

**St Brendan’s Primary**

**Education Perspective Report**

**Session 2019**

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| **EVALUATIVE STATEMENTS** | | | |
| **Quality Indicator**  **1.3** Leadership of Change | What are the current strengths in this area? (Evaluative Statements) | What key evidence do you have of improvement in this area? (People’s views/observations/data) | |
| Developing a shared vision, values and aims | * All staff in St Brendan's Primary School have developed a caring vision for the school underpinned by a strong Catholic ethos. * All staff are committed to ensuring that we achieve the highest possible standards and success for all learners. * Almost all staff share educational values and professional standards. * Pupils, parents and staff are all involved in the creation and on-going review of the vision, aims and values of the school. * Learners are supported to understand the vision, aims and values through the four context for learning. * SLT provide clear effective leadership which allows the school to develop, promote and sustain an aspirational vision which underpins our continuous improvement. * **Revisited the School Curriculum Rationale with all staff and updated** * **.This session we continued to embed further our values within our daily life and have worked with Columba 1400 developing values based leadership in Primary 7 .** * **Faith ,Hope , Love and Joy have been explored in more depth with pupils / staff and parents and have been aligned with Columba 1400 values.** | * Vision value and aims . * PRD process , engaging with CPD manager 2 creating plan incorporating GTSC standards and record of CPD. * Whole school assemblies, newsletters, website, twitter school App, open afternoons, welcome days. Curricular evenings, curricular workshops * Feedback from Focus groups / * Surveys of staff / views . * Rationale updated and almost all staff and parents have an understanding . * Feedback * **Columba 1400 Leadership Evening feedback.** | |
| Strategic planning for continuous improvement | * Head Teacher has a clear vision for school strategic planning. * All SLT demonstrate a commitment to continuous improvement. * All staff are clear on the schools strengths and areas for development based on a range of evidence. * Almost all staff are committed to change which results in improvement for learners. * SLT **effectively** guide the strategic direction and pace of change to ensure positive outcomes for learners and are sustainable. * Self-evaluation continues to involve all staff and is central to our improvements * Parents . pupils involved in some elements of **self evaluation** leading to improvements . | HMIE Report 2016 / SIP/ S&Q Reports   * Pupils “ Big Blether “ * Family Improvement Team * SIP evaluation * Standards and Quality 2017-2018 * Challenge Report * Collegiate self-evaluation data drawn from a wide range of evidence and data * Yearly QA calendar of self-evaluation * Professional dialogue meetings / Stage moderation meetings WTA * Annual survey | |
| Implementing improvement and change  **How have you ensured that staff at all levels take responsibility for implementing change? (Where appropriate make explicit reference to the role of additional staff e.g. Challenge Leaders of Learning (CLOLs), PTs Raising Attainment.)** | * SLT continue to drive all of the HMIE improvements forward and worked collaboratively with staff to ensure improvements, pace of change ensures positive outcomes for learners. * **As a result of PT’s leading the TLC increased use of Aifl evident across the school.** * **All staff take responsibility for implementing change and are committed to school improvements .** * **Appropriate staff members lead areas of the SIP – DHT – Digital DLOL/ PT – CLOL/ PT – Mental Health Champion**. * We continuously reflect on and develop our practice taking account of our self-evaluation and vision for continuous improvement. * Staff continue to work together, sharing good practice, to develop the curriculum and improving the consistency of children’s learning experiences across the school. * **Collaborative learning – HT Trio and School Trios.** * **As a result of the Apple Ipad roll , SLT have provided opportunities for staff to increase their digital literacy skills by CPD training and using this technology / ONE DRIVE - for In Service Training/ Attainment Tracking/ Professional Reading – HGIOS4 / Quality assurance paperwork and moving towards electronic forward planning next session.** * **Digital technologies have been used to support and improve communication/ collaboration and to reduce workload.** | * CLOL – HGIOP * Tapestry GTSC Accreditation * SIP/ S & Q Evaluations * Leadership remits across the school . * PRD plans * **Trio paperwork** * **Ipad – Teaching Staff section and sub folders. Quality assurance paperwork / minutes of meetings ect** * **Head Teacher participating with Excellence in Headship – Education Scotland .** * **SCEL requesting to work with Head Teacher and use the information as a case study for EiH and SCEL.** * **100% of parents are pleased with the improvements the school has made this year.** | |
