

St Patrick's RC Primary School



*Standards & Quality Report
2023-2024
School Improvement Plan
2024-2025*

Achieving Excellence and Equity

Context

Setting/School Roll	189 Gypsy/Traveller: 5% (9 pupils) EAL: 5% (10 pupils) Care Experienced: 2% (4 pupils) ASN: 39% (73 pupils)				
FME	16% (32 pupils)				
SIMD Profile for establishment	SIMD 1 & 2: 22% (41 pupils) SIMD 3 & 4: 48% (90 pupils) SIMD 5-10: 30% (58 pupils)				
Attendance (%)	90.93%	Authorised	5.83%	Unauthorised	3.23%
Exclusion (%)	0%				
Attainment Scotland Fund Allocation (PEF)	£47 775				

Cost of the School Day Statement

In St. Patrick's RC Primary School, we recognise the need to reduce the Cost of the School Day for all our children and particularly for our children who are already experiencing poverty. All staff are aware of the effects of poverty and the impact this has on our school, community, families and children. As a result, we work very closely with partners, such as the Big Hoose Project, Cowdenbeath Community Shoebox and Lo'Gelly Lunches to ensure equity for all. We examine the school day through the following headings:

Uniform

- Our school uniform is a yellow polo shirt, black or grey sweatshirt/jumper/cardigan, black or grey trousers or skirt, white shirt and school tie. Plain unembroidered items are acceptable.
- School embroidered uniform is affordable and can be purchased myclothing.com
- We encourage plain black footwear and discourage designer items of clothing.
- Pre-loved uniform is available on request and is displayed at Parents Evenings.
- Leavers' ties are gifted to P7 pupils.
- Leavers' hoodies are gifted by Parent Council.
- Any shorts/joggers/leggings and t-shirt are acceptable for PE except for football strips.
- Clothing Grant forms are regularly signposted through school newsletters, and we share all communication from Welfare Co-ordinator.
- As a school we can provide basic essential items such as underwear, socks, tights, P.E kits and water bottles if required.
- We utilise funding from Cowdenbeath Community Shoebox to provide footwear for our families who meet the criteria.

Travel

- Our school serves the catchment of Lochgelly, almost all children live within walking distance to school. After school clubs are run in school so there is no need to travel any distance.
- All families are encouraged to apply for the National Entitlement Card for free bus travel and we utilise this where possible.

Learning

- Learning resources are accessible within all classrooms and children are encouraged to use a variety of these to support their learning.
- There are options for resources to be borrowed to support home learning e.g. devices, dictionaries, rulers, calculators.

Friendship and Community

- We teach our children about poverty related issues and ensure anyone facing poverty related discrimination is able to report this confidentially.
- Our Sacramental children volunteer at Lo’Gelly Lunches which allows them the opportunity to support those affected by poverty in our community.
- We heavily promote uniform to negate any peer pressure to wear branded or expensive items.
- Fun events within school are funded by the Parent Council or school funds and we try to keep costs as low as possible.
- We ask for suggested donations to make these events as inclusive as possible.
- We communicate events well in advance so families can include these within their budgets.
- All classes participate in a trip to the local pantomime in December at no cost.

School Trips

- We use profit from tuck shop to subsidise school trips.
- All P7 children have the opportunity to attend the residential trip and funding is provided by the Parent Council if required.
- The Parent Council subsidise all school trips through fundraising, and we utilise any grants we can apply for if appropriate.
- Trips and residential are signposted well in advance to allow opportunities to save towards these.

Eating

- We promote Free Meal Entitlement and signpost information for all parents regularly throughout the session.
- Cashless catering reduces stigma through our promoted use of iPayimpact.
- We promote Café Inc through newsletters and communication prior to holiday periods to signpost families to food.
- We offer a Breakfast club for all pupils from 8:15am every day.
- We can provide free places for any child who requires this.
- Food vouchers for the festive period are offered to specific families in conjunction with local charities.

Clubs

- All after school and lunchtime clubs are run by staff, volunteers or Active Schools partners and are free of charge.

Home Learning

- Families without access to a device to engage in online learning have the opportunity to borrow a Fife Council device.
- Any home learning tasks children are set have no cost implications.

St. Patrick's is a Roman Catholic Primary School and is one of three primary schools who serve the Lochgelly catchment area. Our transition secondary schools are St. Andrew's RC High School in Kirkcaldy or Lochgelly High School and almost all of our P1 enrolments come from Sunflower Family Nurture Centre. There are currently 189 children at St. Patrick's who are organised across 8 classes. There are 6 single stream classes and 2 composite classes. The following groups of children can be identified across the school; Gypsy/Travellers, EAL, ASN and Care Experienced. Our FME is 16% 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. 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.

St. Patrick's RC Primary School Motto

We shout it loud, we're St. Pat's proud!

St. Patrick's RC Primary School Tagline

#stpatsproud

Improvement Priorities Session 2023 – 2024

Focused Priority: To improve attainment for children in literacy by providing high quality feedback to ensure progression in learning.

Directorate Improvement Plan Achievement

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
- 2.7 Partnerships
- 3.2 Raising Attainment and Achievement

Has this priority been:	Fully Achieved	✓	Partially achieved		Continued into next session	
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Progress

- Baseline Forms were developed and sent to stakeholders regarding feedback in October 23.
- Professional dialogue around the shared results took place on in-service day in November 23.
- Introduction of Feedback Friday using Education Scotland’s inspection questionnaire questions.
- Self-Led Professional Learning during collegiate time to upskill on different types of feedback and how this can be used to move learning forward.
- Sharing of good practice during collegiate time to discuss examples of feedback and how to manage this in the classroom.
- Cluster PT supported high-quality feedback in writing in P3 & P4.
- Cluster PT modelled good practice of giving high-quality feedback in P1 -6 classes.
- Feedback Framework posters created instead of the Feedback Policy after consultation with staff at collegiate session.
- Feedback Posters shared with parents but planned Parent Workshops did not take place due to staff absences.
- Feedback Focus Group was included in Learning Partnership in Term 3.
- Feedback Friday sessions with SLT and infant/upper groups in Terms 2 & 4.

Impact

- Almost all children are able to articulate what feedback is and how it progresses their learning.
- Almost all children are able to discuss different types of feedback and how this is used to move their learning on.
- Almost all children can use S.C to inform high-quality feedback in Literacy.
- All staff and children have a shared understanding of the expectations of high-quality feedback and are able to refer to the Feedback Framework.
- Most children are able to self and peer assess against learning intentions.
- Almost children can set next steps for themselves in P4-7, although less than half still require support to link these to success criteria.
- The majority of children can set next steps for themselves in P1-3 with support from an adult.

Evidence gathered from focus groups (Feedback Fridays), classroom observations and jotter monitoring.

Primary 1 – 3 Feedback Friday (evidence gathered from classroom session)

16. Staff help me to understand my next steps by giving feedback on my work.

[More Details](#)

● All (100%)	1
● Almost All (91 - 99%)	2
● Most (75 - 90%)	1
● Majority (50 - 74%)	0
● Minority/Less than Half (15 - 49...)	0



Primary 4 – 7 Feedback Friday (evidence gathered from classroom session)

16. Staff help me to understand my next steps by giving feedback on my work.

[More Details](#)

● All (100%)	0
● Almost All (91 - 99%)	3
● Most (75 - 90%)	1
● Majority (50 - 74%)	0
● Minority/Less than Half (15 - 49...)	0



Verbatim Comments from children during SLT Feedback Friday Session in Term 4

“I know my next steps are what helps me learn. I like using the sheet in the front of my jotter to work it out.”

“We get written, verbal and peer feedback. I can give myself feedback too.”

