



Standards and Quality Report

2023-24

St. Patrick's Primary School



## 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 129. Approximately 30% of our children rely on local authority transport for travel to and from school. During session 2023/24 we enrolled a number of pupils across P4 – P7. This is a 9% increase in the total of P4-P7s as of August 2023. This is a trend that we have seen over the last 3 years. Last year brought a 10% increase. For session 24/25 we have 4 pupils out with our P1 intake enrolled at various stages across the school. 2 of these pupils have waited since Easter for space to be available at the upper stages.

We are part of the St. Joseph's Education Group and P7 Pupils transfer to St. Joseph's Academy and Robert Burns Academy. This session 67% of leavers enrolled at St. Joseph's and 33% at 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 the Evangelist, 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 and our communities.

In Session 2023/24 there were six classes: P1, P2, P3/4, P4/5, P5/6 and P7. The core teaching staff allocation was 7.9, including HT and DHT. We were also staffed with a probationer teacher and 0.3 PEF funded teaching staff.

A core support EAST teacher 0.2 FTE and EAST core CA hours of almost 7. We also benefited from weekly EAL CA support, this was latterly ceased. 2 pupils have twice weekly support from a Teacher of the Deaf. We have a core allocation of 25.41 hours Classroom Assistant with an additional 7.09 additionally and a further 50 hours PEF funded. 1 fulltime senior clerical assistant, one full time facilities assistant and catering staff, support us. Instrumental instructors have visited weekly to teach piano and percussion. Our home link worker supported families in SIMD 1 and 2 and provides support with attendance concerns, this access ceased in April 2024. 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, women's aid, Rock n Role Models (music) and Children 1<sup>st</sup>.

64% of pupils reside within SIMD1 & 2. 33% of the school roll are identified as having an additional support need. 15% of pupils are claiming FSM. The attendance rate across the school was 91%. There were two exclusions during the session.

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. In GMWP data gathered across P4 – P7 almost all pupils scored above 35 for all wellbeing indicators.

In a parent/carer questionnaire issued in April 2024 almost all responses agreed or strongly agreed with the following statements;

- My child likes being at this school.
- I feel that my child is safe at school.
- The school helps my child feel confident.
- I feel staff really know my child as an individual.
- The school supports my child's emotional wellbeing.

A local authority Learning visit in October 2023 identified our relationships and school ethos as an overall strength.

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.

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

'forward together'

## 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.**

'forward together'

**Improvement Priority**

(Expressed as outcomes for learners)

**Raising Attainment in Literacy**

The attainment of **all** our learners in Reading will improve as a result of improvements relating to:

- Learning and teaching using effective pedagogy
- A shared understanding and consistent implementation of EALP
- Interrogating a wide range of data, Robust approaches to moderation and assessment
- Targeted interventions for identified pupils
- Robust measures to track progress of those not on track to nationally expected levels.

**Raising Attainment in Numeracy**

The attainment of **all** our learners in numeracy will increase as a result of improvements relating to:

- Learning and teaching using effective pedagogy
- A shared understanding and consistent implementation of numer talks
- Interrogating a wide range of data, robust approaches to moderation and assessment
- Targeted interventions for identified pupils
- Robust measures to track progress of those not on track to nationally expected levels

**Rationale for improvement priority based on evidence:**

The EA Literacy Programme (EALP) contains clear methodology and strategies for teachers and pupils to support consistency in learning and teaching and increased attainment.

2022/23 ACEL DATA (per cohort)

Reading						
	P1	P2	P3	P4	P5	P6
22/23	82%	73%	63%	48%	65%	39%
+/-	N/A	-2%	-7%	+1%	+5%	-6%
EA	80%			73%		
cohort TARGET 23/24	82%	73%	80%	71%	70%	83%

ACEL per cohort remained steady, differentials can be attributed to enrolment of new pupils and transfer of others.

Class Observations indicate that a *minority* of classes show consistent use of EALP. Teacher survey results show that *most* teaching staff identify that they use a range of methods to develop reading comprehension.

Numeracy						
	P1	P2	P3	P4	P5	P6
22/23	94%	82%	78%	52%	59%	43%
+/-	N/A	-1%	+3%	-11%	-1%	+3%
EA	86%			71%		
cohort TARGET 23/24	94%	82%	84%	76%	71%	74%

ACEL per cohort remained steady, differentials can be attributed to enrolment of new pupils and transfer of others.

