHT in January 2022, the PT remained in place until the end of the session with responsibility payment being met through PEF. This PT roll no longer exists due to staff restructuring.

A core support EAST teacher 0.4 FTE also supports us and in this session, we have been allocated a further 1FTE covid recovery teacher. We have a core allocation of 27.5 hours Classroom Assistant with an additional 22.5 additionality and a further 5 hours PEF funded. In term 4 we had an additional 27.5 PEF funded CA. 1 fulltime senior clerical assistant, one full time facilities assistant and catering staff, support us. One pupil receives 2 x weekly support from the East Ayrshire Hearing Impairment Teacher and a instrumental instructor visits weekly to teach piano. Our home link worker has supported families in SIMD 1 and 2 and provides support with attendance concerns. We are supported by health services and in particular the diabetic nursing service and speech and language therapy. Our children benefit from support from a range of partner agencies including the exchange counselling service, children's 1st and women's aid.

61% of pupils reside within SIMD1 & 2, 5% within 3 & 4, 28% within 5 & 6 and 3% within 7, 10. 32% of the school roll are identified as having an additional support need. 16% of pupils are claiming FMR. The attendance rate across the school was 91%.

Our "unique ethos", although impossible to quantify, is frequently commented on by visitors to our school and is a source of pride for parents, pupils and staff. Pupils have a strong sense of identity with their school and feel safe and well looked after. Almost all pupils make positive choices about their behaviour, show respect to each other, and are enthusiastic learners.

Pupil's benefit from a caring and nurturing environment, which is evident in observed lessons and around the school. Teachers positively encourage and value pupils' contributions during lessons and in the wider activities of the school. The staff team work very well together and provide positive role models for pupils. Teachers take on additional responsibilities in a number of curricular areas.

Through our Self Evaluation Calendar, and driven by the National Improvement Framework, we are able to identify our School Improvement Priorities. The focus for our priorities is to provide challenging opportunities to increase attainment in Literacy, Numeracy and Health & Wellbeing.

During the course of the session we experienced a lot of uncertainty and disruption to staffing. Both Covid-19 related and non – Covid-19 related absences within teaching staff and Classroom assistants had an impact on the delivery of service. Our P2 class had a period of time staffed by several temporary supply staff. We were unable to fill the 1FTE covid recovery teacher position so this was mainly fulfilled by supply staff. Due to the difficulty in securing supply cover for staff absence the covid recovery position was also utilised to cover staff absence.

Despite these challenges, we worked hard to maintain a culture of collaborative working within the staff and with our partners. We have high expectations of our colleagues, the children and ourselves. As a school, we are committed to continuous improvement and are enthusiastic about the opportunity to develop in new ways.

Establishment Vision, Values and Aims

The vision for our school is articulated through our school aims, our school motto and our school community value statement:

Values Renewed – April – May 2022 with pupils, staff and parents.

Harmony

Equity

Ambition

Respect

This is our Faith

Vision (to be renewed this session)

The vision for our school is articulated through our school aims and our school motto:

Forward Together

★ **We care**

to provide a caring and secure environment where each child is valued as an individual and as part of our community

★ **We work together**

to provide a balanced, stimulating curriculum which encourages each child to fulfil his/her potential

★ **We work in partnership**

to prepare our children to take an active part in future community life by developing partnership among home, school, parish and community

★ **We share Catholic values**

to encourage children in the practice and knowledge of the Catholic Faith, enabling children to take their responsible place in society

★ **We respect our world**

to build an ethos built on respect for all individuals and our environment

★ **We strive for excellence**

to encourage and support our young people to be all they can be through providing appropriate and challenging opportunities for all, both in and out of school.

School Community Values Statement

Our children learn and achieve in a very nurturing and caring environment. We focus on positive relationships and we get to know and value each pupil so we can meet their individual needs.