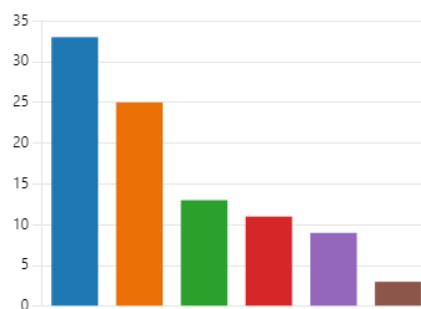
“It helps me progress in my learning because I can look back in my jotter at my next steps.”

Parent Consultation

7. If any, what type of feedback is given in your child/children's classroom. Please tick all that apply.

[More Details](#)

● Verbal Feedback- Oral/verbal fe...	33
● Written Feedback- Written feed...	25
● 2 Stars and a Wish- Two Stars a...	13
● Peer Feedback- Peer feedback is...	11
● Self Assessed Feedback- Self-as...	9
● Other	3



Teacher Consultation

7. Are children given an opportunity to reflect on their feedback and next steps before starting a new piece of work?

[More Details](#)

● Yes	7
● No	1



8. How are children's next steps identified? Please choose all that apply.

[More Details](#)

● Discussion with the child	7
● Looking at benchmarks and ass...	5
● Teacher judgement	8
● Other	2



Next Steps

- Continue to embed High Quality feedback across the curriculum to ensure children are able identify next steps in learning.
- Feedback Frameworks to be displayed in classrooms in session 24-25 and regularly referred to during learning and teaching time.
- Feedback Framework to be included in classroom visits proforma in session 24-25.
- Feedback Friday sessions will continue in session 24-25.
- Feedback Information Session for parents in Term 1 session 24-25.

Focused Priority: To improve emotional wellbeing and emotional literacy in all children across the school.

Directorate Improvement Plan

Health & Wellbeing

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
- 3.1 Ensuring wellbeing, equality and inclusion

Has this priority been:

Fully Achieved

Partially achieved



Continued into next session

Progress

Long term staff absences in Terms 1 – 4 and PT vacancy in Term 3 significantly impacted this priority due to lack of budget for supply staff to cover classes/NCCT. Therefore, it was continued into Term 1 2024/2025 with a few action points to embed throughout the session.

- August in-service day training for all staff using Emotion Works led professional learning 'Introducing the Cog Curriculum' and 'One Cog at a Time'.
- PT delivered first initial cog lesson for all staff in September 23 to model good practice.
- PT introduced a cog at assembly every 4 weeks according to assembly calendar until January 24.
- CTs created Emotion Works display in each classroom and began to develop language around emotions during HWB lessons.
- School display was created outside SfL base with resources and instructions on how to develop an Emotion Story in October 23.
- Outdoor cogs were displayed in playground for use at breaktimes.
- De-escalation group met in Jan 24 to begin updating Positive Relationships Policy incorporating Emotion Works and scripting.
- Identified children were supported by Raising Attainment teacher in P1 - P3/4 to discuss emotions using cogs/visual boards.
- PSAs supported 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.
- Reflection Table was introduced in November 23 and children were able to access this and PSA breaktime support if required.
- P1 – P3/4 classes were introduced to Colour Monsters and have linked these visuals to the cogs.
- Children in identified HWB groups were supported in targeted sessions with PSAs and activities were linked to Emotion Works.
- All classes have a Wellbeing Indicators display in their classroom which is referred to and is updated regularly throughout the year.
- Children attended assemblies based on Wellbeing Indicators.
- Positive Relationships policy was refreshed August 2024 to include Emotion Works.
- Fix-It folder with Emotion Works symbols was introduced in August 2024.
- Emotion Works display moved to above Reflection Table in September 24 and refreshed for session 24/25.
- Emotion Works approach was shared with Stakeholders at Parent Information Session in September 24.

Impact

- As a result of using Emotion Works as a resource to support emotional literacy, we now have a shared language that all staff use to support conversations with children.
- Almost all children are able to recognise and name their emotions using Emotion Works language and symbols.
- All children in P1-3/4 are able to link Emotion Works to The Colour Monster and almost all children are able to describe body sensations.

- Observations evidence that the majority of children have widened their emotional vocabulary and are confidently using language such as angry, excited, tired and nervous.
- Most staff now feel confident in managing anxiety and normalising these behaviours for the benefit of children within their class.
- Emotional literacy has improved for most children in school by using the Emotion Works Resource universally.
- Identifying and recognising triggers and support strategies has resulted in identified children being more ready to learn.
- Staff feedback indicates that all staff are aware of and understand the wellbeing indicators when assessing children's wellbeing. It was recognised that almost all relationships within the school community were positive and based on mutual respect.
- All children in wellbeing focus group felt safe in school and were able to articulate why. They spoke positively about Emotion Works and indicated it helps them to understand their feelings.
- Children access the Fix-It Folder independently to support restorative conversations and use Emotion Work language.
- Children use the Reflection Table to de-escalate and access the Emotion Works symbols to support this.

Next Steps

- Input on scripting from Educational Psychologist to revise existing restorative scripting and associated visuals linked to Fife's core approach of De-Escalation.
- Introduce parent and child workshops for targeted families.
- Apply for Emotion Works Bronze Award accreditation.

Cluster Focused Priority: Professional engagement and collegiate working to improve outcomes for pupils by June 2024

Directorate Improvement Plan

Achievement

HGIOS 4 Quality Indicators

- 1.1 Leadership of Learning
- 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

- HQ assessments were included in St. Patrick's Assessment and Moderation calendar which was introduced in August 23.
- Teachers administered first numeracy HQ assessment in September 23 and discussed with cluster colleagues in their stage on 27.9.23.
- Teachers have used information gathered to identify gaps in learning throughout the school. These identified children received targeted interventions with the support of PSAs and RA teacher.
- Cluster colleagues met online on 15.11.23 to discuss planning, implementing successes and challenges.
- Teachers administered second numeracy HQ assessment in Jan 24.
- Cluster colleagues met online on 9.5.24 to discuss planning, implementing successes and challenges.
- Teachers uploaded all assessments to TEAMS groups to create a bank of HQ assessment to be used throughout the stage where appropriate.
- Almost all teaching staff attended the sessions online with cluster colleagues.
- Rich professional dialogue took place between cluster colleagues. They were able to share ideas whilst maintaining focussed on planning and creating banks of HQ assessments for future use.
- There is now a collective bank of assessments on Microsoft Teams to be used only if appropriate for meeting assessment needs.

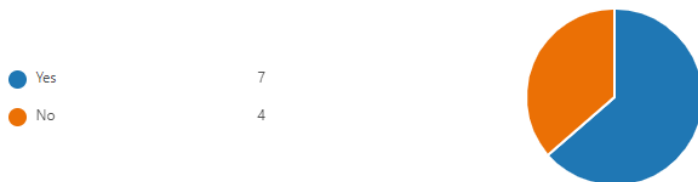
- HQ assessments were removed from St. Patrick's Assessment and Moderation calendar in August 24 to avoid staff are relying on these at specific times rather than planning for assessment to meet the needs of their class especially as children may not be ready for these.

Impact

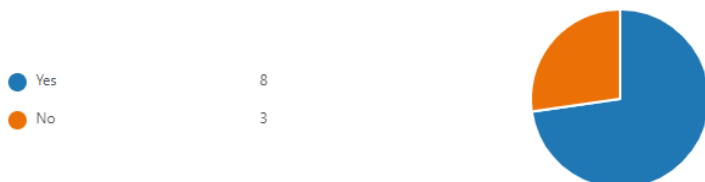
- All children experienced numeracy and talking and listening high quality assessments.
- More accurate and robust CfE declarations for listening and talking & numeracy.
- Staff have a deeper understanding of how to plan and implement HQ assessments when appropriate.

