

St Patrick's RC Primary School



*Standards & Quality Report
2022-2023
School Improvement Plan
2023-2024*

Achieving Excellence and Equity

Context

Setting/School Roll	193 Gypsy/Traveller: 7% (14 pupils) EAL: 4% (7 pupils) Care Experienced: 3% (5 pupils) ASN: 18% (35 pupils)				
FME	12% (24 pupils)				
SIMD Profile for establishment	SIMD 1 & 2: 22% (42 pupils) SIMD 3 & 4: 48% (93 pupils) SIMD 5-10: 30% (58 pupils)				
Attendance (%)	89.86%	Authorised	6.88%	Unauthorised	3.26%
Exclusion (%)	0%				
Attainment Scotland Fund Allocation (PEF)	£47 775				

St. Patrick's is a Catholic Primary School and is one of three primary schools who serve the Lochgelly catchment area. Our transition secondary school is St. Andrew's RC High School in Kirkcaldy and almost all of our P1 enrolments come from Sunflower Nursery. The school role has been steadily increasing since session 18/19, and in session 21/22 the number of classes increased from 7 to 8. There are currently 193 children at St. Patrick's who are organised across 8 classes. There are 5 single stream classes and 3 composite classes. The following groups of children can be identified across the school; Gypsy/Travellers, EAL, ASN and Care Experienced. Our FME is 12% and the majority of our children live within SIMD 1 – 4.

St. Patrick's RC Primary School Vision

To ensure that we create a caring and positive ethos which is rooted in Christ's teachings to enable children, staff and parents to work together to achieve the highest standards possible of learning, teaching and wellbeing.

St. Patrick's RC Primary School Values

Our values are Ready, Respect, Love and Safe, which were refreshed in 21/22 in consultation with all stakeholders. These values reflect our Catholic faith and are supported by the Gospel Values and The Charter for Catholic Schools.

St. Patrick's RC Primary School Aims

- To create a community where faith, learning and respect for others is shared, with the gospel values at the heart of the school.
- To promote excellence and equity for all, ensuring everyone is included and prejudice is challenged.
- To provide a broad and balanced curriculum that develops skills for learning, life and work and is underpinned by assessment and moderation.
- To create a high-quality learning culture where children are encouraged to reach their potential in attainment and achievement.
- To promote wellbeing and keep our children safe.

Improvement Priorities Session 2022 – 2023

Priority 1

Improved attainment in writing across all stages to compliment and embed the work of 2021-2022. Focusing on making learning visible through targeted feedback and creating assessment capable children.

NIF Priorities

- Improvement in skills and sustained, positive school-leaver destinations for all young people.
- Improvement in attainment, particularly in literacy and numeracy.

NIF Drivers

- Teacher and practitioner professionalism.
- Curriculum and assessment
- School improvement
- Performance information

HGIOS 4 Quality Indicators

- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 3.2 Raising Attainment and Achievement

Has this priority been:

Fully Achieved

Partially achieved

Continued into next session



Progress

- To support our development in consistency across all classes and levels, we attended the cluster moderation sessions. All staff gave positive feedback and felt they benefitted from the moderation of writing tasks.
- New Fife text type writing assessment plans were introduced to staff, and the majority of teachers trialled these in their classes which had an impact on the children's understanding of what they had to do to achieve a level.
- Two teachers attended the writing professional learning event and cascaded this information to the rest of the staff. All staff are now more aware of how to teach the different categories of writing and have a better understanding of what they should cover.
- We have worked collegiately within our cluster to share practice, identify areas of strength & areas of development and have used this information to inform our work on writing.
- During collegiate curriculum development time, we developed a yearly overview which sets out expectations for each class/level. This was implemented in Term 3 and should ensure that there is a clear progression for the children on their learning journey. Topics will no longer be repeated, and skills should be built upon as a child progresses through a level.
- At collegiate sessions we analysed data collaboratively and discussed how this has shaped and informed practice in writing within our classes.
- New teacher/child-friendly assessment grids were created for each level and the assessment/evidence folders will be passed onto the next teacher to ensure consistency and provide evidence of attainment at the level assessed.
- High quality teaching, learning and assessment from a teacher who uses 'Feedback Friday' was shared with staff and the probationers trialled this approach in their classes with success. Implementation of this approach will be encouraged next session throughout the school.
- All children have been assessed using the new assessment grid and this will be moderated with level partners prior to the end of term.
- A few teachers trialled the self and peer assessment placemats. These will be used consistently in session 23/24.
- Jotter monitoring was included in our quality assurance calendar and now takes place termly.

- SLT moderated jotters collaboratively, we discussed differentiation and effective feedback with a view to ensure that there is consistency in approach and in expectations across all classes.
- All teachers attended a professional learning opportunity with a Quality Improvement Officer to increase their skills and knowledge on analysing a level and NSA data.
- Regular planning and tracking meetings provided opportunities to discuss high-quality teaching, learning and assessment in writing with teachers. This allowed SLT to challenge and support teachers in their professional judgement when declaring a CfE level.
- Teachers reflected on their own practice after the learning partner visit to ensure next steps for feedback were introduced.

Impact

- Staff can confidently predict levels; this has ensured that all children are attaining at the appropriate level.
- Most children in P4-7 and the majority of children in P1-3, expressed in sessions with SLT that they now understand what they must do to achieve a level in writing. This is due to the focus on the new assessments and improved use of level overviews.
- The majority of children are more confident in all areas of writing and have experienced most genres this session. This is an improvement from session 21/22 when the writing curriculum had a significant emphasis on creative writing.
- All children going forward will continue to be assessed at agreed times and a folder of evidence will be built up. This will allow children and staff to see their learning journey and progression through the levels more clearly and be able to articulate their next steps.
- Assessment evidence from jotter monitoring will allow SLT to clearly see progression within a level.
- Almost all teachers have used their knowledge from the QIO session to accurately declare CfE levels of attainment in writing.
- Attainment in Writing has exceeded the stretch targets, but it has decreased by 5% since last session. Embedding feedback in session 23/24 should increase attainment by 2% in literacy.