**NIF Priorities**

Improvement in attainment, particularly in

**NIF Driver**

School and ELC Leadership  
 Teacher and practitioner Professionalism  
 Curriculum and Assessment

**HGIOS/ HGIOSELCC QI's for self-evaluation**

1.1, 1.2, 1.4, 2.2, 2.3, 2.4, 3.2

literacy and numeracy		
<b>Progress to Actions</b>	<p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>*Developing Reading Fluency – developing professional knowledge of how to support the development of fluency and how to assess fluency</li> <li>*Professional learning and support to implement East Ayrshire Literacy approaches to Phonics, Spelling, Reading + Daily Writing (Including updated support for phonics/HFW &amp; spelling via SAC OCTOPUS)</li> <li>*Develop a reading culture within the school and community by increasing links with the local library, ensuring all pupils have a shout card or library card to access the community library, parent workshops in collaboration with the local library, enhance the school library space and ensure that all classrooms have an attractive library space resourced with modern and relevant titles and authors chosen by the pupils.</li> <li>*Register for Reading Schools Scotland Accreditation</li> <li>*Moderation at school level – planned for within collegial calendar</li> <li>*Audit of summative assessments and how these are used for planning next steps.</li> <li>*Ensure that the impact of interventions is routinely analysed, including those implemented by EAST core support.</li> <li>*enhance the use of 1:1 chromebooks from P3 – P7 by rolling out from P3-P7</li> </ul> <p><b><u>Numeracy</u></b></p> <ul style="list-style-type: none"> <li>*Developing a renewed sense of awareness to pace and challenge within the numeracy curriculum.</li> <li>*Professional learning to support planning, learning and teaching and assessment within numeracy that allows for moderation of professional judgements assigned to learners.</li> <li>*Audit of the planners and how these are being used – support to allow staff, to look across the whole level and plan to offer challenge to allow learners to experience learning at a more challenging level (e.g. those on 2.2 should have learning extended to allow teaching and learning at 2.3 ensuring achievement of the level is a possibility)</li> <li>* use of number talks to effectively allow for whole class discussions at the most challenging level.</li> </ul>	

\*a focus on written algorithms at P7 level to address a need between the primary and secondary curriculum.

**Communication Friendly Accreditation**

To ensure all written communication is displayed in an accessible to all manner (supported by visuals)

To ensure spoken language is clear, age and stage appropriate and unambiguous

**Progress to Evidence gathered**

Progress for ALL learners (NOT ALWAYS REFLECTED IN ACEL)

Increase in ACEL for all cohorts

Evidence of impact of interventions implemented by CAs

Access to class sets of appropriate texts

Evidence of online subscriptions being utilised to support learning and teaching

**Impact**

ACEL DATA (per cohort)		Reading					
	P1	P2	P3	P4	P5	P6	P7
22/23		82%	73%	63%	48%	65%	39%
23/24		65%	54%	63%	67%	65%	46%
+/-	N/A	-17%	-19%	=	+19%	=	+7%
TARGET 23/24		82%	73%	80%	71%	70%	83%

ACEL per cohort remained steady, differentials can be attributed to enrolment of new pupils and transfer of others and identified needs in learners over time

ACEL DATA (per cohort)		Numeracy					
	P1	P2	P3	P4	P5	P6	P7
22/23		94%	82%	78%	52%	59%	43%
23/24		94%	77%	68%	54%	59%	42%
+/-	N/A	=	-5%	-10%	+2%	=	-1%
cohort TARGET 23/24		94%	82%	84%	76%	71%	74%

ACEL per cohort remained steady, differentials can be attributed to

**Narrative**

Due to 2 x long term absences at the start of the session (including the 0.3 PEF funded raising attainment) the implementation of some targeted interventions and in class support did not go ahead.

The enrolment of a pupil with significant needs and high levels of dysregulated behaviours resulted in the redeployment of staff including PEF funded CT, CAs and the SLT.

Over time there are some pupils requiring longer than 1 year to progress to the next stage resulting in them not been on track.