| What would be your next steps in this area for improvement?     * SLT to create an environment to maximize opportunities for staff to feel supported to be creative, show innovation and engage in peer collaborative learning. * Continue to ensure all self-evaluation improvements have a positive outcome for learners. * Continue to engage staff in the use of HGIOS 4 and challenge questions to inform improvement. * **Citizenship group / Family Improvement group Involve pupils/ parents and partners in self-evaluation , leading to improvement and change** * **Continue to revisit the School Curriculum Rationale with all stakeholders .** * **Use HGI Our School April 2018 with group of pupils and adapt into pupil friendly language .** | | Overall Evaluation  Excellent  **Very Good**  **Good** | Satisfactory  Weak  Unsatisfactory |

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| **EVALUATIVE STATEMENTS** | | | |
| **Quality Indicator**  **2.3** Learning, teaching and assessment | What are the current strengths in this area? (Evaluative Statements) | What key evidence do you have of improvement in this area? (People’s views/observations/data) | |
| Learning and engagement | * The ethos and culture of the school reflects a commitment to our Catholic Charter, children’s rights and positive relationships. * Most of our learners are keen to learn and remain engaged in their learning throughout lessons. In most lessons, children are aware of the purpose of their learning and they listen and respond well to teachers’ questions and instructions. * **The majority of learners’ experiences are appropriately challenging and enjoyable and well matched to their needs and interests**. * Almost all of our pupils play an active role in the life of the school and have opportunities to take on leadership roles. * Most children feel that they have a reasonable say in making the way they learn in school better. * **Most learners understand the purpose of their learning and have opportunities to lead the learning , most learners realise their strengths , what they are best at and what they need to work harder at .** * **All learner have opportunities to access appropriate use of digital technologies.** * **All of our learners know that their views are sought, valued and acted upon .** | * **Trio paper work updated /** Class visit paperwork * Focus groups * **Assembly celebrate / wider achievement** * Citizenship Committees * P7 leaders of play. P7 Committee leaders * House Captains/ Vice * Head Boy/ Girl/ Depute Boy / Girl * Big Blether – **Blue Chair Chat** * **P7 Leadership group** * Annual data survey * Standardised Tests P1, P4 & P7 * PLP’s | |
| **Quality of teaching**  **To what extent are changes to pedagogy consistently embedded across classes and how has teacher collaboration had an impact on this?** | * **Most of the learning environments are positive, nurturing and learners’ experiences are appropriately challenging and enjoyable .** Learning is enriched and supported by use effective use of digital technologies. * **Play pedagogy consistently across Primary 1 classes.** * **Almost all staff involved in Tapestry TLC demonstrate s areas of Aifl during class visits .** * **Majority staff** share differentiated learning intentions and success criteria, their explanations and instructions are clear. * Most learners listen and respond well to their teachers’ questions and instructions. In most lessons, children are aware of the purpose of their learning. * Most children are keen to learn and remain engaged in their learning throughout lessons without undue reminders from their teachers. Almost all children behave with consideration for others and have respond well to staff’s approaches to promoting positive behaviour. * Children have good opportunities to reflect on and self-evaluate their learning using a range of suitable approaches and engage parents in their learning. | **Trio visits /** Classroom visits/   * SLT Observations/ Learning walk. * Peer visits * Sampling of work –helpful and constructive feedback provided jotter . Personal Learning Plans encourage children to identify targets in their learning and to self-evaluate the progress which they have made. * Tracking meetings / Professional planning dialogue . | |
