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Education Services
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Supporting Improvement: Standards and Quality Report



The summary report is provided for parents/carers and partners to outline our achievements this session and our priorities for next session. Throughout this session we have taken forward our priorities as detailed in our school improvement plan. Through our processes of self-evaluation, we have identified how we can improve outcomes for our children and young people.

Our achievements and improvements this year.

We would like to highlight the following improvements/achievements:

Key Developments

Professional Learning

All staff engage in professional learning aligned to their annual Professional Review and Development plan. This plan is created following robust self-evaluation against the GTCS Professional Standards for Teachers. Some of this derives from our school's quality assurance calendar using in-house partners and expert guests. Some of this is also self-led with staff accessing further and higher education.

We have upskilled support for learning staff on Scotland Reads and Getting Started. Additionally, they have accessed many other training programmes on how to support phonological awareness, phonics, spelling and play pedagogy.

Additionally, we have built upon our capacity for nurture training across the school. At the beginning of 2022, we had 3 active staff members trained in Glasgow's accredited nurture course; The Theory and Practice of Nurture and now have a further 5 currently coming to the end or just about to embark on it. This consists of 3 teachers and 2 support for learning workers. We will aim to continue to build capacity in this area to ensure we are centrally involved in Glasgow working towards a nurturing city.

RE:

This year we have focused on Developing as a community of faith and learning by ensuring an inclusive ethos. We have taken the word inclusion as an umbrella term to ensure we see each child, as an individual, and used this to plan learning that meets their holistic needs to enable them to flourish in all aspects of their lives. We have

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an ongoing rosary lunchtime club which at the moment is pupils only but we hope to invite parents in, in the next school session of 2023-24. We have recently piloted Adoration in our church as an inclusive lesson to deepen understanding of our Catholic faith for all our learners. We host a Pupil Parliament and within that we have Faith MSPs. This group are the school representatives of Faith and are central to decision making across the school, along with fellow MSP groups such as; Rights, Inclusion and so on.

We are a Catholic school with many faiths within and we have worked on building a community of understanding, trust and relationships; in the knowledge we are all God's children. We have started to do this by ensuring we truly see our fellow human being, learning from each other and being visible and present in time of need for our families. As a city school, we are central to receiving families new to Glasgow from across the world and we ensure we welcome everyone with warmth, love and empathy. Our parents are our first educators of their children and we have started the journey to ensure we see them as central stakeholders in the education provision; inside or out with school establishment.

Learning and Teaching and Assessment.

This year we have used collaborative professionalism to form a robust assessment framework. This was created through rigorous self-evaluation. Now that this is in place, we will look to revise our school planning. This will be a development across our Learning Community to ensure continuity of expectation as well as quality assurance of learning.

We revised our way of tracking and monitoring pupil learning this year using a fact, story, action approach. We were guided by GCC expert training and worked closely with them to ensure we had a sound knowledge of the processes. This has helped to ensure we look at holistic data. This tracking and monitoring takes account of pupil's achievements, progress in learning as well as looking at wider data including late coming and attendance. We have used this to ensure we are informed and we have a sound knowledge of each pupil's profile. This helps us to target children in the right way to ensure we meet their needs to give them the best chance of being successful in their learning. This data collection is also a springboard to evaluate interventions for children and ensure we are getting it right, with the right interventions, at the right time. Glasgow City Council have moved to a digital tracking and monitoring system and we intend to work between both fact, story, action and the digital platform. In August 2023 we will use the digital platform to track literacy and numeracy following health & wellbeing and pupil participation. This will then lead to tracking of RE and so forth.

Our learning community recognise the need to develop our moderation activities to ensure impact on learners. Consequently, we have started to create a more effective plan to begin in session 23-24.

Wellbeing, Equality and Inclusion

St Patrick's is a strong, welcoming community. This year we have worked to create our own curriculum rationale. We were guided again by our experts in GCC and from this, worked in teams to design what we felt was important to us. This then went out to further consultation to our relevant stakeholders to enable us to decide on a final design. Our journey for this, is not on display in our school entrance.

We have used The Circle Framework as a self-evaluation tool to build upon our inclusive practices. Two staff members accessed training on Language, Communication, Friendly Environment in line with this. Whilst we have made great improvements to our school environment, this is something that we will continue through to next session. This will become a central focus of our self-evaluation cycle. We were fully supported with this from our friends in Morgan Stanley's community volunteers who painted all of our classrooms from red, orange or yellow, back to white to support the health and wellbeing of our staff and pupil's.

The wellbeing of our pupils has been prioritised. Through our health & wellbeing MSP's, pupil voice and our pupil parliament, we aim to ensure we are fully supportive of our pupils as well as striving to make positive differences for those in need. Any concerns arising from our data collection is followed up by SLT through 1-1 conversations. We need our pupils and families to know listen and act to get it right. Getting it Right for Every Child, (GIRFEC)

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underpins everything that we do. Next session we will aim to be recognised for the work that we do on Children's rights and aspire to receive our Rights Respecting School bronze award.

All staff have participated in Anti-Bullying. All staff have an anti-bullying accreditation, this will be an expectation for any new staff coming into St Patrick's. Next session, we will be seeking the Respect me reward on the work that we have done and the work that we do on Anti-bullying.