Numeracy stayed steady at 2nd level for ACEL, however progress for individual pupils has been made.

enrolment of new pupils and transfer of others and identified needs  
in learners over time

Impact of interventions for identified learners at 2nd level (Literacy)

Pupil	Stage	SMID	March 23	April 24	Differential	March 23	April 24	Differential
			Reading			Spelling		
JC	P7	1	9y 2m	11y 1m	+1y 11m	8y 1m	10y 2m	+2y 1m
BS	P7	2	7y 10m	8y 5m	+7m	6y	6y 7m	+7m
AS	P7	6	7y 6m	9y	+1y 6m	6y 4m	6y 7m	+3m
BB	P7	8	8y 3m	10y 9m	+2y 6m	6y 7m	7y 1m	+6
IF	P7	1	8y 10m	10y 4m	+1y 6m	8y 2m	8y 2m	=
LL	P7	9	8y 10m	10y	+1 y 2m	7y 2m	8y 2m	+1y
LS	P7	1	8y 9m	10y 3m	+1y 6m	7y 4m	7y 2m	-2m
MMc	P7	1	11y 1m	12 y 7m	+1y 6m	7y 9m	9y	+ 1y 3m
NB	P7	6	8y 9m	10 y 9m	+2y	9y	9y	=
AB	P6	2	9y 2m	11y 5m	+2y 3m	8y 4m	8y 8m	+4m
BMc	P6	2	8y 8m	10y 4m	+1y 8m	7y 7m	8y 2m	+7m
CB	P6	6	10y 10m	12y 5m	+1y 7m	7y 8m	8y 9m	+1y 1m
DS	P6	6	8y 3m	10y 11m	+2y 8m	7y 6m	8y 1m	+7m
LW	P6	2	8y 8m	8y 3m	-5m	6y 7m	7y	+5m
LMc	P6	3	7y 7m	8y 10m	+1y 3m	6y 7m	7y	+5m



ML	P6	1	9y 2m	11y	+1y 10m	9y	9y 8m	+8m
NB	P6	10	7y 7m	9y 8m	+2y 1m	6y 4m	7y 9m	+1y 5m
SM	P6	6	8y 1m	10y 6m	+2y 5m	6y 2m	9y 3m	+3y 1m
AL	P5	3	6y 11m	9y	+2y 1m	6y 1m	8y 3m	+2y 2m
CS	P5	6	6y 4m	10y	+3y 8m	7y 7m	9y 3m	+1y 8m
JT	P5	2	8y 3m	9y 1m	+10m	6y 4m	8y 1m	+1y 8m
KK	P5	1	7y 4m	8m	+8m	6y 6m	7y 4m	+10m
ST	P5	1	7y 9m	8y 10m	+1y 1m	6y 4m	7y 8m	+1y 4m
AVERAGE					+1y 7 months	AVERAGE		+11m



Impact of Numeracy Interventions (All Pupils P3 – P7 shown)

Pupil	SMID	August 23	April 24	Differential	COMMENTS
P3 – 36% of pupils show improvement towards expected level					New pupil
	1			=	
	10	Sep 23		=	
	8			=	
	1				New Pupil
	5			-1	
	1			+1	
	5			+1	
	2			=	
	1	Sep 23		+2	
	2	Sep 23		+1	
	2			=	
	1			-1	





Pupil	Stage	SMID	August 23	April 24	Differential	COMMENTS	
P4 – 25% of pupils show improvement towards expected level					+1		
					+1		
					+1		
					=		
					=		
					+1		
					-1		
					+1		
					=		
					=		
					=		
				Nov 23		=	
						=	
						=	
						=	
			Nov 23		=	New Pupil	



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P5 – 27% of pupils show improvement towards expected level

Pupil	Stage	SMID	March 23	April 24	Differential	COMMENTS
					=	
					=	New Pupil
					=	
					+1	
					+1	
					=	
					-1	
					=	
					-1	
					-1	
			Nov 23		+1	New Pupil
					+1	
					=	
					=	
					=	
					+1	
					=	
					+1	
					=	
					=	
			Dec 23		=	New Pupil Dec 23

Primary School

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Pupil	Stage	SMID	March 23	April 24	Differential	
Katie Arthur					=	
					=	
					=	
					=	
					=	
					+1	
					=	
					=	
					+1	
					-1	
					+1	
					+1	
					=	
					=	
					=	
				+1		

P6 – 29% of pupils show improvement towards expected level

Primary School  
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P7 – 43% of pupils show improvement towards expected level

Pupil	Stage	SMID	March 23	April 24	Differential
Sofia Ahmed					=
					+1
					=
					-1
					+1
					+1
			June 23		=
					-1
			June 23		+1
					=
					+1
			June 23		+2
			June 23		+2
			June 23		=
					=
					-1
					=
					+1
					-1
					+1
					-1
			May 23		=