| **Effective use of assessment** | * **Aa a result of implementing assessment at milestones across the year for all learners , our assessment evidence provides reliable evidence.** * Assessment is integral to our planning of learning and teaching. * We plan and record a variety of assessment approaches used by pupils across the year. * Assessment overview P1-7 provides reliable evidence at milestones which staff use to report on progress of children. * Staff engage in moderation of shared standards at stage meetings across the school and across the LC. * All staff participating in TLC – Aifl training . * All staff and learners used MGLP assessment information to plan next steps . | * PIRA/ PUMA/ GAPS/ MGLP assessment data . * Forward plan record and written feedback * Samples of pupils work in individual profile * Work within class/ jotters/ big writing jotter / writing folders/ * **Yearly assessment overview updated** * Staff use Curricular overview incorporating benchmarks at stage meetings. * Standardised Tests – P1, P4 & P7 | |
| **Planning, tracking and monitoring** | * **Tracking and monitoring are well understood and used effectively to secure improvements for all learner, including SIMD / LAC / SW input/ CP.** * **All SLT have well developed skills of data analysis which are focused on improvement** * All forward planning has been revised and reflects learning pathways, skills progression across Early/ First and Second levels . * IDL planners focus on a group of cross curricular E’s & O’s . * All teaching staff continue to track using the EDICT Electronic Tracker and St Brendan’s Tracker . * HT meets with staff 3 times per year and tracks the attainment of all pupils in all eight curricular areas | * Curricular Overview planners for all curricular areas. * Forward plan dialogue and feedback * Professional dialogue pupils progress tracking meetings * Leader of Learning CPD – IDL * Electronic data from pupil progress attainment tracker across all eight curricular areas. * All data collated . * Tracking targeted support groups | |
| * What would be your next steps in this area for improvement? * **Introduce GCC Electronic tracking of attainment and achievement.** * Using Aifl - revisit as a whole staff how we engage with learners to give effective feedback, have an accurate understanding of their progress and what they need to do to improve. * Focus on Aifl - revisit Learning log/ provide opportunities for learners to increase confidence when talking about their own learning , IEP targets, how learners are understanding their own learning , giving feedback to others and suggesting ways in which they can improve. * Seek opportunities in all areas to Involve learners’ in the planning of learning experiences. * Staff should continue to provide more opportunities for active learning/ active leadership roles to enable children to take more ownership of their own learning.. * **Stage moderation meetings to focus on planning/ assessment use benchmarks for moderation** * **All staff to continue to record outside achievements .** * **Digital Literacy – develop ICT across whole school, staff training Ipads to ensure planning is manageable and clearly identifies what is to be learnered and assessed**. Teaching and Learning. Effective and appropriate use of “Digital Technology” to enhance Learning and Teaching CLOL to deliver staff training in GCC - “Routes into Writing” * Use data from Standardised testing across the school – PIRA and PUMA to inform next steps in learning . Using data from P1, P4 and P7 Standardised testing in Lit/ Num use to discuss patterns and inform next steps in learning. | | Overall Evaluation  Excellent  Very Good – **(elements)**  **Good** | Satisfactory  Weak  Unsatisfactory |

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| **EVALUATIVE STATEMENTS** | | | |
| **Quality Indicator**  **3.1** Ensuring wellbeing, equality and inclusion | What are the current strengths in this area? (Evaluative Statements) | What key evidence do you have of improvement in this area? (People’s views/observations/data) | |
| **Wellbeing**  **What is the impact of additional evidence-based interventions in supporting the well-being of targeted learners?** | * **Almost all pupils/ staff demonstrate positive , respectful relationships.** * **We know and can demonstrate through our MGLP tracking data that almost all of our pupils feel safe, healthy, achieving, nurtured, active, respected , responsible and included.** * **All staff involved in whole school self-evaluation of emotional health needs across the school community and to identify next steps in learning.** * **As a result of HWB tracking , a series of creative targeted support inputs have been provided for pupils , 1-1 or small group support/ boxercise class / friendship club/ Blue chair blether/ soft start/ soft exit / art therapy/ pet therapy/** * Using the Motivating Glasgow’s Learners ASN questionnaire with( P1-7) pupils the results have shown that almost all pupils have progressed in all SHANARRI wellbeing indicators . * Relationships between pupils and adults are very good. All staff prioritises the pupils wellbeing in all situations. * We have created a variety of supportive areas within the school building to support pupils when required – Calm Space – Nurture Room / Cosy Corner upstairs and Jack’s Bench downstairs . All pupils can access these areas when required and use a Calm Corridor pass . * As a result of HWB Tracking