<p>Improvement Priority <i>(Expressed as outcomes for learners)</i></p>	<p>Improved outcomes in reading and writing for all pupils working with Stephen Graham and EAC Literacy Team.</p> <p>75% of pupils across all stages will be achieving expected CfE Levels in Reading.</p> <p>70% of pupils across all stages will be achieving expected CfE Levels in Writing.</p>	<p>Rationale for improvement priority based on evidence</p> <p>Lockdown has meant that the planned improvements for last session are partially completed. This improvement priority will continue into session 2021-22. The Active Literacy Programme contains very clear methodology and strategies for teachers and pupils which supports consistency in learning and teaching and increased attainment. Regular assessments are built in to ensure attainment can be tracked effectively against the structured progression across within and across stages.</p> <p>A refreshed look and approaches, pedagogy and resources for reading and writing is required including further developing play pedagogy in the early stages.</p>
<p>NIF Priorities Improvement in attainment, particularly in literacy and numeracy</p>	<p>NIF Driver</p> <p>Teacher Professionalism</p> <p>Assessment of children's Progress</p> <p>Parental Engagement</p>	<p>HGIOS/ HGIOSELCC QI's for self-evaluation</p> <p>1.1, 1.2, 1.3, 1.5 2.2, 2.3, 2.4 3.2</p>
<p>Progress and Impact</p>	<ul style="list-style-type: none"> • PEF funding to be allocated to support the implementation of Creating a Balanced Reader and Writer approaches.(Resources/Training/Implementation/Management staffing) • Use of management time, funded through PEF, to support class teachers in improving attainment. • Continue implementing aspects of Active Literacy Programme as appropriate. Implementing the SAC DEAR Programme. Staff and SMT engagement with SAC Literacy manager, Gail Elder and Attainment Advisor, Cara Cooper to support successful engagement with the literacy programme as it is rolled out. • Development of the constituents of a 'Literacy Week' across the school. Development of an holistic approach to Literacy with a focus on Inclusion – Reading/Writing/Talking/Listening • Developing the Scope and sequence of writing development across the school. • Staff collaborative agreement on items to be included in Writing folders and Writing Assessment folders to ensure robust assessment and record keeping. 	
	<ul style="list-style-type: none"> • Focus on the three main areas of Realising the Ambition:Being Me. <ul style="list-style-type: none"> ▪ Environment – indoor and outdoor spaces 	

- Practice – Evidence and research based, family partnership, shared vision
- Practitioners – skilled and knowledgeable
- Develop and implement Play pedagogy with Primary 1 and Primary 2 pupils. Training and inter school visits for teachers and SMT in implementing play pedagogy. HT attending Realising the Ambition: Being Me & Play Pedagogy in Early Years of Primary – May 2021
- Take all opportunities provided centrally for CLPL, in particular Primary 1 teachers.
- Use of PEF funding to resource and support play pedagogy in the Early stages.
- Development of 'Responsive and Intentional' planning for early stages to support an inclusion agenda. Use the learning in this area across the school. (personalisation and choice)
- Focus on ensuring skills development in play practices from ECC to P1 and beyond. Use of Education Scotland materials and CLPL resources. (Alistair Bryce Clegg – ABC DOES – Online courses?)
- Whole school introduction to 'Mind-minded approaches' (emotions and feelings). Link this to work on Growth mindset
- Focus on assessment and increased attainment outcomes.

Progress and Impact

June 2022 ACEL Data

	P1	P4	P7
Reading	77% (-4%)	60% (+6%)	60% (+22%)
Writing	77% (+1%)	67% (+13%)	60% (+17%)

June 2022 – TJ to National Expected Level

	P2	P3	P5	P6
Reading	67%	47%	45%	38%
Writing	76%	74%	45%	31%

Next Steps

Robust monitoring calendar of Learning, Teaching and Assessment to ensure pace and challenge are achieved for all learners. This will include monitoring of medium and long term planning, robust and challenging discussions at Tracking Periods, 1, 2 & 3.

Clear identification of learners who require interventions to reach national expected levels. Clear roles for CAs in supporting the attainment of identified learners. Pre and Post assessment information to qualify the impact if interventions.

Moderation opportunities across all teaching staff to ensure teacher judgements are sound and based on the triangulation of all available data.

Identification of three learners per stage to track progress across their primary learning journey.

Training opportunities for staff to increase confidence in using summative assessment information to plan next steps.

Implementation of an assessment calendar that makes use of quality assured assessments that meet the need for reporting on National expected levels.

Review the existing approach to 'learning logs' to ensure these allow learner's to plan next steps, on the feedback they receive from teachers.

To ensure that all stages are following the EA progression frameworks across literacy.