Next Steps

- A review of the pace of learning and teaching in numeracy
- Focus on ensuring the learning and teaching is of a high quality and that learning intentions are very specific and very clear.
- Quality assurance to ensure that reading strategies are being taught consistently throughout the school.
- A focus on reading strategies being taught through IDL
- Move to online planning to ensure easy access for QA purposes
- Continue trying to build a culture of reading within the school and within families



**Improvement Priority**  
(Expressed as outcomes for learners)

**Improvements in Health & Wellbeing**

All learners will experience improvements in Health and wellbeing as a result of improvements in:

- Improvements in Monitoring and tracking children's wellbeing ensuring that appropriate interventions are implemented when required and the impact evaluated.
- Ensure that The Rights of the Child are embedded in all school practices and impact data is gathered.
- Ensure high quality opportunities for improving wellbeing are consistently embedded across the school.
- Ensure a shared language of emotional literacy is embedded across the school
- Ensure all staff are recording wider achievements within SEEMiS.

**Rationale for improvement priority based on evidence**

GMWP was administered across P4 – P7 and teaching staff, supported by HT, began to use these to make comparisons in data and look for trends. Individual pupils were identified for interventions.

There is now a need for CTs to take ownership of this and use the data to plan for learning and teaching in the classroom to address the trends for classes and for individuals.

The evidence from the GMWP continues to show a very positive position with *almost all* learners scoring between 35 and 40 for all wellbeing indicators. However, there is a slight decrease in data from the September to May time frame.

	Affiliation		Agency		Autonomy		Safe & Healthy	
	N	I	A	A	R	R	S	H
SEP	37		36		35		37	
MAY	35		35		33		36	

**NIF Priorities**  
Improvement in children and young people's health and wellbeing

**NIF Driver**  
School Leadership

**HGIOS/ HGIOSELCC QI's for self-evaluation**  
1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 3.1, 3.2,

**Progress to Outcomes**

All teaching staff to analysis the data at class level. Identify learners that require individual interventions. Identify class trends and plan according for whole class and individual H & WB using the EAST Ayrshire Handbook.

SLT to identify themes across the whole school and employ whole school strategies.

A new P1 –P3 form with supporting visuals has been created by HT, this should be implemented in September.

Forms to be reissued in May – CTs responsible for analysing the data and the impact of interventions.

RRSA – working towards silver. Families and wider community involvement. Continue with Pupil Group.

All classes to be implementing MISP 3 x weekly and Daily Mile 2 x weekly



	<p>Implement 'My Happy Mind' across the school to ensure a consistent use of emotional language</p> <p>Staff training to utilise SEEMIS to record wider achievements</p> <p>H &amp; WB lead to create a whole school system for learners to profile own achievements.</p>
<b>Progress to Evidence Gathered</b>	<p>All learners using GWMP</p> <p>GWMP data being used to track and monitor wellbeing</p> <p>Information from GWMP being used to plan interventions and supports</p> <p>all classes participating in MISP, Tracking of Daily Mile or daily cardio vascular activity</p> <p>All stakeholders are aware of and understand their role in support UNCRC</p> <p>Achievement of Silver RRSA</p> <p>Whole school using shared language for emotional literacy</p>
<b>Impact</b>	<p>See link for impact on individual pupils identified for interventions through GWMP or teacher knowledge</p> <p><a href="#">IMPACT DATA H&amp;WB 2023-24</a></p>
<b>Next Steps</b>	<ul style="list-style-type: none"> <li>• Implement bespoke tracking tool that follows format of GWMP but is more specific to EA 'starting the conversation' resources</li> <li>• Continue offering LIAM and resilience framework intervention if staffing allows</li> <li>• Submit evidence for silver RRSA</li> <li>• QA to ensure all classes participating in MISP and daily mile</li> <li>• Implement the whole school emotional literacy strategy developed by the working party</li> </ul>