information 23 pupils have been targeted for small group wellbeing support . * Emotion Works is developing across all stages . Almost all pupils are aware of regulation strategies to use when they are upset. Almost all of our ASD pupils use their regulation strategies at times of distress. .Mindfulness weekly during Assembly . Have introduced Mental Health awareness to all pupils during assembly –and how to cope during stressful situations . * All staff provide a nurturing and supportive learning environment for all pupils, as a result, children feel relaxed and secure and able to learn. * Increase learner’s experiences inside and outside of school. Increase opportunities for all classes to participate on school excursions . | * Pastoral Notes / WAP Plans / Record of Meetings * Anti-bullying / PPC Framework * Attendance / exclusions/SIMD/ EAL data/ * Child Protection Pupil focus groups/ Annual survey * Tracking information ./ SLT Pupil Support Meetings * Big Blether – BCC – “ Blue Chair Chat” * Art Therapy family event- parents feedback * Pet Therapy – The positive chat around the school when the dog is due to visit. * .**100% visitors comment on the positive welcoming ethos when they visit St Brendan’s .** * **MGLP pre and post HWB input - comparison data ./ data used to inform next steps in learning .** * **HWB annual tracking data ./ 100 % of SIMD benefit from soft start. 4% of school roll benefit from soft exit./ 22 pupils learners attend Boxercise – 59 % - SIMD 1-2 / 100% SIMD 1-5 21 pupils attend Art Therapy for 1-1 check in with a staff member daily. 10% of school roll./ 5% of school roll are benefitting from an alternative break in the friendship club .**   **35 % of small wellbeing group – SIMD 1-2 / 82 % - SIMD 1-5 Evidence from GCC MGLP’s HWB Emotional Questionnaire :**  **6 % increase in affiliation / 10% increase in agency/ 7% increase in autonomy – respected and responsible- negotiating/ 4 % increase in autonomy – expressing yourself and 14% increase in feeling healthy and safe in school.**  **76% of our pupils are on track with HWB – Emotional Health** | |
| **Fulfilment of statutory duties** | * All staff and partners take account of the legislative framework related to wellbeing, equality and inclusion. All staff follow GCC policies and procedures . * We have effective strategies in place which are improving attainment and achievement for young people facing challenges | * Collegiate training/ In service Days/ Staff shared area/Staff meetings | |
| **Inclusion and equality** | * As a Roman Catholic School demonstrating a positive and inclusive ethos we understand, value, celebrate diversity and challenge any discrimination. There are no barriers to participation Equality of opportunity to participate fully in the life of the school. * Learners, parents, and staff are treated with respect and in a fair and just manner. All pupils feel supported to do their best . * Clyde Campus 4 week summer family camp – on and off campus delivered by Dumbarton Road Corridor . Summer . All children invited and encouraged to participate in at least one week. * Families working with other agencies prioritised for summer camp * All learners are included, engaged and involved in the life of the school. * Systems are in place through termly tracking to ensure improving attainment and achievement for all pupils in particular those learners facing challenges. * **Revisited Anti – Bullying material and school framework. All parents / staff and learners are familiar with the new updates framework, parents leaflets and pupil anti bullying phrases . All pupils and staff are familiar with “ Displaying bullying type behaviour “ and** * **“ Experiencing bullying type behaviour “ and options to take .** * **All staff / pupils and parents are aware of their own responsibility and steps to take** . | * Citizenship Committees – Children’s Rights/ HWB * Annual survey * HMIE parent / staff focus group * School policy * **GCC Seemis record.** * **Anti-bullying Framework** * **Anti bullying flow charts / pupils poster/ parent leaflet/** | |
| What would be your next steps in this area for improvement?   * Identified pupils are unable to regulate with the Emotion Works materials and will be supported in the Active Learning Zone and with the use of SUPL material. The Learning Climate All behaviour is Communication with all staff * Mental Health Champion deliver CPD Training -– Nurture Principles/ Attachment/ ACES – Attachment within the classroom. * Identified cohort of pupils will participate in : STEM afternoons / SULP programme/ planned timeout of class as and when required, participate in soft start and soft finish. * Increase learner’s experiences inside and outside of school./ Provide opportunities for all classes to participate on school excursions organized by the Events Coordinator in partnership with SLT/ staff / partners and parents. * Rookie Rock Starts – 1-1 weekly counseling service for identified pupils * Through staged intervention, all identified cohort of pupils will follow the SULP programme which addresses social / emotional situations , * STAFF - Commitment by all to reduce stress level associated with workload through yearly overview planner/ reduce long term planning / review reporting/positive relationship and dialogue with staff. * As part of CPD - provide an opportunity for staff to come together with a professional learning focus - “ TEA/ TOAST &TASTEFUL CONVERSATIONS “. | | Overall Evaluation  Excellent  **Very Good**  Good | Satisfactory  Weak  Unsatisfactory |