To improve the access to reading for enjoyment by enhancing the school library and class reading spaces and enhanced links with the local library. Take part in 'Reading Schools' Accreditation.

<p>Improvement Priority <i>(Expressed as outcomes for learners)</i></p>	<p>Through consistent methodology, development and enhanced resources pupils will achieve improved attainment in Numeracy.</p> <p>Through improved and consistent approaches to assessment robust judgements will be made on attainment.</p> <p>75% of pupils across all stages will be achieving expected CfE Levels in Numeracy.</p>	<p>Rationale for improvement priority based on evidence.</p> <p>Attainment data shows improvement priority in Numeracy particularly for those in SIMD 1 and 2.</p> <p>Self-evaluation shows a need for embedding new numeracy pedagogies and need to continue to work towards a whole school consistent approach.</p>
<p>NIF Priorities Improvement in attainment, particularly in literacy and numeracy</p>	<p>NIF Driver</p> <p>Teacher Professionalism</p> <p>Assessment of children's Progress</p> <p>Parental Engagement</p>	<p>HGIOS/ HGIOSELCC QI's for self-evaluation</p> <p>1.1, 1.2, 1.3, 1.5 2.2, 2.3, 2.4 3.2</p>
<p>Progress and Impact</p>	<ul style="list-style-type: none"> • A focus on how the underpinning skills in mental maths, problem solving and investigation enhance children's confidence, understanding and positive attitudes to Numeracy and Maths. • Develop a programme of Mental Maths skills to ensure rapid recall of number facts at an appropriate level across all stages. • A focus on the links and connections between aspects of Numeracy and wider attainment in their application to Maths – Maths across the curriculum/application of skills in unfamiliar contexts • Continue the development of resources to support making links between Mathematical concepts and 'real life' supported by PEF Funds. • Continue to develop outdoor learning in Numeracy and Literacy and provision of resources to facilitate this through PEF funds where appropriate. • Purchase of further wet weather clothing through PEF to facilitate outdoor learning and promote equity. (Covid guidelines permitting) • Use of management time, funded through PEF, to support class teachers in sharing best practice to improve attainment. (This was delayed from 2020-21 session due to lockdown periods and altered priorities.) 	

June 2022 ACEL Data

	P1	P4	P7
Numeracy	85% (-1%)	60% (+22%)	40% (+11%)

June 2022 – TJ to National Expected Level

	P2	P3	P5	P6
Numeracy	67%	47%	45%	38%

Next Steps

Robust monitoring calendar of Learning, Teaching and Assessment to ensure pace and challenge are achieved for all learners. This will include monitoring of medium and long term planning, robust and challenging discussions at Tracking Periods, 1, 2 & 3.

Clear identification of learners who require interventions to reach national expected levels. Clear roles for CAs in supporting the attainment of identified learners. Pre and Post assessment information to qualify the impact if interventions.

Moderation opportunities across all teaching staff to ensure teacher judgements are sound and based on the triangulation of all available data.

Identification of three learners per stage to track progress across their primary learning journey.

Training opportunities for staff to increase confidence in using summative assessment information to plan next steps.

Implementation of an assessment calendar that makes use of quality assured assessments that meet the need for reporting on National expected levels.

To ensure that the school level planning for numeracy follows the EA progression framework.

To ensure that number talks are embedded within the planning for numeracy across a week and specifically teaches the strategies and how to apply these in real life contexts.

