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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:

Professional Learning

With a vision of continuing to build a culture of professional learning to encourage autonomy, agency & growth, all teaching staff were tasked with engaging in the professional enquiry process as part of their professional development. All teaching staff used the School Improvement Plan, their voluntary teacher leadership role/s as well as identified need to select a subject for research. The expectation was that all teaching staff would research their subject over the year and then participate in a showcase of learning to evidence and demonstrate their learning to their colleagues in school and beyond. All teaching staff committed to this and there was a plethora of contextualised research carried out pertinent to our school. Our presentations were observed by our Director of Education, Douglas Hutchison as well as the Chief Executive of Education Scotland, Gillian Hamilton and they were both very impressed at our brave and creative vision of professional development and the impact this has had on the culture and ethos of our school.

We are continually supporting Glasgow City Council's vision of working towards being a nurturing city and a central part of that is developing positive relationships which are central to Glasgow's accredited nurture course; The Theory and Practice of Nurture. As previously mentioned, on my arrival at the beginning of August 2022, there were 3 staff members trained in this, including me, and now we have nine teachers and two support for learning workers accredited. We have one teacher scheduled to access training in October 2024 and another two will follow after Christmas. We aim to continue to build capacity in this area to ensure we are actively involved in ensuring all of our classes are nurture-based classrooms.

As head teacher, I see myself as the lead learner and graduated from the University of Glasgow with a Post Graduate Diploma in 'In Headship' this year. Mrs Stevenson was also successful in securing her Post Graduate certificate in 'Middle leadership and Management in Schools' again, from the University of Glasgow, and is currently looking forward to her graduation date. Having high expectations and leading professional learning sets the expectations for all in St Patrick's.

Wellbeing, Equality and Inclusion

We pride ourselves on our positive relationships with our pupils and their families. They begin to develop before our P1 children arrive in August through our carefully planned 7-week transition programme. This was initially school led however, it has now evolved to include Glasgow partners from other establishments; including Cranstonhill nursery team. This practice has been identified in the city as 'inspirational' and we have been asked to deliver on this to nurseries and primary schools across the city, as well as to host an open-door event to share our practice with colleagues. For us, transition is not only crucial for nursery to P1, it goes beyond this, from class to class and this is why the teacher telephone calls are so valuable. These calls are another opportunity to develop those all-important relationships with school and home and another way to emphasis that we are in partnership. As we are a city centre school we welcome families from across the world and sometimes there is no opportunity for them to experience our transition offering however, when this is the case, I will always invite the family in to meet me in the first instance. It is through these meetings I get to know them the best I can and explain our St Patrick's way.

This year we took a whole school approach to working towards being recognised as a Rights Respecting School. We have superseded our bronze award and received our silver accreditation. During the assessment process for this, it was noted that we are already making excellent progress towards gold and that is now what we are striving to achieve. As part of this, we continue to seek the Respect me reward from Respect Me Scotland. This encapsulates all the work we have been doing in this area which includes building capacity of staff with Anti Bullying training and recording.

We continue to use the Circle Framework for pupils to collaborate on their learning environment. Each class used this process to design their own classroom this year and everything in it has come from their input. It is crucial that the children are instrumental in creating their learning environment to ensure the feel valued, safe and included in decisions being made.

The Wellbeing of our pupils is always a priority. We have grown in strength with pupil voice and this did not go unnoticed when we were asked to present the work we do in St Patrick's to schools across the city via the Pupil Forum held in the City Chambers in September. This was something we are once again very proud of.

Learning and Teaching and Assessment.

This year we have worked on developing our school planning process. We did this in collaboration with other head teachers from our Learning Community. Our new planning framework shows progression, is easy to follow, is effective and clearly demonstrates meeting learner needs through differentiation.

Following on from our development work with tracking and monitoring learning, we further explored engaging with national benchmarks and what this means in terms of making our professional judgements for learning. National benchmarks are what is used to track, monitor and assess children's progress in learning, these are the measurable standards that are set. This development work supports us further in our journey and ensures we provide breadth, challenge and opportunities to apply learning. Additionally, this data ensures teachers set clear targets for pupil learning, with the right interventions provided at the right time for the right duration.