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| **EVALUATIVE STATEMENTS** | | | |
| **Quality Indicator**  **3.2** Raising attainment and achievement | What are the current strengths in this area? (Evaluative Statements) | What key evidence do you have of improvement in this area? (People’s views/observations/data) | |
| **Attainment in literacy and numeracy**  **How well are our approaches to raising attainment improving outcomes in literacy and numeracy for learners, and closing the gaps the school has identified?** | * Attainment levels in Literacy/ Numeracy/ HWB are a central feature of the school priorities for improvement. Our data demonstrates our current learners have made increased progress this year in Literacy and Numeracy from last year’s data. Most of our learners are making good progress in Literacy and some very good progress. Most of our learners are making good progress in Numeracy . Almost all pupils P4-7 SIMD 1 & 2 receive targeted support * Standarised Testing at P1, P4 and P7 introduced successfully and almost all pupils were on track with learning as indicated through professional dialogue and tracking meetings . * Continue to raise attainment for all in particular the most disadvantaged pupils in SIMD 1 & 2 . In particular Reading/ Writing / Talking and listening / Numeracy and HWB through interventions and support. * Improve phonological awareness with a targeted group of P1 & P2 pupils. * Improved confidence in reading skills of all pupils by embedding a consistent approach to teaching and learning of reading across the school**.** * 2017-2018 - Information taken from St Brendan’s Electronic Tracking Database indicates a positive increasing trend in reading improvement at P3 level of the number of pupils working at First level. This shows a link between early intervention at P1 & P2 stages * In 2016 -17, 58.33% of P2 pupils were working on First Level , this year we can see an increase. In 2016 – 17 , 76.47 % of P3 pupils were working on First level, this year we can see an increase to 91.18%. Through examination of this data it is clear Phonological Awareness/ that through a combination Early Interventions at P1 & P2 stage- / Family Phonological Awareness Workshops/ Stay Play and Learn – Early Years Scotland/ Consistent Literacy approaches used across the school we are seeing early signs of increased attainment for our pupils. * 2018 we can see a noticeable decline in the number of pupils working at First level – 10 pupils out of 26 are not on track with learning , 6 of these pupils were attending our core Nurture provision and have difficulty with socially and emotional upsets . * Of these pupil not on track they are all receiving daily support and almost all are progressing. Most pupils across the school are on track with Reading- 80%/ Talking & Listening 88%Writing- 77% / Numeracy- 80% / Mathematics – 80%. * 33 % of our SIMD 1 & 2 pupils have been targeted and received support through small group intervention for literacy . Through professional dialogue with staff/ ASN coordinator and pupil tracking evidence. All have progressed. | * Assessment overview * Summative assessment/ Cfe Achieved level P1, P4 & P7: Electronic Pupil Progress Tracking data * % of pupils on track and not on track with learning / PEF data/ CLOL data * Nessy data/ ASN – Boxall / Teaching Talking / IEP’s/ WAP’s/   **Achieved Early Level**  Reading 79 %/ Writing – 76%/ T & L- 76%. Numeracy – 76%/ HWB – 82%  **Achieved First Level**  Reading 78% Writing – 86%/ T & L- 94%. Numeracy – 78%/ HWB – 83%  **Achieved Second Level**  Reading 83 %/ Writing – 81%/ T & L- 97%. Numeracy – 83%/ HWB – 71%  **Standardised Testing –**  **P1 – Literacy** – 1% band 1/ 15% band 2/ 50% band 3&4/ 36% band 5/6 and above .  **P1 Numeracy** – 3% band 1/ 12% band 2/ 64% band 3&4 / 21% band 5/6 and above .  **P4 – Literacy** – 41 % band 4 and below 5 / 33% band 6&7/ 25% band 8/9 and above  **P4 Writing** – 48% band 4 and below 5/ 36% band 6&7/ 17% band 8&9 and above .  **P7 Reading** – 8% band 6and below 7/ 54% band 8&9/ 39% band 10 /11 and above.  **P7 Writing** – 48% band 6 and below 7/ 36% band 8 & 9/ 17% band 10/11 and above .  **P7 Numeracy** 7% band 6 and below 7/ 55% band 8&9/ 39% band 10  Reading 80 % on track / 20% not – **78% of SIMD 1&2 OT**/ Writing 77% on track / 23% not **– 78 % of SIMD 1&2 OT**/ 88% T&L on track – Think this will reduce in 2019 – 2020 when staff are more confident using the Cfe benchmarks in T & L. – **88% SIMD 1 & 2 OT.**  Numeracy 80% on track / 20% not **- 88% SIMD 1 & 2 OT**/ Mathematics 80% on track and 20% not on track- **77% of SIMD 1 & 2 OT** | |