Cluster Colleagues Evaluation

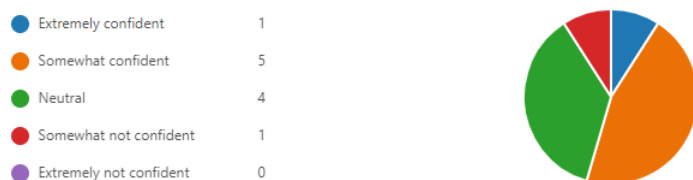
1. Did you use the assessments created, to inform your declaration for numeracy this session?



3. Did you use the assessments created, to inform your declaration for listening and talking this session?



5. How confident would you be to include these assessments in your planning for session 2024-25?



St. Patrick's Assessment and Moderation Calendar 23/24

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
P1	BASE Writing Assessment				High Quality Assessment	Writing Assessment		High Quality Assessment		BASE	High Quality Assessment
P2	SWST Writing Assessment				High Quality Assessment	Writing Assessment		High Quality Assessment			High Quality Assessment
P2/3	SWST Writing Assessment				High Quality Assessment	Writing Assessment		High Quality Assessment			High Quality Assessment
P3/4	SWST Writing Assessment				High Quality Assessment	Writing Assessment		High Quality Assessment			High Quality Assessment
P4	SWST Writing Assessment				High Quality Assessment	Writing Assessment	SNQA	High Quality Assessment			High Quality Assessment
P5	SWST Writing Assessment				High Quality Assessment	Writing Assessment		High Quality Assessment			High Quality Assessment
P6	SWST Writing Assessment				High Quality Assessment	Writing Assessment		High Quality Assessment			High Quality Assessment
P7	SWST Writing Assessment			SNQA	High Quality Assessment	Writing Assessment		High Quality Assessment			High Quality Assessment

Next Steps

- Use HQ assessments where appropriate to ensure assessment is linked to learning rather than used as a diagnostic assessment.
- Numeracy moderation session with St. Ninian's is planned for November 24.

Attainment of Children

Stage	Listening and Talking	Reading	Writing	Numeracy
	Actual	Actual	Actual	Actual
P1	88%	71%	88%	88%
P4	71%	64%	65%	65%
P7	87%	71%	71%	81%

Overall Attainment for 2023 - 2024				
	Literacy		Numeracy	
	Stretch	Actual	Stretch	Actual
P1	75%	65%	88%	88%
P4	74%	59%	79%	65%
P7	78%	65%	81%	81%

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. Whilst this is not yet meeting our stretch targets, the reporting cohorts had quite significant levels of need including ASN and attendance concerns which impacted these results.

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

The majority of children achieve CfE levels as expected at early, first and second levels in literacy with most children achieving expected CfE levels in numeracy.

- Children have made very good progress in P1 and P7 in relation to the stretch targets identified for our school in numeracy with 88% and 81% achieving the appropriate level. This was achieved by utilising the PEF funded teacher to raise attainment.
- Although progress has been made in Numeracy at these stages, it remains a concern across the school, particularly at P4 with attainment significantly below the stretch target by 14%. Therefore, Numeracy will be a focus priority in SIP 24/25.
- Data throughout the year in P1 indicated a decline in attainment from the initial predictions based on the BASE data in term 1. Therefore, we utilised a PEF funded teacher in term 4 to target reading and writing which ensured the majority of children achieved expected CfE levels in reading and most children achieved these in writing.
- Children have made good progress overall in literacy with 63% attaining the expected CfE level.
- Although, children have made good progress, quality assurance procedures and high-quality assessments will continue to be embedded in session 24/25 to ensure a consistent approach to increasing attainment for children.



	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%		
2023/2024	88%	65%	81%	71%	65%	71%	88%	65%	71%	88%	66%	87%
2023/24 Stretch Targets	75%	79%	81%	75%	74%	78%	75%	74%	78%	75%	74%	78%

Grey shaded boxes indicate the current P6 class to show tracked attainment by class from 2018 – 2024.
Blue shaded boxes indicate the current P4 class to show tracked attainment by class from 2020 – 2024.

Evidence of Significant Wider Achievements

We share our wider achievement successes at assemblies, post them on X, via termly Sway newsletters, on Seesaw and display photographs on our Wider Achievement display.



Confident Individuals

- Most P7 children 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.
- In December our Christmas Choir visited our partner care home, the Co-op and Lochgelly Centre to perform a variety of Christmas songs and hymns. This was very well received by care home residents, parents/carers and members of wider local community.
- In conjunction with Active Schools and volunteers we have provided opportunities for children to attend extra-curricular football, netball, gymnastics and basketball. This has contributed towards physical and emotional wellbeing and further developed teamwork and resilience skills in our children.
- P4 and P5 developed leadership, responsibility and creativity skills by participating in a Fife Youth Music Initiative with The Beatbox's which culminated in a performance of 'McHistory' for parents/carers, local nursery and school community.

Successful Learners

- A P5 pupil participated in Crufts 2024 and was awarded 1st in Pairs Agility Intermediate and 2nd in Large Agility Pairs.
- 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.
- A few children in P7 participated in the Lochgelly/Cowdenbeath Rotary Club Quiz, where they won the area round and qualified for the Fife final.

Responsible Citizens

- The majority of our P6 & P7 pupils have had the opportunity to participate in leadership roles as buddies, playground monitors and door monitors. They have also contributed towards reducing the cost of the school day by managing the tuck shop and ice pole sales.
- 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 assisting with whole school events.

Effective Contributors

- All 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.
- 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 £85.23 for SCIAF and their projects in Rwanda. Children in P4 and P7 as part of their Sacramental preparation, volunteered at Lo'gelly Lunches and P7 led fundraising for Macmillan, which raised £744.17.
- A few children in P3/4 created their own business called 'Magic Makers' and have invested in this enterprise project to make a profit and reinvest this in their business. At the end of the year they were able to donate £100 to 'Love Oliver'.



Feedback from External Scrutiny

Learning Partnership Strengths and Areas for Improvement

Key Strengths

- Positive and respectful relationships were evident between staff/children and children/children throughout the school.
- All parents in focus group felt the school ethos was welcoming and their children's needs were met by the school. They felt actively engaged in their children's learning and attainment and achievement and believed their views or complaints are acted upon in an effective and timely manner.
- In the majority of classes there was evidence of high-quality teacher/pupil interactions and skilful questioning was used. Almost all children were engaged and motivated in their learning.
- Almost all learning environments were observed to be stimulating and conducive to learning.
- The approach to writing was consistent across classes and progression was evident through the stages.
- All children in feedback focus group were able to articulate what feedback was and how it progresses their learning. Children were able to discuss different types of feedback and how this is used to move their learning on.
- All children in wellbeing focus group felt safe in school and were able to articulate why. They spoke positively about Emotion Works and indicated it helps them to understand their feelings.
- SfL teacher has the correct policies and procedures in place to provide universal, additional and intensive support for learning.
- SfL has excellent partnerships with parents and outside agencies to access the most appropriate support for learning.