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<p><b>Improvement Priority</b></p> <p><i>(Expressed as outcomes for learners)</i></p>	<p><b><u>Increasing Attendance</u></b></p> <p>Increase the attendance rate for the 30% of learners who have fallen below 90% in session 22/23 (76% of those reside in SIMD1&amp;2) by improvements in:</p> <ul style="list-style-type: none"> <li>• The direct engagement with families at the start of the session</li> <li>• enhanced use of homelink worker in engaging with families</li> <li>• Regular attendance data sent to families</li> <li>• Enhanced support from school nursing service</li> <li>• RFA to social services where there are no improvements made by December 2023.</li> </ul> <p><b><u>Narrowing Attainment Gap</u></b></p> <p>Continue to narrow the attainment gap between learners in SIMD 1&amp;2 and those in SIMD 3-10 by improvements in;</p> <ul style="list-style-type: none"> <li>• A knowledge across all staff of the attainment gap</li> <li>• Ensure staff know the learners who are at risk of not meeting nationally expected levels.</li> </ul> <p>Ensure that teaching staff utilise all resources available to address missed learning through absence (digital, CAs, parental engagement)</p>	<p><b>Rationale for improvement priority based on evidence:</b></p> <p>64% of pupils reside in SIMD 1 &amp; 2</p> <p>36% of all pupils in SIMD 1 &amp; 2 below 90% attendance compared with 20% in 3-10 and 30% overall.</p> <p>76% of those below 90% attendance reside in SIMD 1 &amp; 2. This is a percentage <b>increase</b> of 9% on last year. <i>(one possible contribution to this could be changes to attendance codes post covid)</i></p> <p>The % of pupils in SIMD 1 &amp; 2 reaching national expected levels is lower than those in SIMD 3-10.</p> <table border="1" data-bbox="1310 798 2004 1029"> <thead> <tr> <th></th> <th>22/23</th> <th>21/22</th> <th>Narrowed by</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>-12%</td> <td>-17%</td> <td>+5%</td> </tr> <tr> <td>Writing</td> <td>-8%</td> <td>-26%</td> <td>+18%</td> </tr> <tr> <td>L&amp;T</td> <td>-18%</td> <td>-21%</td> <td>+3%</td> </tr> <tr> <td>Numeracy</td> <td>-10%</td> <td>-14%</td> <td>+4%</td> </tr> </tbody> </table>		22/23	21/22	Narrowed by	Reading	-12%	-17%	+5%	Writing	-8%	-26%	+18%	L&T	-18%	-21%	+3%	Numeracy	-10%	-14%	+4%
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<p><b>NIF Priorities</b></p> <p>Closing the attainment gap between the most and least disadvantaged children</p>	<p><b>NIF Driver</b></p> <p>Assessment of children's progress</p>	<p><b>HGIOS/ HGIOSELCC QI's for self-evaluation</b></p> <p>1.1, 1.2, 1.3, 1.5, 2.1, 2.5, 2.7, 3.1, 3.2</p>																				

**Progress to Actions**

**Attendance**

- \*Invitations sent to all families affected by low attendance to discuss individual barriers to attendance
- \*Collegial working with Homelink worker and HEART locality to address the barriers to attendance. Meeting to be set up to discuss the possible supports available to families
- \*SLT to meet 6 weekly to analysis attendance data and make direct contact with families through letter but followed by a telephone call.
- \*ensure that those parents/carers with shared parenting responsibilities are included in correspondence to hold all those with parental responsibilities accountable for supporting attendance.
- \*take due cognisance of individual family circumstances and ensure introductions to supporting partner agencies.
- \*escalation to social services or SCRA where no progress is made
- \*continue with breakfast club provision

**Attainment**

- \*All staff to be aware of individual pupil ASN, LAC, FSM & SIMD data and where they can find this information.
- \*All staff to be aware of the impact of poverty on the attainment gap
- \*Teaching staff to be aware of the identified learners in their class at risk of not attaining national expected levels and to directly discuss at T & M provisions put in place for these learners to ensure pace of learning and appropriate challenge.
- \*An awareness of expected standards in all planned learning and teaching

**Progress to Evidence Gathered**

- Increase in Attendance levels
- Increase in Attainment data for those in SIMD 1 & 2 and narrowing the gap
- Increased engagement from parents in tackling low attendance
- Increased confident within parents to support learning at home
- Identified pupils and families accessing breakfast club provision

**Impact**

62% of pupils reside in SIMD 1 & 2

20% of pupils currently have attendance under 90%. This is a 10% **decrease** from session 2022/23.

The % of pupils in SIMD 1 & 2 reaching national expected levels continues to be lower than those in SIMD 3-10 for all areas except reading, however this has narrowed in L&T and remained the same for writing and numeracy.