| **Attainment over time** | * Almost all of our pupils have increased their attainment over time. This year we have introduced a robust electronic tracking system and with effective interventions ensures continuous progress for all learners. * The tracking system shows clearly almost all learners are progressing within and across levels. * Staff are at an early stage in moderating standards using updated Cfe benchmarking , they are however making effective use of assessments to make confident professional judgments stage moderation meetings and professional   dialogue and tracking meetings with SLT. | * Electronic Pupil Progress data * CLOL data/ Nessy data/ Pupil Assessment Profile * Writing jotters/ Reading levels/ Summative assessments * PIRA - Making / Maintaining Progress – Over 76 % of whole school * PUMA – Making / Maintaining Progress – Over 77% of whole school. * GAPS - Making / Maintaining Progress – Over 76 % of whole school | |
| **Overall quality of learners’ achievements** | * The school recognises and rewards children’s achievements through weekly certificates, based on the four capacities, and the Faithful Disciple which recognise their achievements in learning and positive behaviour. The wider achievements of children are shared more widely through the school newsletter, website and in the local press. | * Weekly achievement assemblies recognizing learners as faithful disciples, successful, confident, responsible and contributing to the school , the wider community and as global citizens | |
| **Equity for all learners** | * We have systems in place to promote equity of success and achievement within all classes and across school through * All pupils participate during whole school productions . * Almost all of our have raised attainment in particular our most disadvantaged pupils. | * Recognise achievement whole school assemblies * Individual class sharing the learning assemblies/ family sharing event. | |
| ? What would be your next steps in this area for improvement?  ***RAISE ATTAINMENT IN LITERACY / NUMERACY & HWB***   * Introduce Active Literacy across all stages – Reading into Writing – North Lanarkshire resources / GCC – Literacy For All. * Use and embed curricular frameworks as part of the planning process to ensure challenge and * Use data from Standardised testing across the school – PIRA and PUNA to inform next steps in learning . * Continue to develop a whole school approach to IDL / Active Learning / Outdoor learning/ Play Pedagogy in P1 & P2 – / STEM active play throughout the whole school. * Digital Literacy – develop ICT across whole school, staff training on use of Promethian boards/ GLOW – electronic calendar/ Glow Blogs/ Ipads to enhance Teaching and Learning. * Effective and appropriate use of “Digital Technology” to enhance Learning and Teaching. * All pupils actively engaged in Glasgow Counts 5 part lesson – evident during Class visits. * Staff using Glasgow Counts framework/ Literacy for All alongside St Brendan’s Curricular Framework. * Recognition and electronically recording learners’ personal achievements will continue to be a focus for all staff. | | Overall Evaluation  Excellent  Very Good - ( **Elements )**  **Good** | Satisfactory  Weak  Unsatisfactory |

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| **EVALUATIVE STATEMENTS** | | | |
| **Quality Indicator**  **2.5** Family Learning | What are the current strengths in this area? (Evaluative Statements) | What key evidence do you have of improvement in this area? (People’s views/observations/data) | |
| **Engaging families in learning** | * Appointment of Family Support worker Aug 2018 ( 1 day per week ) * Universal support offered to all families . * Targeted support offered to those families who have been identified as having singular or multiple needs that are having an impact on their health & wellbeing. * Almost all pupils/ families identified are monitored through weekly meetings with Family Support Worker and Head Teacher . * Family support worker liaises with school staff to ensure a continuity of support for families * ASD Support * FIT - Family Improvement team established 2018 – this group have actively participated in decisions around reporting to parents , they have taken an active role in planning a family learning event to support Children’s Mental Health Week . | * Targeted support provided to 11% of school roll/ 76 % SIMD 1 & 2/ 100% - SIMD 1-5 * Pupils support monitoring paperwork. * Tracking meetings and Excel information. | |