Next Steps

- The yearly overview, planners and assessment at agreed points will continue to be embedded in session 23/24 to ensure a consistent approach within writing.
- Teaching and PSA staff will receive professional learning to increase understanding of different types of feedback and how to apply these effectively in practice.
- A culture of high-quality feedback will be embedded across the school because of enhanced professional learning collegiate sessions led by SLT and professional reading.
- All staff will develop the capacity to highlight success and improvement needs against learning intentions to improve children's understanding of how to progress their learning.
- SLT will identify good practice in jotters around self-assessment, peer assessment, teacher feedback and collate examples to share with teachers to model good practice.
- Parents attendance at workshops and feedback from questionnaire/focus groups to evidence increased confidence in discussing children's progress.

Priority 2

Ensuring Equity and Inclusion for Gypsy/Traveller families in St. Patrick's RC Primary School - To improve the experience of Gypsy/Traveller families by raising awareness and improving staff understanding and engagement.

NIF Priorities

- Placing the human rights and needs of every child and young person at the centre of education.
- Improvement in children and young people's health and wellbeing.
- Closing the attainment gap between the most and least disadvantaged children and young people.
- Improvement in skills and sustained, positive school-leaver destinations for all young people.
- Improvement in attainment, particularly in literacy and numeracy.

NIF Drivers

- School Leadership
- Teacher and practitioner professionalism
- Parent/carer involvement and engagement
- Curriculum and assessment
- School improvement
- Performance information

HGIOS 4 Quality Indicators

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 2.4 Personalised support
- 2.5 Family learning
- 2.7 Partnerships
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement
- 3.3 Increasing creativity and employability

Has this priority been:

Fully Achieved



Partially achieved

Continued into next session

Progress

- The Gypsy/Traveller focus group invested time in decolonising the curriculum by removing any inappropriate reading books within the reading scheme and created a Diversity and Inclusion curriculum planner for staff.
- All staff and children have an increased understanding of the Gypsy/Traveller community and their educational experiences.
- We are a more inclusive school which meets the needs of Gypsy/Traveller children, and we have an enhanced awareness of social justice in our school community. Children are confident with what inclusion and diversity means in St Patrick's.
- All staff have engaged with professional learning and reading on social justice, and all have a better understanding of the difficulties and discrimination that face Gypsy/Travellers learners and families in our communities.
- We have improved relationships with Gypsy/Traveller parents which has increase engagement in learning and helped bridge children's experiences between home and school and has fostered a sense of belonging in our school community.
- All staff engaged with professional learning from GATE about the different support which is offered to Gypsy/Traveller families and how they can further support the school and our learners.
- GATE introduced staff to where to access and how to use assessment materials if a new Gypsy/Traveller child enrolls.

Impact

- All teachers now use the Diversity and Inclusion curriculum planner. Children now receive progressive diversity and inclusion due to the use of the planner. This is monitored by SLT through forward planning and tracking.

2. Are Gypsy/Travellers a protected group within the Equality Act 2010? (0 point)

More Details Insights



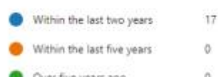
3. Have you ever engaged in Professional Learning about Gypsy/Travellers? (0 point)

More Details



4. When did you engage with this Professional Learning? (0 point)

More Details Insights



- All children and staff have an increased awareness and understanding of Equality, Equity and Inclusion. This is supported by the Microsoft Form results and from targeted questioning sessions in classrooms.
- All staff and almost all children are now aware of the protected characteristics and the Equalities Act 2010.
- Almost all Gypsy/Traveller families have children enrolled in extra-curricular activities during and after school.
- Almost all Gypsy/Traveller children are now included in Outdoor Learning opportunities and school excursions which take place out of school grounds because a Gypsy/Traveller parent supports the school as a parent helper.
- Prejudice has been recognised and challenged by staff and children due to increased understanding and confidence in Equality, Diversity and Inclusion, they recognise and embrace inclusion.
- We have procedures in place to support enrolment into school and to welcome Gypsy/Traveller families.
- We use videos and immersive reader in our newsletters and information Sways to include our Gypsy/Traveller families who have literacy difficulties.
- All staff know where to access the Gypsy/Traveller assessment and resources for new Gypsy/Traveller children. This will be of benefit as it will save time gathering assessment evidence in order to place the children appropriately within a level. Staff will also be able to instantly provide meaningful learning tasks for children.
- All Gypsy/Traveller parents are more engaged in their children's education and almost all Gypsy/Traveller parents attended in-person parents' nights.
- All Gypsy/Traveller parents were more confident in asking questions about learning.

Next Steps

- Equality and Inclusion policy in place for August 23, which is derived from the Scottish Catholic Education Service expectation.
- Equality and Inclusion planning is in place within the Catholic R.E curriculum and this feeds into the overall Equality, Diversity and Inclusion planner. Monitor the new RCRE planner in 23/24 to ensure equality, diversity and inclusion is still addressed.
- Continue to be a more inclusive learning environment which will meets the needs of all children, particularly Gypsy/Travellers and challenges injustice.
- Continue to encourage parental engagement and participation in extracurricular activities for Gypsy/Traveller families.

