St Patrick's RC Primary School

Standards & Qualities Report

2025-2026



<table>
<tr><th colspan="7">ELC/School Context</th></tr>
<tr><td>Demographic</td><td colspan="6">School Roll: 169

FME: 17% (28 pupils)
Gypsy/Traveller: 3.5% (6 pupils)
EAL: 8% (13 pupils)
Care Experienced: 3.5% (6 pupils)
ASN: 37% (68 pupils)

<u>SIMD Profile</u>
SIMD 1 & 2: 21% (36 pupils)
SIMD 3 & 4: 46% (78 pupils)
SIMD 5-10: 33% (58 pupils)</td></tr>
<tr><td>Vision, values and aims</td><td colspan="6">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</td></tr>
<tr><td>Attendance</td><td>Total</td><td>91.78%%</td><td>Authorised</td><td>5.42%</td><td>Unauthorised</td><td>2.81%</td></tr>
<tr><td>Exclusions %</td><td colspan="6">0%</td></tr>
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Summary of consultation with stakeholders	• Feedback Friday sessions held regularly with children. • Pupil Focus Groups held based on each improvement priority throughout this session to identify next steps. • PSA Focus Group as part of Extended Learning Partnership in March 26. • Parentwise, pupilwise and staff wise surveys completed, and data analysed. • Consultation with Parent Council for PEF spend and improvement priorities for session25-26. • SIP analysis and evaluation of next steps with all staff throughout the year.
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 House Multibank, and Lo'Gelly Lunches to ensure equity for all. We examine the school day through the following headings: **<u>Uniform</u>** • 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 <u>myclothing.com</u> • 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. **<u>Travel</u>** • 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. **<u>Learning</u>** • 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 residentials 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 leaning tasks children are set have no cost implications.

Summary of Progress and Impact from last session's Improvement Plan and Next Steps

School Improvement Priority 1

- Support and enhance the delivery of high-quality learning, teaching and assessment through professional learning for all staff on the use of digital technology.
- To support all staff through the use of digital technologies to effectively assess children's progress, leading to a learning environment which ensures appropriate pace and challenge, leading to improved outcomes for children.

HGIOS4 Quality Improvement Framework Quality Indicators:
1.3 Leadership of Change
2.2 Curriculum
2.3 Learning, Teaching and Assessment
2.4 Personalised Support
2.6 Transition
3.2 Raising Attainment and achievement
3.3 Increasing creativity and employability

Has this priority been: (please highlight)	Fully achieved		Partially achieved		Continued into next session	

Progress

- All staff engaged with the 5 Core Transforming Learner Sessions.
- All staff took part in further training on Adobe Express, Book Creator & Getting Starter with Showbie as part of in-service training.
- All pupils in P6-7, and P5 (from June 26), have their 1-1 device, personalised to meet their individual needs to support their learning through the accessibility features.
- Key learning and differentiated supports have been enhanced in P6 & P7 using the iPads.
- Almost all staff took part in differentiation professional learning following feedback from ELP.
- Digital portfolios for Learning Journeys using Showbie are now in place. Two staff members are on a working party to develop this across Fife.
- Reading professional learning from Cluster PT and Closing the Gap Teacher was delivered in collegiate session.
- Play pedagogy in infants using pupil focus to develop play linked to their interests.
- Children are beginning to engage in the planning and decision making of their learning.

Impact to be detailed and focused on impact on outcomes for children and young people:

- All P6 and P7 pupils received Transforming Learning iPads as well as continuous opportunities to enhance to enhance their knowledge and use of the iPad. All children have personalized their iPads with accessibility as a focus.
- Accessibility has increased attainment for specific children who are off track, closing the gap in their learning and reducing barriers.
- A minority of staff use a range of creative pedagogies and digital tools, resulting in better engagement for children.
- Pupils are more independent to access supports/ examples. They are more engaged in learning activities and have increased ownership of how they demonstrate their learning.
- Parents in P6 & 7 are able to engage with the learning taking place in class through digital portfolios. These are being developed for P1-5. These has enhanced learning conversations at home for children.