	22/23	23/24	Narrowed by
Reading	-12%	+3%	15%
Writing	-8%	-8%	=
L&T	-18%	-10%	8%
Numeracy	-10%	-10%	=

**Next Steps**

**Attendance**

- \*SLT to meet 6 weekly to analysis attendance data and make direct contact with families through letter but followed by a telephone call.
- \*ensure that those parents/carers with shared parenting responsibilities are included in correspondence to hold all those with parental responsibilities accountable for supporting attendance.
- \*take due cognisance of individual family circumstances and ensure introductions to supporting partner agencies.
- \*escalation to social services or SCRA where no progress is made
- \*continue with breakfast club provision
- \*focussed data gathering of impact of PEF

**Attainment**

- \*All staff to be aware of individual pupil ASN, LAC, FSM & SIMD data and where they can find this information.
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- \*An awareness of expected standards in all planned learning and teaching.
- \*focussed data gathering of impact of PEF

forward together

<p><b>Improvement Priority</b></p> <p><i>(Expressed as outcomes for learners)</i></p>	<p><b><u>Employability Skills</u></b></p> <p>All learners will experience improvements in employability skills through improvements in;</p> <ul style="list-style-type: none"> <li>• The connections made between learning and real life contexts</li> <li>• Enhanced opportunities for learning about the world of work across the school year</li> <li>• A focus on the <b>skills</b> development through social studies, sciences and technologies.</li> <li>• A clear shift in IDL planning to link to Harmony principles and current local, national and global issues including SDG &amp; Laudato Si</li> <li>• To ensure that <b>all</b> learning planned in IDL has a clear purpose and directly links to E&amp;Os and benchmarks</li> <li>• To approach IDL with scope for flexibility and spontaneity in response to learners' personalisation and choice and current affairs.</li> <li>• Participation in SCIAFs 'Talented Fundraisers' initiative as part of Pope Francis Faith Award</li> </ul>	<p><b><u>Rationale for improvement priority based on evidence</u></b></p> <p>Observations and monitoring of planning suggests that not all organisers of technologies are being met.</p> <p>A particular focus on food and textiles and food technologies is required.</p> <p>In the previous session new planning was developed through a collegial approach to embed the 6 principles of Harmony. This will now be implemented across the school.</p> <p>Continued engagement in accreditation schemes such as John Muir Award, Heritage Heroes,</p> <p>Careers input across the session and embedded in IDL</p>
<p><b>NIF Priorities</b></p> <p>Improvement in employability skills and sustained, positive school leaver destinations</p>	<p><b>NIF Driver</b></p> <p>School Leadership</p>	<p><b>HGIOS/ HGIOSELCC QI's for self-evaluation</b></p> <p>1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 2.3, 3.2, 3.3</p>
<p><b>Progress to Actions</b></p>	<p>A refresh of planning documentation that allows for connections with the world of work to be specifically referred to through the Learning &amp; Teaching in IDL.</p>	

	<p>An annual overview to provide a backdrop planner for connections with careers through our assembly programme, class visits and research linked to the IDL.</p> <p>Staff CLPL for engagement with the SKILLS required at each stage and for each curricular area. Reference to skills in reporting to parents.</p> <p>Implementation of new planning formats to embed Harmony Principles, SDGs, Laudato Si, UNCRC</p> <p>Achieve Status of 'Becoming a Harmony School'</p> <p>Achieve Harmony School Curriculum Award</p> <p>Monitoring of Learning and Teaching in IDL to ensure purposeful and progressive learning is taking place.</p> <p>Register for SCIAF's Talented Fundraising enterprise programme</p>
<p><b>Progress to Evidence Gathered</b></p>	<p>A clear understanding of the role technology plays in different career options</p> <p>An experience of hearing from partners about the types of careers available and the skills required</p> <p>Opportunities to visit places of work</p> <p>Achievement of Digital Schools Award</p> <p>Evidence of use of EA digital lending library</p> <p>A refreshed curriculum rationale based on Harmony Principles and local, National and Global Contexts</p>
<p><b>Impact</b></p>	<p>Observations and monitoring of planning suggests that not all organisers of technologies are being met however there has been a significant enhancement to digital literacy through the 1 to 1 use of chrome books.</p> <p>A particular focus on food and textiles and food technologies is required as this has only received minimal coverage and has not shown a progression in skill throughout the school.</p> <p>In the previous session new planning was developed through a collegial approach to embed the 6 principles of Harmony. This will now be implemented across the school.</p> <p>Continued engagement in accreditation schemes such as John Muir Award, Heritage Heroes, Careers input should be planned for across the session and embedded in IDL across the school</p>