Priority 3
Improving Child Protection Procedures

<p><u>NIF Priorities</u></p> <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education. Improvement in children and young people's health and wellbeing. <p><u>NIF Drivers</u></p> <ul style="list-style-type: none"> Teacher and practitioner professionalism Parent/carer involvement and engagement School improvement 	<p><u>HGIOS 4 Quality Indicators</u></p> <p>2.1 Safeguarding and Child Protection</p> <p>2.4 Personalised support</p> <p>3.1 Ensuring wellbeing, equality and inclusion</p>
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Has this priority been:	Fully Achieved	✓	Partially achieved		Continued into next session	
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Progress

- All staff engaged with the annual and bi-annual mandatory CP training in August 22 and February 23.
- A new member of staff completed the introductory CP training.
- Teaching staff attended a supplementary professional learning session on in-service day in November 23. This further enhanced their knowledge of how to correctly follow procedure and complete a care and welfare form.
- PSA staff attended the AAR training sessions on the February in-service day.
- CP co-ordinator and DCP co-ordinator ensured all procedures from the Fife Child Protection + Named Person Support Pack were implemented.
- Child Protection Policy and Leaflets were shared with all parents, volunteers and any visitors who deliver extra-curricular activities.
- Visitor badges were updated and are now routinely used.
- CP priorities e.g. internet safety lessons are embedded in the curriculum and children receive visits from Barnardo's and Police Scotland in P6 and P7.

Impact

- All staff are now confident in how to complete Care & Welfare forms and follow Fife Council Child Protection Procedures ensuring all children are growing up in circumstances consistent with the provision of safe and effective care.
- All staff have engaged with the Fife Child Protection + Named Person Support Pack and have an awareness of where to find professional learning and resources to use with children.
- Almost all children know who the CP coordinators are and what to do if they are experiencing or know of any CP issues.
- Almost all children are aware of how to stay safe online.
- CP calendar is in now embedded in practice and procedures are correctly followed by CP and DCP coordinators.
- Successful Child Protection Audit visit in January 2023 and all action points were actioned.

Next Steps

- Continue to follow Fife Council policy and procedures.
- Ensure training log is maintained and all staff receive CP updates when appropriate.

Attainment of Children

Stage	Reading	Writing	Listening and Talking	Numeracy
P1	87%	78%	83%	87%
P4	73%	73%	86%	77%
P7	71%	64%	93%	50%

Overall Attainment for 2022 - 2023

	Literacy	Numeracy
P1	83%	87%
P4	77%	77%
P7	76%	50%

Literacy		Numeracy	
Stretch Target	Actual	Stretch Target	Actual
70.1%	79%	74.8%	71.3%

Evaluative statement of attainment over time

Overall attainment in literacy and numeracy is good with most children making progress from their prior levels of attainment.

- By the end of P1, most children achieve early level in reading, writing, talking and listening and numeracy.
- By the end of P4, most children achieve first level in reading, writing, talking and listening and numeracy.
- By the end of P7, most children achieve second level in reading, writing and talking and listening.
- By the end of P7, the majority achieve second level in numeracy.

Most children achieve CfE levels as expected at early and first level and the majority of children at second level.

- Children have made good progress in relation to the stretch targets identified for our school in literacy with 79% achieving the appropriate level.
- Children have made good progress overall in writing with 72% attaining the expected CfE level.
- Although, children have made good progress, literacy remains a focus priority in IP 23/24 to create consistency in feedback and high-quality assessment.
- A decrease from 86% to 71% in numeracy has resulted in limited progress towards the stretch targets identified for our school in numeracy. Assessment information confirmed that children had not retained appropriate levels of skills, knowledge and understanding to achieve the level. Planned high quality assessment will be a focus priority in IP 23/24.

St Patrick's RC Primary School
Attainment Over Time
2022/2023

	Numeracy & Maths			Reading			Writing			Talk/Listening		
	P1	P4	P7	P1	P4	P7	P1	P4	P7	P1	P4	P7
2018/19	83%	83%	83%	83%	87%	83%	83%	83%	78%	96%	96%	87%
	83%			84%			81%			93%		
2019/20	76%	100%	81%	71%	100%	92%	76%	94%	85%	82%	100%	100%
	86%			88%			85%			94%		
2020/21	73%	61%	82%	77%	77%	89%	66%	77%	82%	60%	88%	89%
	83%			84%			81%			93%		
2021/22	88%	82%	88%	88%	82%	79%	88%	82%	79%	83%	82%	96%
	86%			83%			83%			87%		
2022/23	87%	77%	50%	87%	73%	71%	78%	73%	64%	83%	86%	93%
	71%			77%			72%			87%		
2022/23 Stretch Targets	74.8%			70.1%			70.1%			70.1%		

Shaded boxes indicate the current P5 class to show tracked attainment by class from 2018 – 2023.

Evidence of significant wider achievements

- Our children have engaged in a range of learning opportunities that have developed their communication, creativity, teamwork and presentation skills building confidence, determination and developed positive mindsets through performing in our Christmas nativity/performance, Sharing the Learning Assemblies, Macmillan Coffee Morning and The Scots Extravaganza which was shared and enjoyed with our whole school and parish community.
- In December our Christmas Choir and P2/3 class reached out to our local parish, partner care home and wider community to perform, donate gifts and play games. This was very well received by care home residents, parents, wider local community and parishioners.
- Our children put our school values and their understanding of Catholic social teaching into practice by working collaboratively to raise funds for charity during Lent. This included £67.90 for SCIAF and their projects in Zambia. Children in P4 and P7 as part of their Sacramental preparation, volunteered at Lo'gelly Lunches and P7 led fundraising for Children in Need and Macmillan, which raised ££566.54 and ££645.77
- Our House Captains, through their leadership skills, have encouraged and supported pupils across the primary stages to work collaboratively, communicate clearly and draw on each other's strengths through contributing to the life and work of the school. For example, assisting our new Primary 1s on transition visits to the school and competing in house competitions.
- This year we celebrated the coronation of King Charles III. This helped children understand the concepts of service, of commitment and resilience, providing opportunities for discussion and reflection on their own contribution to our parishes and communities.
- P7 had the opportunity to attend Dalguise as part of the cluster transition to St. Andrew's RC High School. This provided the opportunity to increase independence and confidence; build self-esteem and engage with the well-being benefits of being physically active. The skills developed through this were communication, leadership and resilience.
- Our Health Week provided our children with the opportunity to engage in taster sessions from various sports, sporting professions and an inspirational talk from local sportswoman. Our Junior

Leaders led by our Active Schools Co-ordinator worked hard across the final term to prepare for a successful, inclusive and competitive sports day. The opportunity for children who attended extra-curricular football, netball, gymnastics and dance has supported our children in becoming successful learners, responsible citizens, effective contributors and confident Individuals.