| **Early intervention and prevention** | * Family learning is responsive to identified needs , through pupil   support meetings/ Child Protection core group meetings / The Reporters Panel families are identified and matched into the right programme and addresses identified needs . | * 20% of families identified to attend Easter / Summer Camp . * 100% of families working with Social Work Services are referred to School Family Support Worker | |
| **Quality of family learning programmes**  **What Family Learning interventions have you implemented to close the poverty-related attainment gap? What is the impact of these on learners and parents?** | As a result of the family learning opportunities this session there has been a positive impact of working with families to improve learning and achievement.  All of the events listed below have resulted in stronger home-links which are improving outcomes for learners .  Early Years Scotland - Stay , Play and Learn – Targeted for P1 & P2  Playing with sounds – 100% parent engagement .  Sharing The Learning Assemblies , all classes have the opportunity to share their learning with their family and whole school.  Family Learning afternoons – P1-7  “Take Time Together “ – Journey to a Mentally Healthy School . Family Fun Night.  Internet Safety – O2 and RSPCC  DYW – P6 IDL Enterprise – Families visiting class and discussing how to run an business.  Scotland Reads Project – 6 families supporting individual pupils identified through ASN tracking.  ASD Parent Support Group and sibling event .  World Book Day – Families reading stories to classes in Polish/ Spanish and French.  Art Therapy Family afternoon.  Clyde Campus Summer Camp 2018 / Easter Camp 2019- In partnership with Dumbarton Road Corridor. As a result of the summer camp all of the pupils attending enjoyed the activities , having lunch with friends and families, their day trip out to Heads of Ayr and performing to the audience at the end of each weekly session.  Columba 1400 Family Event. Almost all staff attended the event and enjoyed the movie show, the activities and listening to the speakers who they found to be informative and  . | * Electronic / Parent survey / questionnaire. * Evaluations of events * Increase number of families attending events . * Number of families participating in activities . * 100 % of parents comment on all events being well organised. * Columba 1400 Evening – 100% of families participated in games led by the young people and 100% of parents wanted longer time to engage with the activities . Parents commented on the positive, inclusive atmosphere where all families were included in the learning and the fun. * 100% of those parents who returned their evaluations had attended 2 or more of the Family events this session. | |
| What would be your next steps in this area for improvement? | * Family Support worker employed for two days per week in addition to 1-1 support for individual families , liaising with other agencies to offer further support ( food bank / clothing grant / grants for clothing/ electrical and home items ) * School staff to work closely with Family Support Worker to offer a variety of activities across the year. Families involved in the annual selection of activities – “ We ask “ “ They say “ and “We do “,examples may include- Homework clubs / Family – Stay and Play sessions / Healthy Cooking Club/ Lending maths game/ story sacks . * FIT team – Each class to have 2 family representatives who will encourage volunteers to come into all classes delivering activities/ input throughout the session across all stages . * Columba 1400 – further increase family engagement and invite families into all Values Leadership Sessions throughout the year. Families will learn more about Awareness/ Focus / Creativity/ Integrity/ perseverance and Service . * Events coordinator and school staff to plan a series of Family Learning Events across the year. These vents to be responsive to identified needs . * Family outing – discuss further with FIT team and Parent Council and organise for 2020. | Overall Evaluation  Excellent  Very Good  **Good** | Satisfactory  Weak  Unsatisfactory |

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| **EVALUATIVE STATEMENTS** | | | |
| **2.4 Personalised Support** | What are the current strengths in this area? (Evaluative Statements) | What key evidence do you have of improvement in this area? (People’s views/observations/data) | |