- Reading Pals have increased the fluency/ knowledge of high frequency words & initial sounds of Primary 1 children.

Next Steps:

- Fully embed the digital portfolios across all classes.
- Continue small tests of change and interventions in reading.

Summary of Progress and Impact from last session's Improvement Plan and Next Steps

School Improvement Priority 2

- Plan a progressive curriculum for all children across 8 curriculum areas ensuring that all children receive their entitlement to a broad general education.
- Use benchmarks for all curriculum areas to measure children's progress and achievement of a level across the broad general education using a range of assessment evidence to inform professional judgements.

HGIOS4/ELC Quality Improvement Framework Quality Indicators:

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
3.2 – Raising attainment and achievement

Has this priority been: (please highlight)	Fully achieved		Partially achieved		Continued into next session	

Progress

- The strategic leadership of the Cluster Depute Head Teachers and Principal Teachers to develop progressive planners has resulted in strong initial progress in developing a more coherent and progressive approach to curriculum planning, particularly within the Expressive Arts.
- Cluster Expressive Art Planner has been implemented by all teachers.
- In Expressive Arts, staff have worked collegiately to design and implement high-quality assessment approaches aligned to national benchmarks.
- All teaching staff use benchmarks to plan and assess across the BGE, bundling Es & Os where appropriate.
- Termly tracking meetings track children's progress across the BGE.

Impact to be detailed and focused on impact on outcomes for children and young people:

- Enhanced professional collaboration and a shared understanding of standards for staff across the cluster has resulted in children beginning to experience greater consistency in learning expectations across classes and stages.
- Children are benefiting from improved progression in their learning and consistency in approach as they move through the school.
- Children are supported to demonstrate their skills more clearly through improved assessment approaches.

- Children's progress is more accurately identified and next steps are identified through effective feedback.
- Targeted support is better informed, helping to ensure children's needs are met effectively.
- Children are increasingly building on prior learning and developing confidence in their creative skills across stages.

Next Steps:

- More focused and purposeful professional dialogue has been established between the secondary school and associated primaries. This is now leading to the early stages of designing a cluster-wide BGE programme from P5 to S3, which better meets the needs of learners and reflects the importance of continuity and progression across transition points. This work is expected to support smoother transitions and improved continuity in learners' experiences.

Improving Outcomes

Attainment

Overall Attainment for 2025 - 2026				
	Literacy		Numeracy	
	Stretch	Actual	Stretch	Actual
P1	78.9%	67%	84.2%	78%
P4	70.4%	70.4%	77.8%	82%
P7	71.4%	71.4%	76.2%	76.2%

Stage	Listening and Talking	Reading	Writing	Numeracy
	Actual	Actual	Actual	Actual
P1	83.3%	72.2%	72.2%	77.8%
P4	96.3%	74.1%	70.4%	81.5%
P7	90.5%	81%	71.4%	76.2%

Attainment Over Time Evaluative Statement:

- While the Primary 1 cohort have not met this year's stretch target, the percentage of children predicted to and achieving Early level has increased steadily throughout the year. Most have achieved Early level in Listening & Talking and Numeracy with the majority achieving Early level in Reading and Writing.
- In Primary 4, almost all children have achieved First level in Listening & Talking, most have achieved in Numeracy and the majority have achieved in Reading and Writing. All areas have increased the projected achievement from August 2025, with the exception of Writing which remained the same.
- In Primary 7, most children have achieved Second level on Listening & Talking, Reading and Numeracy. The majority of children achieved Second level in Writing. Reading and Numeracy have increased the projected achievement from August 2025.
- Most children who require additional support with their learning make good progress towards their individual targets.

Impact of PEF on outcomes for children and young people:

Long term staff absences have significantly impacted the implementation of PEF interventions this session.