- A few identified children in P1-3 participated in the pilot of 'Learn to Ride' and almost all children were able to master the skill of riding a bike by the end of the sessions.
- Almost all of P5 learned how to cycle safely and attained level 1 Bikeability.
- The introduction of Careers Week allowed our children the opportunity to discuss with professionals from a range of backgrounds about their careers. Our pupils enjoyed discussions around knowledge and skills linked with certain professions, the challenges and rewards of the roles of visiting workers and the route taken to certain careers. This promoted an awareness of skills associated with learning, life and work and how children can fulfil their role as faithful disciples contributing to their parish and wider communities.
- A P4 pupil participated in Crufts 2023 and was awarded 3rd in the junior jumping category.
- Further opportunities to develop leadership, responsibility and creativity were provided for; P5 Fife Youth Music Initiative: Voice Gym Signing and a few children in P6 and P7 participated in the Lochgelly/Cowdenbeath Rotary Club Quiz, where they finished in second place.

Feedback from External Scrutiny

Learning Partnership Strengths and Areas for Improvement

Key Strengths

- Throughout the school there was a welcoming, calm, inclusive, caring and supportive ethos where positive relationships were evident between staff/children and children/children.
- School uniform was worn by almost all children, contributing to our school identity and a sense of equity for all.
- In almost all classes there was evidence of high-quality teacher/pupil interactions and skilful questioning was used.
- In all classes, almost all children were engaged and motivated in their learning. Children were observed to be working in pairs, small groups and independently.
- In all classes Learning Intentions were clear and in almost all classes the Success Criteria was co-created or linked to previous learning, there was evidence this supported children to understand how to be successful.
- Almost all learning environments were observed to be stimulating and conducive to learning.
- There was evidence in all classes of Class Charters.
- Digital technology was used to support teaching in all classes. In most classes Digital technology/approaches were used to further enhance learning.
- Most children in focus groups were able to discuss aspects of learning and felt positive about their learning experiences within the school.
- Almost all children in the focus groups were clear about the difference between equality and equity and were able to articulate confidently about inclusive practice and learning in school.
- All children had a sound understanding of internet safety and children in P3 and above were very aware of digital technology and skills related to work.
- Staff in the Raising Attainment and Nurture focus groups demonstrated a clear understanding of their leadership roles and responsibilities and were able to discuss children's progress confidently.

- They were able to discuss how the impact of their interventions were measured and how to transfer this into the classroom.

Areas for Improvement

- Feedback should continue to be a focus to ensure children can articulate about their learning and discuss confidently how the feedback they receive helps them to move their learning on.
- Withdrawal of children from the classrooms for support needs to be carefully considered. Children are missing and experiencing interrupted learning opportunities because of this style of intervention.
- Consistency across classes for writing and the amount of evidence in jotters needs improved. The new writing planners, trackers and movement towards a new writing approach and policy should improve this.
- Need to ensure that staff have a shared understanding of feedback, particularly in writing. This will ensure consistency and that all children have a clear understanding of what they are learning and how they will be successful.
- Quality assurance in jotter monitoring by SLT needs to be more thorough and included in the Quality Assurance calendar.
- All staff should further discuss integration of digital technology and creating a digital culture across the school and how this could involve all children in their learning across all classes. Supporting children to make the link between technology and skills should be a focus to ensure all children know how to make the link between these and their learning intentions.
- Work across the school to ensure all children are aware of the school improvement priorities. During pupil focus groups children were not able to discuss these fully and were unaware of the link. More targeted work across classes and in assemblies will ensure children have a shared understanding of school improvement and their involvement in this.

PEF Evaluation/Impact

Targeted Interventions

Raising Attainment Teacher

- Increase attainment for identified children in reading and spelling in P1-3 and P6-7

Increased PSA Hours

- Targeted intervention for identified children to raise attainment in literacy and numeracy in P1-3

PSA Nurture

- To support identified children who are impacted by poverty and disadvantage to enjoy school and feel safe and supported.

Progress

Long term staff absence in Term 3 then a retirement together with further long-term staff absence in Term 4, significantly impacted Raising Attainment (0.2 FTE) and additionality (0.4 FTE) time due to lack of supply staff to cover classes/NCCT. However, overall attainment in literacy, has exceeded our stretch targets by 7.9%.

Raising Attainment Teacher and Increased PSA Hours

- Analysis of Base data and use of this as a benchmark for potential, to target reading in P1-3.
- Professional Learning delivered to P1-3 teachers on how to assess reading and organise groupings.
- Targeted reading intervention in P1-3 cohorts including improving skills in blending through games, online activities and focussed group work.
- Initial sounds were consolidated and how to blend cvc words was a focus for P1 and P2 children
- Awareness of vowel digraphs and consonant blends were targeted with identified children in P3 and follow up games were created to be used in class.
- Children improved their sight recognition of common words through bingo and snap games, these were also sent into class to use independently.
- Analysis of Base data to target reading in P6 and P7.
- Identified children consolidated spelling patterns once a week in addition to their class work. They used online games and activities to improve their understanding of unfamiliar words, which increased their vocabulary.
- Children were taught how to tackle unfamiliar words and demonstrate their understanding by using these in sentences.