This year we have piloted a Skills Academy programme, this programme is fluid and many children have benefited from it. The skills academy supports emotional and physical wellbeing, reduces barriers to learning, and provides a safe space for those who require it.

Our senior leadership have regular support meetings teachers and were appropriate support for learning workers, to ensure that all children with additional support needs or barriers to their learning have their needs regularly reviewed and met at all times and everyone involved with the child has an awareness of need. Parents, pupils and partners are fully involved in the processes we have for ensuring the needs of every individual child are met.

Progress in children's Learning, Raising Attainment and Recognising Achievement.

We have used our 0.4 of Glasgow's Improvement Challenge staff allocation to enhance our numeracy provision over the course of the last few years with positive results on attainment. By interrogating of our data, we have identified the need to switch to a literacy focus for the next school session. At the end of the school session of 2022-23, using our Pupil Equity Fund we have invested in a brand new, diverse library that is now accessible to all; known as Starbooks. This has ignited a new passion for reading as well as an interest in pupil leadership roles with 56 applications made across the school. We have invested in a 2-year training programme of Talk for writing and have invested in writing resources to support this process. We have selected a group of teacher leaders to drive this forward. This, along with whole staff training will be our 2023-24 focus to raise attainment.

We have upskilled pupil support staff on supporting children with Scotland Reads and Getting Started programme, this allows us to target many children across the school to provide advanced support as they require it.

We value the learning of our pupil's in and out with the school environment. This year we started an achievement wall to encourage children to communicate their achievements gained from the outside. We would encourage them to review this learning and showcase it for all to see. Using the new Monitoring and Tracking tool, we aim to capture pupil participation in and out with school and analyse this in terms of capacity and context. Almost all of our pupils are successful and confident and can exercise responsibility, contributing to the life of the school and the community. We are looking to make improvements on providing our pupils with a variety of activities that they can access outside school hours.

Partnership working

Our children have been offered a variety of experiences and opportunities this session. Whilst this is not an exhaustive list, some have included partnership with:

- Lockerbie Manor (Residential)
- The Mitchell Library
- Barclays bank
- Strathclyde University
- PEPASS
- Italian Consulate
- Community Chef
- Artist in Residence
- Salvation Army

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- Gurdwara
- St Patrick's Church
- PEEK

Additionally, we have been supported with Morgan Stanley volunteers who painted all of our classrooms as mentioned above.

Here is what we plan to improve next year.

Professional Learning

As head teacher, I see St Patrick's Primary school as an establishment where the expectation is we are all learners and my aim for session 2023-24 is to build a culture of professional learning to encourage autonomy, agency & growth. All teachers are expected to engage in high quality professional learning. This can occur through our robust Quality Assurance Calendar and through rigorous personal and professional self-evaluation. This year, all teaching staff will conduct a professional enquiry on a subject pertinent to their learning as individuals, come from the need of our pupils or directly from our school improvement plan; all of which will aim to drive improvement in our school. All staff members will present their learning to the rest of the team to ensure we learn with and from each other.

Effective Learning Teaching and Assessment

Revise curriculum planning with colleagues across our Learning Community to ensure continuity of expectation as well as quality assurance of learning.

In August 2023 we will use the digital platform to track literacy and numeracy following health & wellbeing and pupil participation. This will then lead to tracking of RE and so forth.

Continue to quality assure our teaching and learning through learning community moderation, Senior leadership observation, tracking of attainment and achievements and learner conversations.

Wellbeing, Equality and Inclusion

Build on our school profile of gaining recognition of being a Rights respecting School as well as Respect me rewards for Anti-Bullying.

Facilitate staff training on branches of equalities.

Progress in children's Learning, Raising Attainment and Recognising Achievement.

We will continue to work closely with Glasgow Improvement Challenge, Literacy for all to develop reading in school. Facilitate and organise staff training. Our CLOL will be instrumental in guiding us through best practice. She will provide whole staff training, team teaching and modelling of processes. Our PT has responsibility for Starbooks and will aim to draw upon themes to ignite an interest across the school. This platform will be key in enabling pupil voice as well as pupil leadership.

We will continue to work with our partner agency on Talk for Writing and carry this on through the 2-year partnership. Our teacher leadership group will guide us through this process to ensure all staff are confident in the delivery of this programme.

We will connect with Glasgow Improvement Challenge team to continue to develop Playful Pedagogy at early and first level. We have created a strategic plan to transform our Play Pedagogy environment in session 23-24 that includes creating a large play zone that ensures pace and depth of learning through play immersion.

We will continue to upskill support for learning staff to support targeted intervention groups and general classroom learning.

We will connect with pupil participation using the new digital tracking and monitoring platform.

We will continue look to develop strength in gathering, analysing and actioning data to enable us to holistically assess children's strengths, development needs and next steps in learning.

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RE

This year we have connected with Laudato Si with a view of taking a whole school approach in the coming school session of 2023-24. My RE co-ordinator has participated in training and is currently gathering what is required to lead us in learning from that. From this, we will be looking to develop the Characteristic of 'Serving the common good.'

How can you find out more information about our school?

Please contact us directly if you require further information or if you wish to comment on the report.

The contact e-mail address is: Headteacher@st-patricks-pri.glasgow.sch.uk

Our telephone number is: 0141 221 2921

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Further information is available in: newsletters, the school website, X @stpatrickpri and the school handbook.

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