Areas for Improvement

- All parents in the focus group felt they would benefit from a weekly communication about events rather than separate communications over the week. *(Parent Weekly Diary actioned from February 24, feedback has been positive)*
- All parents in the focus group were eager to have the opportunity for an individual appointment twice yearly to engage with their children's progress. *(This will be introduced in session 24/25)*
- All children were keen to have more feedback across the curriculum to support them with next steps. *(‘Feedback Frameworks’ created and displayed in classrooms in Term 4)*
- Feedback should always be linked to success criteria in writing rather than technical aspects of writing e.g. punctuation and spelling. *(Discussed during collegiate time in Term 3 and agreed that technical aspects are expected within all writing lessons at stage appropriate.)*
- Learning walls would benefit from being more reflect of current learning and these should be used to support teaching points. *(Reviewed and agreed expectations in Term 3 for learning environments which will support children with their learning and celebrate success of their current learning.)*
- Emotion Works should be consistent across classes and all children should experience the same opportunities to link this to the wellbeing indicators. *(Emotion Works to be a focus in session 24/25 as it was impacted by staffing)*
- Class teachers should be more proactive in planning and reviewing the summaries of support in collaboration with SfL to ensure the approaches to planning and identified strategies are making a difference for children and supporting their progress. *(Collegiate time in Term 3 & 4 was used to discuss and agree approaches to reviewing the impact of summary of supports as part of an agreed agenda for SFL consultation meetings.)*

Consultation with Stakeholders

- Views were gathered at Parents Evening based on the three questions, What are we doing well? What makes us unique? and What do you want for your children?
- Parent focus group was part of Learning Partnership visit.
- Children feedback on-going throughout the year. Feedback gathered through regular pupil focus groups with SLT and Feedback Friday sessions with class teachers.

- Pupil wise and parent wise surveys were completed.
- Parent Council discussion in May 24 to identify School Improvement and PEF priorities for session 24/25.
- Parent Council shared that the current format in the Sway presentation was too lengthy to read and they would prefer a video or A4 sheet outlining progress, impact and improvement priorities for session 24-25.
- All parents/carers had the opportunity to feedback on improvement priority work for session 24-25 in the annual family survey.

St. Patrick's Family Survey – Improvement Priorities Question

2. Following consultation with staff and children, we have identified the following areas for School Improvement next session. Please rank the following options based on what you believe is the biggest priority for St Patrick's.

[More Details](#)



How is SQR, IP and PEF Plan shared with stakeholders?

- In October the SQR, SIP and PEF plan was shared with all parents/carers through a SWAY newsletter and posted on website.
- Parent council meeting are given a progress update termly at meetings. This is then available for all parents/carers in the Parent Council minutes.

PEF Evaluation/Impact

Targeted Interventions

Raising Attainment Teacher

- Increase attainment for identified children in numeracy in P1, P4 & P7.
- Increase attainment for identified children in reading in P1, P4 & P7.

Increased PSA Hours

- Targeted interventions for identified children to raise attainment in literacy and numeracy in P1-4

PSA HWB

- To ensure emotional wellbeing and self-efficacy is considered for the identified children by using the Wellbeing indicators.

Progress

Long term staff absences in Terms 1 – 4 significantly impacted Raising Attainment time (0.2 FTE) due to lack of supply staff to cover classes/NCCT. However, overall attainment in numeracy at P1 and P4 has met our stretch targets. We also managed to increase attainment in P1 to the expected CfE levels for literacy by funding an intervention in Term 4.

Reading

Primary 1

- Following baseline assessments and class observation the identified children benefited from having extra support in the reinforcement of initial sounds.

- All pupils engaged in a range of activities (phonics matching games, initial sound games, feel bag phonics, actions reinforcement & online phonic games) to consolidate and build knowledge of the initial sounds.

Primary 2

- Following baseline assessments and class observations the identified children benefited from enhanced reading sessions on initial sounds and sight words.
- PSA support once a week with targeted children.

Primary 3

- PSA support 2x per week for enhanced reading sessions focussing on blends and sight words.
- Identified children engaged in 3x weekly sessions on Lexia.

Primary 4

- Following baseline assessments and class observation the identified children would benefited from having extra support in the following areas: developing reading comprehension, develop collaboration, promote enjoyment, develop critical analysis, increase a general interaction with their reading material.
- All pupils engaged with Literacy Circles with high quality modelling by the RA teacher of each focus area – Summarising, Word Finder and Connector.
- PSA support 2x per week for enhanced reading sessions focussing on blends and sight words.
- Identified children engaged in 3x weekly sessions on Lexia.

Primary 5

- Identified children engaged in 3x weekly sessions on Lexia.

Primary 7 – Group 1

- Following baseline assessments and class observation the identified children benefited from having extra support in the following areas: developing reading comprehension, develop collaboration, promote enjoyment, develop critical analysis and an increase a general interaction with their reading material.
- All pupils engaged with Literacy Circles with high quality modelling by the RA teacher of each focus area – Summarising, Word Finder, Connector, Predicting and Questioning.

Primary 7 – Group 2

- Following baseline assessments and class observation the identified children benefited from having extra support with spelling – specifically vowel diagraph knowledge, pre-fix, suffixes and syllable knowledge to chunk words.
- All pupils engaged in development of word attack skills and building of syllable awareness.

Numeracy

Primary 1

- Following baseline assessments and class observation the identified children benefited from having extra support in number bonds to 5 and identifying/ordering numbers to 10. A challenge group was also identified to build on number knowledge.

Primary 2 & 3

- Identified children engaged in PSA numeracy sessions 2x per week.

Primary 4

- Following baseline assessments and class observation the identified children benefited from having extra support in mental number process (+, -, x and /).
- The use of games, interactive activities were introduced to support all pupils in mental maths strategies.

Primary 5 & 6

- Identified children engaged in PSA numeracy sessions 2x per week

Primary 7

- Following baseline assessments and class observation the identified children benefited from having extra support in mental number process (+, -, x and /), basic algebra. Area & perimeter.
- The use of games, interactive activities were introduced to support all pupils in mental maths strategies. Concrete materials were used to build confidence and understanding of algebra strategies.

PSA – HWB

- Weekly HWB groups were led by PSA and a volunteer for mixed aged identified children throughout the school.
- These groups linked to Emotion Works and Talking and Listening Benchmarks.
- 1 x 1.5 hour session per week, per group.
- Wellbeing Assessment carried as baseline and final assessment.

Impact

Reading

Primary 1

- Almost all children were able to identify most initial sounds and have used this knowledge to begin blending and reading CVC words.

Primary 2

- Most children were able to identify 30/42 sounds.
- Most children were able to read the majority of ORT level 1 and 2 sight words.

Primary 3

- All children who engaged with Lexia have improved by at least 6 months with two now above their chronological age.

Primary 4

- All pupils took on a leadership role to lead the discussion and promote engagement. Some children became confident taking on this role.
- Almost all children have improved their ability to summarise, expand their knowledge of more sophisticated vocabulary and connecting what they have read to similar texts, films and experiences.
- All children are beginning to engage more deeply with texts and are showing better comprehension skills as a result of the intervention.
- Most children who engaged with Lexia have improved by at least 6 months.

Primary 5

- Most children's reading ages have improved on average 9 months with one increasing by two years since August.

Primary 7 – Group 1

- All pupils took on a leadership role to lead the discussion and promote engagement. Some children became confident taking on this role.

- Almost all children have improved their ability to summarise, expand their knowledge of more sophisticated vocabulary and connecting what they have read to similar texts, films and experiences.
- Some children began to create higher-order questions with support from the RA teacher.
- All children are beginning to engage more deeply with texts and are showing better comprehension skills as a result of the intervention.

Primary 7 - Group 2

- Most children have increased confidence in using work attack skills and increased their knowledge of syllables.
- Most children are applying these skills in other areas of the curriculum and up-leveiling writing with more interesting vocabulary.

Numeracy

Primary 1

- All children know and identify all numbers to 20. They can order these confidently.
- All pupils have 1-1 correspondence of numbers to 20.
- Most children can use concrete materials to support all number bonds to 10.
- Challenge group – number bonds to 20 have increased and all pupils can order numbers to 100.

Primary 2

- Almost all identified children can confidently use addition and subtraction facts within 20.

Primary 3

- All identified children can add and subtract within 100. Some children still use concrete materials to support them in this.

Primary 4

- Almost all pupils have increased their accuracy and speed of basic number bonds.
- Almost all have improved their ability to partition numbers, supporting their mental maths abilities.
- All identified children can recall their multiplication and division facts of the 3 and 4 times tables.
- Almost all identified children can count on and back in 10s from a given number within 1000.