Increased PSA Hours

- PSA supported class teachers with conceptual numeracy in P1-3 and allowed teachers to teach specific number skills to the identified children.
- Focus on number relationships, pattern recognition and series and sequences were all explored.
- Numicon was used as a multi-sensory resource to support the identified children to build pattern recognition and see the connection between numbers.
- Children used number think boards to explore and discuss number patterns and addition and subtraction within 20.

PSA Nurture

- PSA led nurture groups were successful and all children enjoyed the opportunities to support their emotional wellbeing and complete experiences and outcomes outside the classroom.
- Outdoor learning was incorporated and highlighted strengths and areas for development in a less formal setting.
- Children were supported to discuss their feelings and develop social skills.
- All children enjoyed the opportunity to use numeracy and literacy skills in a real-life context, sharing food, writing menus, measuring dens and sticks etc.

Impact

Raising Attainment Teacher and Increased PSA Hours

- Almost all P6 and P7 children who were 2+ years below their chronological age for spelling displayed a noticeable improvement in their spelling. All children were able to use 2 simple mnemonics to support recall of spelling words.
- Almost all P6 and P7 children who were 2+ years below their chronological age for reading displayed improved word attack skills and were able to tackle unfamiliar words more confidently.

- The majority of children in P1 children displayed better word attack and more fluency in their reading. The remainder of the group often didn't have their books and made slower progress.
- The majority of the children in P2 made good progress and are now blending and have moved up a reading group. The others had a high number of absences, which led to gaps in their learning and slowed down their progress.
- Most children displayed an improvement in all targeted areas which is supported by teacher observation, formative and summative assessment. A few children will continue to need further support and may have underlying difficulties that will need to be identified.

Increased PSA Hours

- Almost all children in P1-3 are more confident about accessing concrete materials for 1:1 correspondence and subitising.
- Almost all children now recognise and can recreate number patterns.
- All children recognise and can name Numicon shapes correctly. Almost all children recognise odd and even numbers and can use Numicon to build number patterns.
- Almost all children can use a number think board and confidently use this to show addition and subtraction facts within 20.

PSA Nurture

- Most of the identified children reported they felt safe and secure in school at the end of their nurture block in comparison to a baseline of less than half the children in their feedback.
- Teacher feedback was positive and reported most children were more able to engage with learning in their classroom after they had experienced a block of nurture.
- By the end of the nurture blocks, almost all were able to articulate their feelings in the groups and knew how to use calm strategies when overwhelmed.

NIF Quality Indicators (HGIOS 4) School Self- Evaluation

Quality Indicator	2020 -2021	2021- 2022	2022-2023	Inspection Evaluation <i>(since August 2022)</i>
1.3 Leadership of change	Good	Good	Good	
2.3 Learning, teaching and assessment	Good	Good	Good	
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Very Good	Very Good	
3.2 Raising attainment and achievement	Good	Good	Good	

Headteacher: Fiona Millar

Session 2022 -2023 Improvement Plan

National Improvement Framework Priority:				
<ul style="list-style-type: none"> • Closing the attainment gap between the most and least disadvantaged children and young people. • Improvement in attainment, particularly in literacy and numeracy. 				
Focused Priority: To improve attainment for children in literacy by providing high quality feedback to ensure progression in learning.				
<u>HGIOS4 Quality Indicators</u>				
<u>Leadership and Management</u> 1.1 Self-evaluation for self-improvement 1.2 Leadership of Learning 1.3 Leadership of Change		<u>Learning Provision</u> 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.7 Partnerships		<u>Successes and Achievements</u> 3.2 Raising attainment and achievement
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>Almost all children will be able to articulate what their strengths and next steps are in literacy.</p> <p>Staff and children will have a shared understanding of expectations of high-quality feedback, so all children experience a consistent approach.</p> <p>Children will be able to self and peer assess against learning intentions with staff modelling how to highlight success and improvement needs. This will improve</p>	<p><u>Audit</u> Baseline and final consultation involving all stakeholders to determine current understanding of which types of feedback are currently being used and how it progresses children’s learning.</p> <p><u>Professional Learning</u> Increase staff understanding of different types of feedback and how to apply these effectively in practice.</p>	<p>Fiona Millar HT Brianna O’Donnell PT</p> <p>Fiona Millar HT Brianna O’Donnell PT All CTs, SfL Teacher, NCCT Teacher and PSAs</p>	<p>Baseline consultation</p> <p>Final consultation</p> <p>Moderation through professional dialogue at collegiate sessions.</p>	<p>October 2023</p> <p>May 2024</p> <p>August – December 2023</p>

<p>children’s understanding of how to progress their learning.</p> <p>Feedback culture will be embedded throughout the school for all children. This will ensure that children are able to identify next steps in learning. There will be consistency across classes due to implementation of a feedback policy.</p>	<p><u>Development Work</u> Co-create a culture for high-quality feedback and develop a feedback policy with all stakeholders.</p>	<p>Fiona Millar HT Brianna O’Donnell PT All CTs, SfL Teacher, NCCT Teacher and PSAs</p>	<p>Examples of high-quality feedback used to effectively progress learning. Moderated by peers, classroom visits and jotter monitoring.</p> <p>Policy created and evidenced through classroom practice.</p> <p>Children demonstrate increased confidence in articulating strengths and next steps for learning. This will be evidenced in focus groups, jotters and classroom visits.</p> <p>Staff can confidently highlight success and improvement needs against learning intentions. This will be evidenced by professional dialogue, jotters, learning environments and classroom visits.</p> <p>Parent attendance at workshops and feedback from questionnaires/focus groups to evidence increased confidence in discussing children’s progress.</p>	<p>December 2023 – June 2024</p> <p>January 2024 – June 2024</p> <p>June 2024</p> <p>June 2024</p> <p>January 2024</p>
	<p><u>Parental Engagement</u> Raise awareness for parents about how feedback is delivered and how it progresses learning.</p>	<p>Fiona Millar HT Brianna O’Donnell PT</p>		