| **Universal Support** | There are high expectations for all learners across the school.   * Our PPB strategy is implemented by all staff to secure positive relationships and behaviour * Almost all staff differentiate tasks, activities and resources effectively to ensure appropriate pace and challenge for all learners. * All learners have opportunities to discuss their learning with a key adult who knows them well and help support them in setting new targets. These targets are specific to individual learners , build upon prior learning and reviewed systematically with next steps on their progress. * Staff provide opportunities for most learners to be involved in some planning, as active participants in their learning and development. * All staff know and respond well to the individual needs of our pupils and promote and support their wellbeing. * **All pupils can access the Calm Space , Cosy Corner or Jack’s Bench when they are in need of time out. They can use the Calm Corridor pass** . * **Daily check in – self regulate - pupils can self-referral to Happy Face Chart. Calm Space and Art Therapy / All pupils are engaged in Mindfulness** . * Early Intervention adopted to support all./ Good use of ICT to support learning – Nessy/ Sumdog * **All pupils discussed weekly at SLT “ Pupil Support Meeting “ focus to discuss all pupils and their needs , priorities will be pupils with ASN or SIMD 1 & 2.** | * Classroom visits * Forward plan feedback / short and long term plans. * PLP’s * Assessment Profile * Learning walk * Pupil profile * Progress Tracking * ASN meeting minutes * ASN referrals | |
| Targeted support | We have an effective approach to staged intervention.   * Through professional dialogue and tracking meeting children ahead of track are discussed and teachers provide opportunities for challenge. * Well planned interventions are leading to positive outcomes for pupils with additional support needs. * Our environment has been adapted to meet the needs of challenging situations . * Learners’ need are identified early, through robust assessment information including specialist input where required. * Procedures and support programmes put in place to meet the needs of those with additional support needs. * Staff monitor the progress of children who receive additional support effectively and provide a clear focus on helping children to improve their skills in literacy, numeracy and health and wellbeing. * **Support for learning workers provide children with effective and well managed support.** * Staff work closely with parents and support services to meet children’s learning needs | * SIIM/ JST paperwork * Minutes of multi-agency meetings * ASN tracking * ASN referrals and outcomes * ASN pupil folders * Forward planning/ Classroom visits * WAP’s / IEP’s * 42% of our pupils have additional support needs, there is a strong ethos across the school to minimise potential barriers to learning. * 32 % of our pupils in SIMD 1 - 2 receive Nessy literacy support * 8% of our ASN pupils have an alternative exit from school. * 76% of SIMD pupils / families have engaged with our Family Support worker this session. * 4% of our learners require a check in after lunch break./ 10% of our pupils have upper school nurture support ./ 10% of our pupils attend Art Therapy. * 59% of SIMD 1 & 2 attend Boxercise. | |
| Removal of barriers to learning | * All staff trained in All Communication is Behaviour . * All staff are appropriately trained to ensure all children are safe and know who to contact should they have a concern about a child’s welfare, we have robust, well established systems in place. * All staff have been successful in providing an inclusive approach and vision which demonstrates a clear commitment to meeting the needs of all learners regardless of background or barriers to learning. * All staff demonstrate a clear commitment to this and work well together to support more vulnerable young people through an effective approach to staged intervention. . | * Annual CP training register * CP Coordinator CPD attendance- GCC * Staff CPD training presentations – GCC * CP Pupil Individual Information * Pastoral Notes Chronologies * SW information * Whole school electronic tracker * ASN referrals * Classroom visit | |
| What would be your next steps in this area for improvement? | * DHT and Stage leaders will have responsibility of ASN support/ WAP’s / SIIM and JST within own department. * Continue to ensure pupils with ASN needs have tasks, activities and resources effectively differentiated to provide appropriate pace and challenge * Continue to discuss as a whole staff how to challenge learners’ in their learning in particular the more able learner. * Continue to embed opportunities for learners to discuss their learning with CT who knows them well and help support them in setting new targets. SLT / peer visits and CT visits to be involved in weekly learning conversations. * Across 3 terms HT to engage in learning conversations , HT to provide opportunities across the week to meet with classes and discuss with individuals their learning. | Overall Evaluation  Excellent  **Very Good**  Good | Satisfactory  Weak  Unsatisfactory |

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| **Establishment Profile** | |
| Headteacher/Head of Establishment | Mrs Maureen Nugent |
| Senior Leadership Team | HT – M Nugent , DHT – Ian Tunney , PT – Y Sinton , PT – L Galbraith |
| Area/Local Improvement Group | LIG 2 |
| Learning Community | St Thomas Aquinas and Notre Dame |
| Roll | 215 |
| FME/SIMD Profile | 67% SIMD 1 & 2  36.9% - FME |
| Linked School Trios/Quads | LIG 2 - St Ninians’ / Chorpus Christi and St Clare’s ( LIG 1 ) |