Our learning community recognised the need to develop our moderation activities to ensure impact on learners and last year we were creatively brave, joining with our partner schools for trio visits. This resulted in teachers from other establishments visiting our school and observing our standard of teaching as well as our staff visiting them in their establishments. Feedback from staff was welcomed and all staff believed this to be beneficial to their practice and the moderation practice as a whole. Consequently, we have continued with this model but have set pairs this year for ease with time management.

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

We have used our 0.4 of Glasgow's Improvement Challenge staff allocation known as our Challenge Leader of Learning (CLOL) to enhance our literacy provision. Following our library refurbishment to naturally target reading for enjoyment, we ensured all classes experienced planned trips to The Mitchell library and stipulated class libraries to be refreshed each term. We have aimed to further develop staff capacity with reading and staff received training on various new pedagogies for teaching reading in more engaging and modern ways.

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We have also aimed to further develop staff capacity with writing pedagogy. We had 6 staff members taking lead for Year 1 of Talk for Writing programme, fiction. The project lead team have worked very closely with Talk for Writing staff and worked effectively to cascade this to all other teaching staff. This has been successful for most part and most children are reported to enjoy learning this way. We will continue this model as we embark on year 2 with non-fiction. Raising attainment in reading and writing will continue to be our focus for the year ahead.

This year we have worked in partnership with the Glasgow Improvement Team to further develop our Play Pedagogy. Throughout this process we have evaluated, reflected and been greatly challenged as we navigate our way through. This is something that we will continue to focus on as we move into the new school session.

We value the learning of our pupil's in and out with the school environment. We have been continuing to familiarise ourselves with Glasgow's new digital tracking and monitoring system to track all curricular areas including tracking what children are participating and engaging with, in and outside school. This continues to be a work in progress. The pupils are beginning to tell us about achievements they are making out with the school by bringing in trophies or certificates etc and when this occurs we capture these moments for our achievement wall.

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:

- School in residence - Barclays Bigs & Local Littles (Barclays bank)
- School in residence - Young Strathclyde (Strathclyde University)
- School in residence – The Hilton Hotel
- Family Cooking Programme (Nourish) Sponsored by Tesco
- Play Café (Wee Play Team – Glasgow Life)
- Play Café (Cranstonhill Nursery Team)
- Italian Lessons (Italian Consulate)
- Lunch Time clubs including bocca football, karate & Irish dancing (PEPASS)
- Weekly swimming lessons
- Blairvadach residential
- The Mitchell Library
- St Patrick's Church
- Lourdes Pilgrimage
- The Kings Theatre

Additionally, we have been supported again with JP Morgan volunteers who helped dig out the front of our school for planting however, this continues to require attention and is a work in progress.

Here is what we plan to improve next year.

Professional Learning

As head teacher, I continue to see St Patrick's Primary school as a learning environment for all. Building a culture of professional learning to encourage autonomy, agency & growth continued to be developed. Through robust self-evaluation and reflection, staff now have a clear direction on where they can take their research they undertake. Again, 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 we will use 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

There are many rich learning experiences and opportunities offered to our pupil and high-quality teaching and learning is central to that. We aim to build consistency and continuity of this across each class. To do this, we will continue to quality assure our teaching and learning through learning community moderation, peer moderation, senior leadership observation, tracking of attainment and achievements and learner conversations.

We will continue to build on our knowledge of the monitoring and tracking tool to ensure learning is streamlined across Glasgow.

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Wellbeing, Equality and Inclusion

Build on our school profile of gaining further recognition for the development work we are currently carrying out under the terms of Rights respecting School as well as Respect me.

Take a new focus on prioritising Physical Education in partnership with PEPASS for 2024-25.

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.

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

We will continue to work with Glasgow Improvement Challenge team to continue to develop Playful Pedagogy at early and first level. We will execute our strategic plan to transform our Play Pedagogy environment in session 24-25 that includes further developing our 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 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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Last year we connected with Laudato Si with a view of taking a whole school approach in the coming school session. Due to extensive absence this did not have the intended outcome. As a result, this will be a priority in 2024-25 school improvement plan and will develop within our assigned learning community leads. This will also be our annual city moderation focus for the school year ahead.

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

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