**Next Steps**

All classes to use the Harmony 6 weekly plans – these have been cross referenced with Cfe  
An annual overview to provide a backdrop planner for connections with careers through our assembly programme, class visits and research linked to the IDL.  
Staff CLPL for engagement with the SKILLS required at each stage and for each curricular area. Reference to skills in reporting to parents.  
Implementation of online planning to ensure focus on the skills development in IDL.  
Achieve Status of 'Becoming a Harmony School'  
Achieve Harmony School Curriculum Award  
Monitoring of Learning and Teaching in IDL to ensure purposeful and progressive learning is taking place.  
continue SCIAF's Talented Fundraising enterprise programme  
begin considerations of how we will gather attainment data for science, social studies and technology  
Submit evidence for digital school award



<b>Pupil Equity Fund: Evaluation</b>		
<i>Approach/Intervention</i>	<i>Impact Report on how you have improved outcomes for learners impacted by poverty</i>	<i>What evidence do you have of positive impact? Outline the data that supports your findings.</i>
<p><b><u>CA Staffing</u></b> 27.5hrs CA 20 hrs CA</p> <p><i>Additional adult support during whole class sessions, targeted interventions for individual pupils. Increased staff:pupil ratio at breaks and lunchtimes</i></p>	<p>Implemented interventions for identified pupils in literacy, numeracy and health and wellbeing.</p>	<p>Reading and Spelling data, numeracy data showing progress towards the national expected level</p>
<p><b><u>CT Staffing</u></b> 0.3 CT</p> <p><i>0.2 for raising attainment and 0.1 to release staff for curriculum development</i></p>	<p>Due to staff absence and the enrolment of new pupils this support was redeployed to meet learner needs.</p>	
<p><b><u>Out with Classroom Experiences</u></b> <i>Travel Excursions Residential</i></p>	<p>Equity for all – travel funded for transition programme and all off site visits. No costs passed on to families. Half of cost of residential paid for all pupils with the full cost being met for 2 learners.</p>	<p>Nos of pupils accessing off site learning, positive comments from pupils and parents about the supportive transition programme, survey information from pupils about impact of residential.</p>
<p><b><u>IT equipment</u></b> <i>Charging stations Laptop bags Chargers</i></p>	<p>Equal access for all learners regardless of technology access at home.</p>	<p>1 to 1 chrome books for P3 – P7 Number of pupils utilising assistive tools for literacy</p>
<p><b><u>Breakfast Club</u></b> <i>Staff costs and food costs for those in receipt of FSM</i></p>	<p><i>50% of pupils regularly attending breakfast club are in receipt of FSM</i></p>	<p>Pupils report to being more focused on learning.</p>
<p><b><u>Online Subscriptions</u></b> <i>Literacy Gold Times Table Rockstars Sumdog Giglets</i></p>	<p><i>54% of pupils with Literacy Gold accounts are in SIMD 1 &amp; 2. This gives unlimited access to literacy interventions. All pupils across the school have access to the other 3 subscriptions giving unlimited access to literacy and numeracy supports, alongside the 1 to 1 chromebook pilot all pupils have access in and out of school.</i></p>	<p>Increase in spelling and reading ages</p>



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

<b>Establishment Capacity for Improvement</b>
<p>Staff use a range of self-evaluation evidence to identify the school's strengths and areas for development. Our effective Quality Assurance Calendar will remain in place with a commitment to ensuring that all activities are undertaken as a priority. 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 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 continued use of HIGIOS part two to allow learners to contribute meaningfully to improvement planning. We have established an effective Parent Council over the last 2 years.</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. Teaching staff will be supported to use this data to plan for effective next steps in learning.</p> <p>Teaching staff have identified specific learners where targeted interventions will be implemented – these learners will be carefully tracked at each TP to ensure they are making progress towards national expected levels.</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. Through the collegiate calendar and QA activities a more focussed approach to measuring the impact on learners is in place.</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. Staff will be supported to analysis the impact of change through gathering and interpretation of data.</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 are 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 or pupil leadership aligned with the school improvement plan.</p>