<p>Improvement Priority</p> <p><i>(Expressed as outcomes for learners)</i></p>	<p><i>Should be copied directly from 2021-22 Improvement Plan</i></p> <p>Improve Health and Wellbeing outcomes for pupils through focus on Mental Wellbeing and Growth Mindset</p> <p>90% of pupils across all stages will be achieving expected CfE Levels in Health and Wellbeing.</p>	<p>Rationale for improvement priority based on evidence</p> <p>Rationale for improvement priority based on evidence</p> <p>Implementation of EA Frameworks across all HWB themes a priority.</p> <p>Pupils have not been in school for almost 5 months and many will need additional support for this transition.</p> <p>Focus on the National 'Inclusion' agenda required across all areas.</p> <p>School vision, values and Aims have not been revisited for a number of years</p>
<p>NIF Priorities</p> <p>Improvement in children and young people's health and wellbeing</p>	<p>NIF Driver</p> <p>School improvement</p> <p>Teacher Professionalism</p>	<p>HGIOS/ HGIOSELCC QI's for self-evaluation</p> <p>1.2, 1.3,1.5, 2.2, 2.3, 2.4,2.5, 3.1</p>
<p>Progress and Impact</p>	<ul style="list-style-type: none"> • Restart Breakfast Club as soon as practicable – part funded through PEF • Restart after-school activities as soon as practicable. • Nurture Training for up to 3 staff members. Sharing the learning. • iLunch Programme to be launched when restrictions allow. Working with Home Link Worker to engage families in Literacy and Numeracy activities together with Healthy Eating and information workshops for parents. • Undertake actions aligned to the Scottish Government's Child Poverty Plan – Every Child, Every Chance. • Continue to use Counselling Service – 'The Exchange' to support young people in crisis. • Continue to support and embed digital technologies to support digital skills development and effective pedagogy across all stages. • Development of information/guidance based on the Live 'n' Learn programme of Growth Mindset • PEF funding to be utilised to support staff/pupil/parent training from Live 'n' Learn. (when Covid guidelines allow). • Begin to deliver the themes of the SCES programme of Equity and Inclusion, in conjunction with God's Loving Plan, as part of the HWB Progression Frameworks, across the school ie: <ul style="list-style-type: none"> • Prejudice in the history of humanity • Hates crimes and their impact • Cyber bullying (including use of Safer Schools App) • What it means to be masculine and feminine (Gender stereotypes) • Mental health issues and how to get support (depression, self harm, loneliness) 	

June 2022 – TJ to National Expected Level

	P1	P2	P3	P4	P5	P6	P7
H & WB	85%	86%	89%	93%	80%	62%	

Next Steps

Robust monitoring calendar of Learning, Teaching and Assessment to ensure pace and challenge are achieved for all learners. This will include monitoring of medium and long term planning, robust and challenging discussions at Tracking Periods, 1, 2 & 3.

Clear identification of learners who require interventions to reach national expected levels. Make use of the external supports available to support wellbeing. Signpost families to support to avoid crisis and address issues as early as possible.

Moderation opportunities across all teaching staff to ensure teacher judgements are sound and based on the triangulation of all available data.

Identification of three learners per stage to track progress across their primary learning journey.

Training opportunities for staff to increase confidence in using summative assessment information to plan next steps.

Implementation of an assessment calendar that makes use of quality assured assessments that meet the need for reporting on National expected levels.

To ensure that the school level planning for H & WB follows the EA progression framework and God's Loving Plan for RSHP.

Implement GMWP at second level. Engage with the EA pilot scheme to use the GWMP data to track and support learners.

Clear identification of learners who require interventions. Pre and Post assessment information to qualify the impact of interventions.

Implement Daily Mile programme and measure improvements in fitness and re-establish Massage in Schools Programme including family sessions.