Primary 5

- Almost all identified children can multiply but the common multiples of 10.

Primary 6

- Most identified children are able to solve a problem using the commutative property of addition.

Primary 7

- Most children are becoming more confident in manipulating number. Almost all can partition numbers and use this to improve their accuracy and speed.
- Most children to improve their understanding of area and perimeter by measuring real life areas and applying this knowledge to situations such as purchasing carpet, paint and other materials that require a knowledge of area and perimeter.
- Almost all children have benefited from concrete materials and games to increase their understanding of basic algebra.
- Almost all identified children are able to re-call multiplication and division facts of the 3, 4, 5, 6, 7, 8, 9 and 10 times tables.

PSA HWB

- All identified children engaged with the local community, visiting Mossview, Sunflower Nursery, the local forest and the local environment within Lochgelly.
- All identified children enjoyed taking part in the groups – pupil voice gathered by PSA.
- All children were given the opportunity to take on leadership and roles of responsibility during the group.
- Almost all identified children can confidently talk about a personal strength they have.
- All identified children have identified a friend made through the HWB group.
- Almost all children developed their ability to discuss and justify their opinions when working as a group.
- Almost all identified children were able to demonstrate respect to others while working in school and the wider community.



Verbatim Comments from Children about Health & Wellbeing Group

"My favourite thing about things about the Health & Wellbeing group was going to the woods with Mrs Watson and Molly, I liked challenging myself to climb the tree." – P4 Pupil

"I enjoyed playing with new friends and clapping the guide dog." – P1 Pupil

"I like having juice and a biscuit and talking about our skills at the end." – P7 Pupil

Verbatim Comments from Parents/Carers about Health & Wellbeing Group

"X has really benefitted from the trips to the wood and Mossview Care Home. They really came out of their shell and loved spending time in the Care Home garden." - P4 Parent

"Y's confidence has really grown by spending time in the group on a Tuesday. They liked leaving the school for learning and particularly enjoyed going back to their old nursery." – P1 Parent

"Z is much more able to take turns at home now and is more tolerant of his brother. I think being the group has helped him to be kind, sit at a table and take turns." – P2 Parent

Verbatim Comments from stakeholders about Health & Wellbeing Group

"The children of St. Patrick's have been fantastic when visiting Mossview Care Home. Our residents enjoying spending time with the children and to be part of intergenerational learning is really great." Kelly Macari – Mossview Activity Co-Ordinator

"It was lovely to see the children who were quieter when leaving Sunflower, come back for visit and be confident when interacting with our current children." Shirley Bremner – Senior EYO Sunflower Family Nurture Centre

"The children of St. Patrick's are a credit to the school, they are always polite and helpful and we love having them support our work at Lo'gelly Lunches." Mary Ferguson – Lo'Gelly Lunches

Non-Cost Initiatives

Extra-curricular clubs

- Code Club, Gymnastics, Netball, Basketball and Football were offered throughout the school session.
- Priority was given to identified children and those who do not attend clubs outside of school.
- This was identified with help from Active Schools Co-ordinator.
- All children who applied to join an extra-curricular club were accommodated.
- We did not have to restrict places due to maximum numbers.

After School Gymnastics

<u>Term</u>	<u>Cohort</u>	<u>Offered to</u>	<u>Uptake</u>	<u>Percentage</u>
2	P4-7	108 pupils	13 pupils	12%
3	P1-3	84 pupils	15 pupils	18%
4	P1-4	119 pupils	15 pupils	13%

Active Schools After School Football

<u>Term</u>	<u>Cohort</u>	<u>Offered to</u>	<u>Uptake</u>	<u>Percentage</u>
1	P4 & 5	55 pupils	15 pupils	27%
2	P6 & 7	53 pupils	11 pupils	21%
3	P4 & 5	55 pupils	15 pupils	27%
3	P6 & 7	53 pupils	11 pupils	21%
4	P6 & 7	53 pupils	11 pupils	21%

Active Schools Girls Lunchtime Football

<u>Term</u>	<u>Cohort</u>	<u>Offered to</u>	<u>Uptake</u>	<u>Percentage</u>
1	P2-5	67 pupils	15 pupils	22%
2	P2-5	67 pupils	13 pupils	19%
3	P2-5	67 pupils	16 pupils	24%

Active Schools Lunchtime Football

<u>Term</u>	<u>Cohort</u>	<u>Offered to</u>	<u>Uptake</u>	<u>Percentage</u>
4	P2-4	101 pupils	16 pupils	16%
4	P5-7	74 pupils	11 pupils	15%

After School Code Club

<u>Term</u>	<u>Cohort</u>	<u>Offered to</u>	<u>Uptake</u>	<u>Percentage</u>
2	P4-7	108 pupils	15 pupils	14%

P6 & 7 Lunchtime Football

<u>Term</u>	<u>Cohort</u>	<u>Offered to</u>	<u>Uptake</u>	<u>Percentage</u>
1	P6 & 7	53 pupils	16 pupils	30%
2	P6 & 7	53 pupils	16 pupils	30%
3	P6 & 7	53 pupils	16 pupils	30%
4	P6 & 7	53 pupils	16 pupils	30%

Active Schools Lunchtime Basketball

<u>Term</u>	<u>Cohort</u>	<u>Offered to</u>	<u>Uptake</u>	<u>Percentage</u>
3	P5-7	74 pupils	11 pupils	15%
4	P5-7	74 pupils	10 pupils	14%

Active Schools After School Netball

<u>Term</u>	<u>Cohort</u>	<u>Offered to</u>	<u>Uptake</u>	<u>Percentage</u>
2	P5-7	74 pupils	12 pupils	16%

Cowdenbeath Shoebox

Funding was offered to identified families in October 23, January 24 and June 24. In January 24 we also offered socks and tights.

October 23 (£2400): We supported identified families with 60 pairs of school shoes/school boots/trainers/wellies.

January 24 (£800 + £400): We supported identified families with 30 pairs of school shoes/school boots/trainers/wellies. We also provided tights and socks

June 24 (£1600): We supported identified families with 40 pairs of school shoes/school boots/trainers/wellies.

Festive Food Vouchers

Delivered before Christmas to 15 families. 5 families also received an additional food parcel.

Breakfast Club

Free places were offered to 6 identified children.

Uniform Swap Shop

School uniform was taken by 6 identified families.

P7 Hoodies

Gifted to all P7 pupils by Parent Council.

P7 Leavers' Ties

Gifted to all P7 pupils by school.

St. Patrick's RC Primary School

NIF Quality Indicators (HGIOS 4) School Self- Evaluation

Quality Indicator	2021-2022	2022-2023	2023-2024	Inspection Evaluation <i>(since August 2023)</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: Mrs Fiona Millar