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Ongoing Evaluation

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National Improvement Framework Priority:				
<ul style="list-style-type: none"> Improvement in children and young people's health and wellbeing. 				
Focused Priority: To improve emotional wellbeing and emotional literacy in all children across the school.				
HGIOS4 Quality Indicators				
Leadership and Management 1.1 Self-evaluation for self-improvement 1.2 Leadership of Learning 1.3 Leadership of Change		Learning Provision 2.2 Curriculum 2.3 Learning, teaching and assessment		Successes and Achievements 3.1 Ensuring wellbeing, equality and inclusion
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>All children will demonstrate improved emotional literacy and be familiar with the Emotionworks Cog System.</p> <p>All children in P1-P3 will be able to talk about the events in a personal journey journeys and link these to the cog system.</p> <p>All teachers will be confident in using Emotionworks to teach emotional literacy, linked with the cog system, providing consistent approaches for all children across the school.</p>	<p>Professional learning for all staff to introduce Emotionworks.</p> <p>PT to model good practice and teach an initial Emotionworks lesson to all classes.</p> <p>Revision of existing restorative scripting and associated visuals</p> <p>Allocation of Resources for lessons and learning walls. All CTs to have Cog Model displayed in classrooms.</p> <p>Playground visuals</p> <p>Sharing learning with parents</p>	<p>Fiona Millar HT</p> <p>Brianna O'Donnell PT All CTs & NCCT Teacher</p> <p>Fiona Millar HT Brianna O'Donnell PT</p> <p>Fiona Millar HT Brianna O'Donnell PT</p>	<p>Baseline consultation</p> <p>Final consultation</p> <p>Teacher/PSA observations of incidents in school and playground.</p> <p>Moderation through professional dialogue at collegiate sessions.</p> <p>Evidence of Emotionworks being referenced out with HWB lessons. Moderated by peers, classroom visits and jotter monitoring.</p>	<p>October 23</p> <p>June 24</p> <p>October 23</p> <p>October 23 – June 24</p> <p>April – June 24</p>

<p>All PSAs will be confident in using the cog system to guide restorative discussions with children. Shared language of emotional literacy and restorative scripting providing consistent approaches for all children across the school.</p> <p>All parents will know about the cog system in school and identified parents will be supported to use this at home.</p> <p>All staff, children and parents will demonstrate an increased knowledge of the Wellbeing indicators.</p>	<p>Workshops for identified parents</p> <p>All classes will have a Wellbeing display and highlight where each indicator is linked to the curriculum as children are learning across the year.</p> <p>Share Wellbeing wheel and information with parents.</p> <p>Apply for Emotionworks Bronze Award accreditation</p>	<p>Brianna O'Donnell PT</p> <p>Fiona Millar HT Brianna O'Donnell PT All CTs</p> <p>Fiona Millar HT Brianna O'Donnell PT</p>	<p>Parent attendance at workshops and feedback from questionnaires/focus groups to evidence increased confidence in being emotionally literate and being able to link the Emotionworks cogs to real situations at home.</p>	<p>March 24 – June 24</p>
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Ongoing Evaluation

St. Andrew's Cluster Improvement Plan

National Improvement Framework Priority:				
<ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy. 				
Focused Priority: Professional engagement and collegiate working to improve outcomes for pupils by June 2024				
HGIOS4 Quality Indicators				
<u>Leadership and Management</u> 1.3 Leadership of Learning		<u>Learning Provision</u> 2.3 Learning, teaching and assessment		<u>Successes and Achievements</u> 3.2 Raising attainment and achievement
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<u>Learning Teaching & Assessment</u> Children will have the opportunity to apply their learning in a variety of contexts to support their overall achievement of a level.	Each teacher to create and use 1 High Quality Assessment each term. <ul style="list-style-type: none"> Aug – Dec focus on numeracy (1xHQ assessment). Stage partners meeting online 27.9.23 to discuss how planning and implementing is going. Stage partner meeting online 15.11.23 to discuss planning and implementing successes and challenges. 	All teachers to plan and implement. Support for Learning teachers to plan and implement.	More accurate attainment information – increased staff confidence (feedback from staff re confidence levels) Attainment data Attainment focus groups	1 x HQ assessment per class Aug – Dec 1 x HQ assessment per class Jan – Apr 1 x HQ assessment per class Apr – June <u>Cluster stage meetings</u> September (collegiate) November (collegiate) May (Inset)

	<ul style="list-style-type: none"> • Jan – Apr focus on numeracy (1xHQ assessment). • Stage partner meeting online 9.5 to discuss planning and implementing successes and challenges <p>TEAMS group with HQ assessments from each school to be uploaded and shared.</p> <p>Standardised calendars created and used in each school.</p>	<p>HT to collate and share.</p> <p>HT to share and agree format. School staff to adapt for own context.</p>		
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Ongoing Evaluation

Session 2023 - 2024 PEF Improvement Plan – PEF Plan St Patrick’s RC Primary School