Raising Attainment in Numeracy

Progress:

- P6 & P7 children received weekly sessions with the RA teacher from term 3 onwards. The RA teacher and CT planned 6-week interventions covering a range of topic.
- Identified children used Sumdog 3x a week for specific activities.
- Concrete materials used in all classes to support understanding of concepts for identified children.
- Termly reviews of the impact carried out with SLT, RA teacher and CT.

Impact:

- Most identified children demonstrated confidence to use concrete materials to support their learning.
- Identified children in the P7 cohort have closed the gap of 5 months behind and have attained the expected CfE level.
- Both identified children in the P6 cohort have had high absence levels which has impacted their progress overall.

Raising Attainment in Literacy

Progress:

- Identified child in P4 has taken part in a fine motor skills group two times a week to build these skills.
- The pupil also took part in weekly sessions with a PSA working on a focus of initial sounds/ blends & common words.

Impact:

- The pupil in P4 has improved their finger flexibility and their handwriting is improving.
- They can now read all ORT level 1 sight words and the 1st 25 common words and is continuing to develop their knowledge of ORT level 2 words and the 26-50 common words.
- They are now able to use their sound knowledge to write and identify words.

Health and Wellbeing

Progress:

- Health and Wellbeing group ran from term 3 onwards with RA teacher. Identified children selected to support their emotional wellbeing and develop their social skills.
- Emotion Works and Keeping your Cool in School was undertaken by all classes.
- Identified children have taken part in a lunchtime sports group run by P6 children and supported by a PSA.
- PSA has supported children in the playground to resolve conflict, build friendships and play games.
- Lego Therapy ran in terms 3 & 4 with a group of identified Primary 5 children who were struggling to regulate in the playground and in class.

Impact:

- Identified children in the Health and Wellbeing group can discuss and justify their opinion, listen actively to others' opinions and sow respect when others are talking. They are building relationships with their peers out with the group, using skills they have gained.
- Playground incidents that need SLT input have reduced significantly – particularly in the P5 cohort.
- All children continue to understand how to access the Reflection Table and use the Fix it Folder with increasing independence.
- Lunchtime games club is running well, children are respecting others opinions and developing skills of teamwork and sportsmanship.

- Emotionworks and Keeping Your Cool in School implementation has led to a shared language for emotional regulation.
- Lego Therapy with the P5 identified children has begun to build better relationships and playground incidents have reduced.

Achievements

All children have regular opportunities to share their achievements from in and out of school. All staff celebrate and recognise these in assemblies, classes, displays and on social media. Children receive a variety of school awards such as the Headteacher's award, Principal Teacher's award and Meta-Skills certificates. This supports children to recognise and feel proud of their successes.

A Primary 7 pupil represented the school at the Fife Swimming Competition, qualifying for the Scottish final in June 2026. They came 2nd in their 50m back stroke.

Our school football team have been effective contributors, working together to represent us at various Cluster and Cup tournaments.

Our netball team came 3rd in our Cluster league matches.

A group of Primary 7 pupils took part in the Rotary Quiz at Lochgelly Centre, demonstrating the meta skills of focussing and collaboration.

A Primary 7 pupil was successful at Crufts, winning 2 titles.

Our dance group took part in the Fife 6, 7, 8 show in March with an Aladdin themed dance.

A Primary 6 pupil represented the school at the Dirt and Road Crit series, coming 2nd in both events, demonstrating their adaptably and focus.

Children play an active role within their school community. Working in partnership with St. Patrick's RC Parish and Lo'Gelly Lunches. Children manage themselves and connect with others, as a result of their participation in worthwhile community activities.

Evaluations (School)				
	2023-24	**2024-25**	**2025-26**	**Inspection Evaluations** (since August 2024)
1.3 Leadership of Change	Good	Good	Good	Good
2.3 Learning, teaching and assessment	Good	Good	Good	Good
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Good	Good	Good
3.2 Raising attainment and achievement	Good	Satisfactory	Satisfactory	Satisfactory