Session 2024 -2025 Improvement Plan

Education Directorate Improvement Plan: Achievement				
Focused Priority: Numeracy Improve the skills of all children to use Conceptual Numeracy strategies to raise attainment in Numeracy across the school using strategies such as jump strategy, partitioning, think boards and number lines, along with daily mental maths input.				
<u>HGIOS4 Quality Indicators</u>				
<u>Leadership and Management</u> 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		<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>All staff will have a shared understanding of expectations for learning and teaching in Numeracy so all children experience a consistent approach to Numeracy learning.</p> <p>All staff confident to deliver Conceptual Numeracy across the school in P1- P7 through collegiate professional learning and provide a higher quality of teaching and learning experiences therefore impacting upon attainment data.</p> <p>Children will have a variety of different strategies to use to understand mathematical concepts and be able to explain strategies.</p> <p>Numeracy Attainment will increase in P1, P4 & P7 by 2%</p>	<p>Engage in a programme of Professional Learning to upskill staff on use of effective pedagogy in the teaching and learning of Conceptual Numeracy strategies.</p> <p>Staff training and Professional Learning on new resources.</p> <p>Sharing good practice opportunities during collegiate hours.</p> <p>Raising attainment Numeracy support groups identified from tracking and monitoring meetings.</p> <p>Provide opportunities for professional reading group, reflecting on research and professional dialogue whilst engaging in the Robert Wright texts.</p>	<p>Fiona Millar (HT) Claire Horne (PT) Anna McKay (SfL) All teaching & PSA staff</p> <p>Fiona Millar (HT) Claire Horne (PT)</p> <p>All CTs</p> <p>Anna McKay (SfL)</p> <p>Fiona Millar (HT) Claire Horne (PT)</p>	<p><u>Data</u> Pre and Post data on staff confidence/ knowledge of Conceptual Numeracy.</p> <p>NSA/BASE assessment data (P1, P4, P7)</p> <p><u>People's Views</u> MS Forms to gather parental feedback.</p> <p>Pupil Focus Groups - pre and post.</p> <p>Staff meetings to gather staff feedback – exit passes.</p> <p>Self-Evaluation & peer feedback on Learning Environments.</p>	<p>By end of September 2024</p> <p>P1 – September & June P4 – March/ April P7 – November/ December</p> <p>Pre and post parental engagement session.</p> <p>Pre- by end of September 2024 Post – June 2025</p> <p>After each session</p> <p>Term 2/3</p>

	<p>Mental maths being taught 4 times weekly.</p> <p>Each classroom will have a Numeracy interactive learning wall/ area.</p> <p>Parental Engagement session to support parents/carers in key Conceptual Numeracy strategies.</p> <p>Engage with Maths Week Scotland and plan engaging activities for the whole school.</p> <p>Engage parents at Parents' Evening with Maths Week Scotland Microsoft Form.</p>	<p>All CTs</p> <p>All CTs</p> <p>Fiona Millar (HT) Claire Horne (PT)</p> <p>Hannah McBride & Lyndsay Gillan (CTs)</p> <p>Fiona Millar (HT) Claire Horne (PT)</p>	<p><u>Observations</u></p> <p>SLT classroom visits.</p> <p>Feedback from learning partnership visit</p> <p>Jotter monitoring</p>	<p>2 x session</p> <p>October 24</p> <p>Termly</p>
Ongoing Evaluation				

Education Directorate Improvement Plan: Achievement				
Focused Priority: Improve pedagogy to ensure a consistent approach across classes for high quality teaching and learning which will increase attainment for all children.				
HGIOS4 Quality Indicators				
<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		<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>All staff will have a shared understanding of expectations for learning and teaching so all children experience a consistent approach.</p> <p>Increase staff confidence in using a 4-part lesson model through collegiate professional learning and provide higher quality of learning, teaching and assessment experiences, therefore impacting upon attainment data.</p> <p>Children will be able to articulate each element of the 4-part model including the metaskills they are developing.</p> <p>Increase staff confidence in delivering Play Pedagogy which result in all children in P1 experiencing a consistent approach in play pedagogy.</p>	<p>All teaching staff to engage with Spotlight Series 3 Phase 1 & 3 Sways: What is High Quality Learning, Teaching and Assessment; Higher Order Questioning Skills, Learners Leading Learning and Challenge & Differentiation.</p> <p>All teaching staff to critically analyse SIFs and Quality Indicator 2.3 level 5 illustration to highlight good practice and use this to create a St. Patrick's 4-Part lesson model.</p> <p>All staff to engage in professional learning opportunities to support their understanding of meta-skills and how to embed these in a manageable and sustainable way</p> <p>Key staff will engage with 'Empowering Play Pedagogy' In Person Sessions provided by</p>	<p>Fiona Millar (HT) Claire Horne (PT) All teaching staff</p> <p>Fiona Millar (HT) Claire Horne (PT) All teaching staff</p> <p>Fiona Millar (HT) Claire Horne (PT) Anna McKay (SfL) All teaching & PSA staff</p> <p>Fiona Millar (HT) Claire Horne (PT) Anna McKay (SfL)</p>	<p>Data Pre and Post data on staff confidence/ knowledge of using a 4-part lesson model.</p> <p>RAG Quality Indicator 2.3 Challenge Questions (pre and post Professional Learning Sessions.</p> <p>People's Views Pupil Focus Groups - pre and post.</p> <p>Teacher professional dialogue with SLT at Tracking & Monitoring Meetings.</p> <p>Self-Evaluation & peer feedback on Learning Environments.</p>	<p>November 24 & May 25</p> <p>November 24</p> <p>October 24 & May 25</p> <p>October 24, February 25 & April 25</p> <p>September 24 & March 25</p>

<p>P1 learning environment will reflect the delivery of effectively planned play experiences which will result in children consistently being challenged at the appropriate level.</p>	<p>the Local Authority and will ebbed their learning in their practice.</p>	<p>Robyn Allan (P1 CT) Jenna Yeates (P2 CT)</p>	<p><u>Observations</u></p> <p>Feedback from learning partnership visit in term 2</p> <p>SLT classroom visits in Term 3 & 4.</p> <p>Jotter monitoring</p>	<p>October 25</p> <p>January 25 & April 25</p> <p>Termly</p>
<p>Ongoing Evaluation</p>				

Education Directorate Improvement Plan: Achievement				
Focused Priority: Plan a progressive curriculum in Literacy, Numeracy, RERC (Roman Catholic Religious Education), Drama and Music, ensuring that all children receive their entitlement to a broad general education (BGE). Use benchmarks for Literacy, Numeracy, RCRE, Drama and Music to measure children’s progress and achievement of a level, using a range of assessment evidence to inform professional judgements				
HGIOS4 Quality Indicators				
<u>Leadership and Management</u> 1.2 Leadership of learning 1.3 Leadership of change		<u>Learning Provision</u> 2.2 Curriculum 2.3 Learning, teaching and assessment		<u>Successes and Achievements</u> 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>All children will experience planned, progressive learning experiences across the broad general education.</p> <p>All staff will enhance their assessment skills through planned assessment and moderation activities, this will ensure all children are making progress across all identified areas of the curriculum.</p> <p>All staff will track children’s progress across the broad general education and use assessment evidence to support professional judgements to ensure children experience their entitlement to a broad general education.</p> <p>Through planned opportunities with teachers and parents/carers,</p>	<p>St Andrew’s cluster schools will focus on Music & RCRE collectively as a cluster.</p> <p>St. Patrick’s staff will focus on Literacy, Numeracy & Drama.</p> <p><u>Professional Learning Activities</u></p> <p>As part of collegiate sessions staff will engage in professional dialogue on assessment of Literacy, Numeracy, RCRE, Drama and Music.</p> <p>All staff will use CfE benchmarks for identified/all curriculum areas to engage in moderation activity linked to Literacy, Numeracy, RCRE, Drama and Music.</p>	<p><u>Music</u> Led by Dawn Smith PTC, DHTs, PTs & QAMSOs.</p> <p>All teaching staff.</p> <p><u>RCRE</u> Led by Melissa Gavin, DHTs & PTs.</p> <p>All teaching staff.</p> <p><u>Literacy, Numeracy & Drama</u> Led by Fiona Millar HT & Claire Horne PT.</p> <p>All teaching staff.</p>	<p><u>Data</u> Analysis of attainment data in Literacy, Numeracy, RCRE, Drama and Music. Analysis of CFE and BASE/NSA data Analysis of data for identified cohorts e.g. SIMD/FME, ASN, EAL, LAC etc.</p> <p>Use the Praxis awards to reflect children’s progress through the RCRE curriculum.</p> <p><u>People’s Views</u> Teacher views on new system.</p> <p>Teacher professional dialogue with SLT at FP & Tracking & Monitoring Meetings.</p> <p>Feedback on teacher judgement of a level, moderation activities and teacher confidence using, <u>Baseline</u> https://forms.office.com/e/1FBb7TSvQ3</p> <p><u>Follow Up</u> https://forms.office.com/e/1FBb7TSvQ3</p>	<p><u>DHT & PT Planning Day</u> Tuesday 17.9.24 St. Paul’s RCPS</p> <p><u>Cluster Collegiate Session</u> Wednesday 12.2.25 St. Marie’s RCPS</p> <p><u>Cluster Collegiate Session</u> April 25 Microsoft Teams</p> <p>September 2024 November 2024 January 2025 April 2025</p> <p>August 24 – June 25</p>