<p>Attainment Fund Rationale Raise attainment in numeracy</p>	<p>Amount of Fund £ 25 808.00</p> <p>RA teacher 0.2 (3 hrs 20 minutes) £9 920.00</p> <p>PSA2 15.5hrs £14 288.00</p> <p>Concrete materials for conceptual understanding of numeracy £1000</p> <p>CEM assessments for identified children £600</p>		
<p>Focused Priority: We have identified 22 children in Primary 1 to Primary 7 who are currently 6-12 months behind the chronological age in numeracy. They all have difficulties with addition, subtraction, multiplication and division. Their rapid recall of maths facts is less than expected.</p> <p>Primary 1- 5 Children Primary 2- 3 Children Primary 3- 3 Children Primary 4- 2 Children Primary 5- 3 Children Primary 6- 3 Children Primary 7- 1 Children</p>			
<p>Expected Impact</p>	<p>Interventions Planned</p>	<p>Measure of Success (Triangulation of Evidence/QI Methodology)</p>	<p>Impact on learners Ongoing evaluation Dec/June</p>
<p>By June 2024 identified children in Primary 1 will be able recognise, write and demonstrate 1:1 correspondence using numbers from 0-20.</p> <p>By June 2024, identified children in Primary 2 will be able to confidently use addition and subtraction facts within 20. (<i>Current baseline 2 facts</i>)</p> <p>By June 2024, identified children in Primary 3 will be able to use basic</p>	<p><u>P1-P3</u></p> <p>CTs will teach 20 minutes mental maths 4 x per week</p> <p>PSA will support conceptual understanding of numeracy using concrete materials. (15.5 hrs across school)</p> <p>3 attainment meetings with CT and SLT will be used to discuss the progress and next steps for the identified children.</p>	<p>Completion of Base assessment by September 23</p> <p>Evidence in worksheets, play, classroom visits, learning environment, formative and summative assessment.</p> <p>Assessment in December 23 to identify next steps for all identified children.</p>	

<p>addition and subtraction facts within 100. <i>(Current baseline within 20)</i></p> <p>By June 2024, identified children in Primary 4 will be able to count on and back in 10's from a whole number and identify the number before and after within a range 0-1000. <i>(Current baseline confident up to 100)</i></p> <p>By June 2024, identified children in Primary 4 will be able recall multiplication and division facts from 3- and 4-times table. <i>(Current baseline confident up to 100)</i></p> <p>By June 2024, identified children in Primary 5 will be able to multiply by common multiples of 10. <i>(Current baseline 10 only)</i></p> <p>By June 2024, identified children in 6 will be able to solve a problem using the commutative property of addition.</p> <p>By December 2023, identified children in Primary 7 will be able recall and use multiplication and division facts 3, 4, 5- and 10-times table. <i>(Current baseline confident with 2- and 10-times tables)</i></p> <p>By June 2024, identified children in Primary 7 will be able recall multiplication and division facts 6, 7,</p>	<p><u>P4-P7</u></p> <p>Completion of CEM assessments and further analysis on assessment data and results.</p> <p>All identified children to begin a Four Operations group once a week in Primary 4 and Primary 7 with RA teacher. 1.5hr x 1 per week CTs will teach 20 minutes mental maths strategies 4 x per week</p> <p>PSA will support conceptual understanding of numeracy using concrete materials.</p> <p>3 attainment meetings with CT and SLT will be used to discuss the progress and next steps for the identified children</p>	<p>Baseline assessment in September 23.</p> <p>NSA's in January/February 24 in Primary 4 and Primary 7. On-going in class numeracy assessments including high quality assessments on a termly basis.</p> <p>Pupil, Parent and Staff views.</p> <p>Observations from Learning Partnership.</p> <p>Assessment in December 23 to identify next steps for all identified children.</p> <p>Evidence in worksheets, jotters, play, classroom visits, learning environment, formative and summative assessment.</p>	
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8- and 9-times table. (Current baseline confident with 2- and 10-times tables)			
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Attainment Fund Rationale Raise attainment in reading.	Amount of Fund £13 169.30
	RA teacher 0.2 (3 hrs 20 minutes) £4960.00 PSA2 5hrs £4609.30 Non-Fiction Reading Books £3000.00 CEM assessments for identified children £600.00

Focused Priority: We have identified 12 children who are disadvantaged by low levels of parental engagement in learning due to poverty. These identified children require targeted intervention in order to achieve expected CfE attainment level

Primary 1- 3 children (Phonological awareness)
Primary 2- 2 children (Phonological awareness)
Primary 3- 5 children (Phonological awareness and initial blends)
Primary 4- 2 children (Phonological awareness and initial blends)

Expected Impact	Interventions Planned	Measure of Success (Triangulation of Evidence/QI Methodology)	Impact on learners Ongoing evaluation Dec/June
By June 2024, all identified children in P1 will be able to read and write 12/42 Phase 1 sounds and read all 6/9 ORT level 1 sight words. By June 2024, all identified children in P2 will be able to read and write 30/42 sounds and read and blend all ORT level 1 sight words and <u>it, in,</u>	Purchase of non-fiction books and books to supplement our current reading scheme. <u>Primary 1 and Primary 2</u> Analysis of Elips data for Primary 1.	Base completed by September 2023. By January 2024, all identified children in P1 will be able to read and write 12/42 Phase 1 sounds and read all 6/9 ORT level 1 sight words.	