Pupil Equity Fund: Aims and Impact	
<p><u>Staffing</u> Continuation of PT post 0.1FTE teaching staff 5 hrs CA weekly 27.5 CA term 4 AIMS: to provide additional leadership time to support the implementation of new writing approaches across the school, to provide stability to P2 class for final 2 terms, to provide targeted interventions for identified learners</p>	<p>Due the continued challenges of staff absence related to Covid-19 isolation periods and non Covid related absence additional staffing was mainly used to cover staff absence. In term 4, the additional CA was able to target identified learners with interventions. These interventions will continue onto the following year and robust data on impact collated. The P2 class benefited from one full time teacher for term 3 & term 4.</p>
<p><u>Digital technologies</u> 3 x laptops Set of Spheros Class sets of Earl for P1 – P3 Encrypted pen drive Tripod stand Headphones Blue Tooth Speakers AIMS: to enhance the learning and teaching of computing science, ensuring that all learners have access to quality and relevant equipment.</p>	<p>All classes benefited from increased access to technology and in particular to aspects of computer science involving problem solving and coding. Due to the timescale involved in receiving the laptops these have not yet been utilised to their full potential.</p>
<p><u>Numeracy Resources</u> Range of numeracy manipulatives for all stages Leckie Texts books Sum dog subscription AIMS : improvements in numeracy attainment</p>	<p>All classes have access to a range of manipulatives and resources for high quality learning and teaching in numeracy. The attainment data for the session does not reflect that this has improved attainment in ACEL data. However, tracking data has shown an increase in cohort tracking between TP2 and the end of session.</p>
<p><u>Literacy resources</u> Reading Books – early level 9(wordless and decodable texts) First level – orange, turquoise, purple texts Writing resources AIMS : improvements in reading and Writing attainment</p>	<p>Increased access to resources to support learning and teaching. New decodable texts have been aligned to the EA Active literacy progression. Although there has been increase in the ACEL data, this is not reflected by an increase on cohort tracking.</p>
<p><u>Play pedagogy resources</u> Class Furniture, small world resources, AIMS : improved approaches to learning at early level that aligns with current SG policy.</p>	<p>Early Level classrooms are better equipped to support a play based pedagogical approach.</p>
<p><u>Outdoor Learning Resources</u> Outdoor speaker Welly stand Outdoor storage and loose parts PE equipment AIMS : increased opportunities for outdoor learning, increased participation in purposeful play at social times.</p>	<p>Due to the delivery time involved these resources have not yet been utilised to their full potential.</p>
<p><u>Inclusive Practice</u> Resources for 'boost boxes' AIMS : to ensure every learner has access to resources that support their access to the curriculum and support them to achieve within the classroom environment</p>	<p>All learners across the school have access to a range of resources to support access to the curriculum. These resources are carefully selected to be age and stage appropriate. Pupils focus groups have indicated that that they are leading to improved confidence amongst pupils. There is evidence that this is not consistent across the school.</p>

Establishment Self Evaluation: How Good is Our School? 4 Quality Indicators	
Quality Indicator 1.3 Leadership of Change	4
Quality Indicator 2.3 Learning, Teaching and Assessment	4
Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion	5
Quality Indicator 3.2 Raising Attainment and Achievement	4

Establishment Capacity for Improvement
<p>Staff use a range of self-evaluation evidence to identify the school's strengths and areas for development. There is a need to re-establish an effective Quality Assurance Calendar. Staff are engaged in planning for improvement and take collective responsibility for change. Pace of change is guided effectively by a challenging but realistic improvement plan. Professional dialogue is built in to the improvement process. Peer 'Learning visits' will be re-established following covid mitigations to allow staff to share good practice and focus on the school's improvement priorities. Pupils and parents are invited to become engaged in activities which allow them to be a constructive part of improvement planning. This session saw the introduction of HIGIOS part two to allow second level learners to contribute meaningfully to improvement planning. There has been a reluctance among parents to be involved in the parent council, this is currently being addressed through support from the East Ayrshire Steering group representative.</p> <p>All staff use a wide range of data on children's progress and attainment as a basis for professional discussions to reflect on and improve practice. Further opportunities will be utilised in the next session to develop staff knowledge and understanding of analysing data.</p> <p>Staff align their Professional Review and Development with the school priorities. Staff are committed to ongoing learning and development and attend professional learning opportunities and use professional reading keep up to date with initiatives.</p> <p>Staff at all levels are able to effectively implement change through planned collaborative sessions and appropriately matched professional learning. With Numeracy and Literacy improvements at the centre of improvement planning, staff have committed to training and study in order to successfully implement changes. Our school benefits from strong partnership working based on a shared understanding of the needs of the school community. Staff across the school are positive role models and are committed and outward looking.</p> <p>All Staff will be involved in measuring the impact of improvements both formally and informally as we move forward into the new session. We are developing systems to ensure that all change is effective and that funding and support is targeted for maximum benefit.</p> <p>Parents/Carers are consulted regularly on the work of the school and with the relaxation of Covid mitigations will once again be invited into the school to see 'Performances of Understanding' and for informative workshops on a variety curricular areas. Parents are invited to complete questionnaires and are asked for feedback on Pupil Progress Reports and their comments and evaluations are requested after events in school.</p> <p>A refreshed view of target setting and learning logs will help develop the 'language of learning'. Peer assessment takes place across the school. Children's views are sought in an annual questionnaire and also through shorter surveys on specific topics. There will be greater scope for pupil leadership aligned with the school improvement plan.</p>