<p>knowledge of the broad general education will be developed and this will ensure they can support children in their learning across the curriculum</p>	<p>Develop Praxis awards to reflect the RCRE benchmarks and link to meta-skills.</p> <p>Develop staff understanding and confidence in the meta-skills in preparation for reporting</p> <p><u>Forward Planning</u></p> <p>All staff will use the progression pathways for all curriculum areas to ensure planned learning experiences are progressive for all children.</p> <p>Attainment and Forward Planning dialogues will support assessment within Literacy, Numeracy, RCRE, Drama and Music linked to assessment evidence which informs professional judgements.</p> <p>Staff will develop confidence in planning for assessment.</p> <p>All staff will use the diocesan planners for St Andrews & Edinburgh.</p> <p><u>Tracking, Monitoring & Moderation</u></p> <p>All staff in liaison with SLT will develop their understanding of the Progress Framework. This will be used to track progress in learning across the curriculum and record</p>		<p>Parent/carer views on children's experiences of BGE.</p> <p>Children's views gathered through class groups and pupil focus groups on the learning experiences across the curriculum.</p> <p><u>Observations</u></p> <p>Forward planning documentation monitoring Jotter/assessment sampling – Literacy, Numeracy, RCRE, Drama and Music.</p> <p>Classroom visits linked to Literacy, Numeracy, RCRE, Drama and Music (QA calendar)</p> <p>Focus for LP – analysis of data, learning experiences across Literacy, Numeracy, RCRE, Drama and Music, parent/pupil views of the delivery of Literacy, Numeracy, RCRE, Drama and Music.</p>	<p>May 25</p> <p>September 2024 November 2024 January 2025 April 2025</p> <p>October 24</p> <p>May 25</p> <p>October 24 & May 25</p> <p>September 2024 November 2024 January 2025 April 2025</p> <p>September 2024 November 2024 January 2025 April 2025</p>
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	<p>targeted interventions for individual or cohorts of children.</p> <p>As part of cluster collegiate sessions staff will moderate examples of RCRE & Music assessments Each staff member to bring examples of evidence of assessment to moderate, to ensure consistency.</p> <p><u>Reporting</u></p> <p>All staff will be familiar with the reporting framework built into Progress and this will support reporting to parents/carers at key points throughout the session.</p> <p>All staff will use the reporting aspect of the framework to complete end of session written reports to ensure all parents/carers have access to an annual written report which is informed by professional judgements.</p> <p><u>Curriculum Rationale</u></p> <p>Our Curriculum Rationale will be further developed to ensure that this reflective of the experiences all children are experiencing across the school in relation to the BGE.</p>			
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Ongoing Evaluation

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Pupil Equity Fund allocation for session 2024/25	£ 47 775
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School Context

Setting/School Roll	189 Gypsy/Traveller: 5% (9 pupils) EAL: 5% (10 pupils) Care Experienced: 2% (4 pupils) ASN: 39% (73 pupils)				
FME	16% (32 pupils)				
SIMD Profile for establishment	SIMD 1 & 2: 22% (41 pupils) SIMD 3 & 4: 48% (90 pupils) SIMD 5-10: 30% (58 pupils)				
Attendance (%)	90.93%	Authorised	5.83%	Unauthorised	3.23%
Exclusion (%)	0%				
Attainment Scotland Fund Allocation (PEF)	£47 775				

St. Patrick’s is a Roman Catholic Primary School and is one of three primary schools who serve the Lochgelly catchment area. Our transition secondary schools are St. Andrew’s RC High School in Kirkcaldy or Lochgelly High School and almost all of our P1 enrolments come from Sunflower Family Nurture Centre. There are currently 189 children at St. Patrick’s who are organised across 8 classes. There are 6 single stream classes and 2 composite classes. The following groups of children can be identified across the school; Gypsy/Travellers, EAL, ASN and Care Experienced. Our FME is 16% 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. 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.

St. Patrick's RC Primary School Motto

We shout it loud, we're St. Pat's proud!

St. Patrick's RC Primary School Tagline

#stpatsproud

Cost of the School Day

In St. Patrick's RC Primary School, we recognise the need to reduce the Cost of the School Day for all our children and particularly for our children who are already experiencing poverty. All staff are aware of the effects of poverty and the impact this has on our school, community, families and children. As a result, we work very closely with partners, such as the Big Hoose Project, Cowdenbeath Community Shoebox and Lo'Gelly Lunches to ensure equity for all. We examine the school day through the following headings:

Uniform

- Our school uniform is a yellow polo shirt, black or grey sweatshirt/jumper/cardigan, black or grey trousers or skirt, white shirt and school tie. Plain unembroidered items are acceptable.
- School embroidered uniform is affordable and can be purchased myclothing.com
- We encourage plain black footwear and discourage designer items of clothing.
- Pre-loved uniform is available on request and is displayed at Parents Evenings.
- Leavers' ties are gifted to P7 pupils.
- Leavers' hoodies are gifted by Parent Council.
- Any shorts/joggers/leggings and t-shirt are acceptable for PE except for football strips.
- Clothing Grant forms are regularly signposted through school newsletters, and we share all communication from Welfare Co-ordinator.
- As a school we can provide basic essential items such as underwear, socks, tights, P.E kits and water bottles if required.
- We utilise funding from Cowdenbeath Community Shoebox to provide footwear for our families who meet the criteria.

Travel

- Our school serves the catchment of Lochgelly, almost all children live within walking distance to school. After school clubs are run in school so there is no need to travel any distance.
- All families are encouraged to apply for the National Entitlement Card for free bus travel and we utilise this where possible.

Learning

- Learning resources are accessible within all classrooms and children are encouraged to use a variety of these to support their learning.
- There are options for resources to be borrowed to support home learning e.g. devices, dictionaries, rulers, calculators.

Friendship and Community

- We teach our children about poverty related issues and ensure anyone facing poverty related discrimination is able to report this confidentially.
- Our Sacramental children volunteer at Lo'Gelly Lunches which allows them the opportunity to support those affected by poverty in our community.
- We heavily promote uniform to negate any peer pressure to wear branded or expensive items.

- Fun events within school are funded by the Parent Council or school funds and we try to keep costs as low as possible.
- We ask for suggested donations to make these events as inclusive as possible.
- We communicate events well in advance so families can include these within their budgets.
- All classes participate in a trip to the local pantomime in December at no cost.

School Trips

- We use profit from tuck shop to subsidise school trips.
- All P7 children have the opportunity to attend the residential trip and funding is provided by the Parent Council if required.
- The Parent Council subsidise all school trips through fundraising, and we utilise any grants we can apply for if appropriate.
- Trips and residential are signposted well in advance to allow opportunities to save towards these.

Eating

- We promote Free Meal Entitlement and signpost information for all parents regularly throughout the session.
- Cashless catering reduces stigma through our promoted use of iPayimpact.
- We promote Café Inc through newsletters and communication prior to holiday periods to signpost families to food.
- We offer a Breakfast club for all pupils from 8:15am every day.
- We can provide free places for any child who requires this.
- Food vouchers for the festive period are offered to specific families in conjunction with local charities.