<p><u>had, he, to, put, got</u> in level 2 sight words.</p> <p>By June 2024, all identified children in P3 will be able to read and write all sounds and 6/16 initial blends and read and blend all ORT level 1 and level 2 sight words.</p> <p>By June 2024, all identified children in P4 will be able to read, blend and write 12/16 initial blends and read ORT level 3 sight words.</p>	<p>Completion and analysis of Base assessment in Primary 1.</p> <p>All identified children in Primary 2 will have an analysis of final Base data from Primary 1.</p> <p>All identified children in Primary 1 will engage in an enhanced phonics session with PSA support twice weekly with emphasis on letter and sound recognition. 1hr x per week</p> <p>All identified Primary 1 children will engage with additional phonics and sight words activities through play in the classroom. (CT)</p> <p>All identified children in Primary 2 will engage in an enhanced reading session with PSA support twice weekly with emphasis on revision of sounds and level 1 and 2 sight words. 1hr x per week</p> <p>All identified in Primary 2 children will engage with additional phonics and sight words activities through play in the classroom. (CT)</p> <p><u>Primary 3 and Primary 4</u></p> <p>Analysis on reading age range assessment from SfL.</p> <p>CEM reading assessment in Primary 3 and 4.</p>	<p>This be evident in mark making, daily writing, workbooks, play and observations by CT and PSA.</p> <p>By January 2024, all identified children in P2 will be able to read and write 30/42 sounds and read and blend all ORT level 1 sight words and <u>it, in, had, he, to, put, got</u> in level 2 sight words.</p> <p>This be evident in mark making, daily writing, workbooks, play and observations by CT and PSA.</p> <p>CEM reading assessments completed by September 2023. By January 2024, all identified children in P3 will be able to read and write all sounds and 6/16 initial blends and read and blend all ORT level 1 and level 2 sight words.</p> <p>This will be evident in writing jotters, daily writing in play, test results, application across the curriculum and summative and formative assessment.</p>	
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	<p>All identified children in Primary 3 will engage in an enhanced reading session with PSA support twice weekly with a focus on blends and sight words. They will experience “The St Pat’s Six” comprehension strategies. 1.5hr x per week</p> <p>All identified children in Primary 4 will engage in an enhanced reading session with PSA support twice weekly with a focus on initial blends. They will experience “The St Pat’s Six” comprehension strategies. 1.5hr x per week</p> <p><u>RA Teacher</u></p> <p>High quality teaching input from RA teacher with Primary 4</p> <p>50 mins x per week. 20 mins assessment x per work</p>	<p>By January 2024, all identified children in P4 will be able to read, blend and write 12/16 initial blends and read ORT level 3 sight words.</p> <p>This will be evident in writing jotters, daily writing in play, test results, application across the curriculum and summative and formative assessment</p>	
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<p>Attainment Fund Rationale Ensuring emotional wellbeing is considered for the identified children by using the Wellbeing indicators.</p>	<p>Amount of Fund £6 492.09</p> <p>PSA2 6.5hrs £5992.09</p> <p>Nurture Resources £500.00</p>
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Focused Priority: We have identified 15 children whose emotional wellbeing and self-efficacy are affected by poverty. This is having a negative impact on their attainment and achievement.

<p>Expected Impact</p>	<p>Interventions Planned</p>	<p>Measure of Success (Triangulation of Evidence/QI Methodology)</p>	<p>Impact on learners Ongoing evaluation Dec/June</p>
<p>By June 2024, all identified children in Health and Wellbeing groups will be able to explain strategies to address their emotions and employ these to self-regulate.</p> <p>By June 2024, all identified children will be able to discuss a personal strength and their next steps.</p> <p>By June 2024, all identified children will have engaged in an extra-curricular activity.</p>	<p>Weekly mixed age Health and Wellbeing groups led by PSA for identified children throughout the school, incorporating Emotion Works and skills and benchmarks from Talking & Listening.</p> <p>Wellbeing Assessment and Talking & Listening Assessment for each identified child. (Baseline and final)</p> <p>Health and Wellbeing Groups based on needs identified from Wellbeing Assessment.</p> <p><u>Term 1</u></p> <p>HWB Group 1 1.5 hr x per week</p>	<p>Personal targets identified for each child based on their Wellbeing assessment data and Baseline Talking & Listening Assessment.</p> <p>Complete evaluations after 6 HWB sessions.</p> <p>Identified children can talk confidently about a personal strength.</p> <p>All identified children can discuss and justify their opinion, listen actively to others' opinions and show respect when others are talking.</p>	

	<p><u>Term 2</u></p> <p>HWB Group 2 1.5hr x per week</p> <p><u>Term 3</u></p> <p>HWB Group 3 & 4 1.5hr x per week per group</p> <p><u>Term 4</u></p> <p>HWB Group 5 & 6 1.5hr x per week per group</p> <p><u>Emotion works £0</u></p> <p>30mins x 1 per week</p> <p>CT's will engage in Emotion works for the whole class once a week. This will support the work being done in Health and Wellbeing groups. Identified children should see continuity.</p> <p><u>Wellbeing in the Playground</u></p> <p>PSA- 5hrs x per week</p> <p>PSA will support wellbeing in the playground by encouraging identified children to engage in games, make and maintain friendships and support children in managing disagreements and their emotions/reactions in the playground.</p>	<p>All identified children will be able to determine a friend/s who they can play with in the playground.</p>	
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	<p><u>Extra-Curricular clubs £0</u> To ensure equity for all after school clubs will be available to provide experiences for identified children.</p> <p><u>Code Club 1 hr x per week</u> PT will run a code club in term 2 and 4 with priority given to those in HWB groups. Age and stage appropriate computer skills (e.g., logging in, writing a letter on word, send an email) and coding skills will be taught.</p> <p><u>Gymnastics 1 hr x per week</u> Gymnastic club will run in term 2 and 4 with priority given to those in HWB groups.</p> <p><u>Football 2hrs x per week</u> After school and lunch time football. This will run Term 1 to 4. Priority will be given to those in HWB groups.</p> <p><u>Breakfast Club £0</u> Free places will be given identified children.</p> <p><u>Cowdenbeath Shoebox</u> School shoes, trainers or wellies will be provided for identified children.</p> <p><u>Uniform Swap Shop</u> School uniform will be available for identified children.</p>	<p>By June 2024, all identified children will have engaged in an extra-curricular activity.</p>	
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