Clubs

- All after school and lunchtime clubs are run by staff, volunteers or Active Schools partners and are free of charge.

Home Learning

- Families without access to a device to engage in online learning have the opportunity to borrow a Fife Council device.
- Any home learning tasks children are set have no cost implications.

Stakeholder engagement

Participatory Budgeting

<p>Parent Council were consulted in May 2024 at the Parent Council meeting. Children in targeted groups had the opportunity to provide feedback in June 24. Raising Attainment teacher compiled an impact report in May 24. Staff evaluated impact in collegiate session in May 24.</p>	<p>£500 for Health and Wellbeing resources to be selected by identified children.</p>
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<p>Attainment Fund Rationale Raise attainment in numeracy</p>	<p>Amount of Fund £ 25 208.00</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>Focused Priority: We have identified 17 children in Primary 1 to Primary 7 who are currently 6-18 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: 1 Child Primary 2: 1 Child Primary 3: 3 Children Primary 4: 5 Children Primary 5: 1 Child Primary 6: 3 Children Primary 7: 3 Children</p>			
<p>Expected Impact</p>	<p>Interventions Planned</p>	<p>Measure of Success</p>	<p>Impact on learners Ongoing evaluation Dec/June</p>

<p>By June 2025 identified children in Primary 1 will be able recognise, write and demonstrate 1:1 correspondence using numbers from 0-20.</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>Completion of Base assessment by September 24</p> <p>Evidence in worksheets, play, classroom visits, learning environment, formative and summative assessment.</p>	
<p>By June 2025, identified children in Primary 2 will be able to confidently use addition and subtraction facts within 20 without concrete material. <i>(Current baseline 0 facts)</i></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>Assessment in December 24 to identify next steps for all identified children.</p>	
<p>By June 2025, identified children in Primary 3 will be able to use basic addition and subtraction facts within 50 without concrete materials. <i>(Current baseline within 20 with concrete materials)</i></p>	<p><u>P4, P6 and P7</u></p> <p>Completion of Sumdog assessments and further analysis on assessment data and results.</p> <p>Targeted children will complete specific activities using Sumdog x3 per week.</p>	<p>Baseline assessment in September 24.</p> <p>NSA's in January/February 25 in Primary 4 and Primary 7. On-going in class numeracy assessments including high quality assessments on a termly basis.</p>	
<p>By June 2025, identified children in Primary 4 will be able to recall multiplication and division facts from 10, 5 and 2. <i>(Current baseline 0 facts)</i></p>	<p>All identified children to begin a multiplication and division group once a week in Primary 4, Primary 6 and Primary 7 with RA teacher. 0.5hr x 3 per week</p> <p>CTs will teach 20 minutes mental maths strategies 4 x per week</p>	<p>Pupil, Parent and Staff views.</p> <p>Observations from Learning Partnership.</p>	
<p>By June 2025, identified children in Primary 5 and 6 will be able to recall multiplication and division facts from 4, 8 and 3. <i>(Current baseline confident with 10, 5 and 2)</i></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>Assessment in December 24 to identify next steps for all identified children.</p> <p>Evidence in worksheets, jotters, play, classroom visits, learning environment, formative and summative assessment.</p>	

<p>By June 2025, identified children in Primary 7 will be able to recall multiplication and division facts from 6, 9 and 7. (<i>Current baseline confident with 10, 5, 2, 4, 8 and 3</i>)</p>			
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Attainment Fund Rationale Raise attainment in reading.	Amount of Fund £9569.30 RA teacher 0.2 (3 hrs 20 minutes) £4960.00 PSA2 5hrs £4609.30
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Focused Priority: We have identified 10 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- 1 child (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	Impact on learners Ongoing evaluation Dec/June
<p>By June 2025, all identified children in P1 will be able to read and write 12/42 Phase 1 sounds and read 6/9 ORT level 1 sight words.</p> <p>By June 2025, 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>By June 2025, all identified children in P3 will be able to read and write all sounds and 6/16 phonemes/diagraphs and</p>	<p>Primary 1 and Primary 2</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>Base completed by September 2024.</p> <p>By June 2025, 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> <p>This be evident in mark making, daily writing, workbooks, play and observations by CT and PSA.</p> <p>By January 2025, all identified children in P2 will be able to read and write 30/42 sounds and read and blend all ORT level 1 sight</p>	

<p>read and blend all ORT level 1 and level 2 sight words.</p> <p>By June 2025, all identified children in P4 will be able to read, blend and write 12/16 phonemes/diagraphs and read ORT level 3 sight words.</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 of reading age range assessment from SfL.</p> <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 with SfL/PT initially then RA teacher. 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 with SfL/PT initially then RA teacher. 1.5hr x per week</p> <p><u>RA Teacher</u></p> <p>High quality teaching input weekly from RA teacher with Primary 4</p>	<p>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>By January 2025, 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> <p>By January 2025, 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</p>	
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	50 mins x per week. 20 mins assessment x per week	curriculum and summative and formative assessment	
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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>HWB Resources £500.00 (Participatory Budget)</p>
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Focused Priority: We have identified 21 children whose emotional wellbeing and self-efficacy are affected by poverty. This is having a negative impact on their attainment and achievement.

Expected Impact	Interventions Planned	Measure of Success	Impact on learners Ongoing evaluation Dec/June
<p>By June 2025, 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 2025, all identified children will be able to discuss a personal strength and their next steps.</p> <p>By June 2025, all identified children will have been offered 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><u>Term 2</u></p> <p>HWB Group 2 1.5hr 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>All identified children will be able to determine a friend/s who they can play with in the playground.</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>Keeping Your Cool in School £0</u></p> <p>30mins x 1 per week (for a focussed block at teacher's discretion)</p> <p>CT's will engage in Keeping Your Cool in School 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</p>	<p>All identified children will be able to access the Friendship Bench to find a friend they can play with in the playground.</p> <p>All identified children will understand how to access the Reflection Table and use the Fix It Folder if appropriate.</p>	
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and support children in managing disagreements and their emotions/reactions in the playground. Children will be able to access the Reflection Table and Fix It Folder with PSA support if required.

Extra-Curricular clubs £0

To ensure equity for all After School/Lunchtime clubs will be available to provide experiences for identified children.

Lego® Therapy 1 hr per week

PT will run a Lego® Therapy Club in term 3 and 4 for P3 & P4 with priority given to those in HWB groups. This is a role-based building intervention through the medium of Lego®. This should result in an increase in interaction, which in turn will promote the acquisition of key skills such as sharing, collaboration, conflict resolution and non-verbal communication.

Gymnastics 1 hr per week

Gymnastic club led by teachers will run in term 2 and 4 with priority given to those in HWB groups.

Football 90 minutes per week

Lunchtime football led by Active School/Parent Volunteer. This will run Term 1 - 4. Priority will be given to those in HWB groups.

Dance 45 minutes per week

Lunchtime football led by Parent Volunteer. This will run Term 2 - 4. Priority will be given to those in HWB groups.

By June 2025, all identified children will have been offered an extra-curricular activity.

	<p><u>Tabletop Games 2hrs per week</u> After school Tabletop Games Club for P6 & P7 led by Parent Volunteer. This will run Term 1 & 2 with Parent Volunteer and then be Self Led by a selected pupil. 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>Uniform Swap Shop</u> School uniform will be available for identified children.</p> <p><u>P7 Hoodies</u> Gifted to all P7 pupils by Parent Council.</p> <p><u>P7 Leavers' Ties</u> Gifted to all P7 pupils by school.</p> <p><u>Festive Food Vouchers/Food Parcels</u> Gifted to identified families by local community funding.</p>		
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