

All Saints Primary School

Standards and Quality 2022/23

Context of the Establishment:

All Saints Primary is a Roman Catholic Primary school based in the east end of Greenock with a non-denominational Communication and Language Base (CLB). In session 2022/23, the school roll held 391 pupils within 14 mainstream classes and 19 pupils within 3 classes in our CLB.

Within mainstream, there were 26 members of teaching staff, including Head Teacher, Depute Head Teacher, Pupil Equity Funded (PEF) Depute Head Teacher, and 2 Principal Teachers, 15 full-time teachers, 5 part-time teachers and 2 NQT. We were also supported by a Recovery Teacher. In addition to teaching staff, mainstream was supported by 3 clerical staff and 10 Pupil Support Assistants. A senior CLD worker was employed via our PEF budget until December 2022.

Three full-time teachers, including one Principal Teacher and two part-time teachers staffed our CLB. In addition there is one clerical assistant and 7 Pupil Support Assistants support pupils within CLB.

Two janitors employed by FES support All Saints Primary.

Our building provides excellent spaces for teaching, learning and working over two levels. Large classrooms enjoy natural light and learning is supported in comfortable open plan areas outside each classroom. Most classes have direct access to outside space. We have a large open plan dining area, a nurture base. al library.

The Hive is a Family Learning hub situated on our upper floor, which until October was run by our senior CLD worker (PEF funded) and hosts weekly visits from our Barnardo's Family support worker. The Hive is now a useful space for our whole school community, available to parents, visiting specialists and children to work within.

We have two large gym halls that open into one very large space to host assemblies, school performances and/or sporting activities. Pupils and staff enjoy an abundance of outdoor space including three playgrounds, football pitch, nature trail, outdoor amphitheatre, and gardening areas.

Vision

Through the highest quality learning experiences, in the nurturing, inclusive, faith community of **All Saints Primary**, every child has every chance to succeed.

Our Values

We have recently revisited our school's values and through consultation with our whole school community have selected **Respect, Honesty, Kindness** and **Determination** as our new school values.

Our Aims:

Working within Curriculum for Excellence, we strive to provide the highest quality of learning and teaching. We try to ensure that all our children attain and achieve their full potential and acquire a full range of skills and abilities.

We aim for our pupils to become:

Successful Learners

We will aim to provide the highest quality of teaching, providing all with opportunities to develop their talents and achieve their full potential.

Confident Individuals

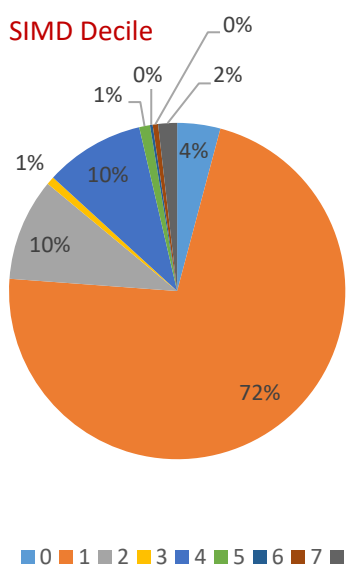
We want our children to be ambitious for themselves and their school, local and parish communities.

Responsible Citizens

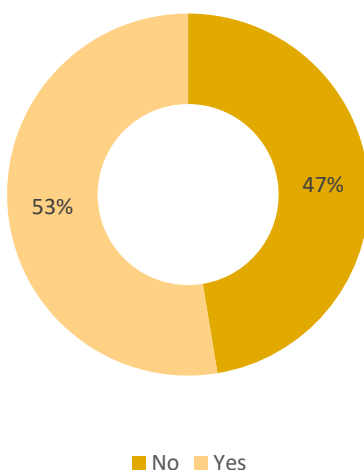
We want our children to have respect for themselves and others. We aim to foster a positive attitude towards our own Scottish culture and to explore the cultures of other countries and faiths.

Effective Contributors

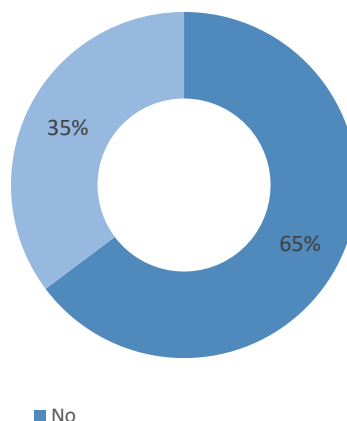
We will aim to provide opportunities for all our children to be enterprising, resilient and independent. We will develop children's skills and abilities to be able to work on their own initiative and also as part of a team.



FSM



ASN



82% of children attending All Saints Primary live in the most deprived areas in Scotland. 53% are accessing Free School Meals/Clothing Grants and 35% have Additional Support Needs.

Establishment priority 1:

NIF Priority

Improvements in attainment, particularly in literacy and numeracy

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NIF Driver

Teacher professionalism

Performance information

Assessment of children's progress

HGIOS/ELC QIs

3.2 Raising attainment and achievement

3.2 Securing Children's Progress

_1.1 Self-evaluation for self-improvement

2.3 Learning, teaching and assessment

UNCRC

Article 28: (Right to education):

Article 3 (Best interests of the child):

Outcome:

A. To increase by June 2023 reading attainment from 67% to 70% across the school.

B. By Dec 2022 all stakeholders are aware of the vision, values and aims of the school

Progress and impact of outcomes for learners:

A

- **Reading attainment across the school has increased to 72.7%**
- Staff engagement in Career Long Professional Learning (CLPL) for reading has transferred to children's experiences. Through collaborative planning as well as co-teaching, there has been improved consistency across stages in pace of learning.
- Support staff have benefitted from training in Play Pedagogy allowing them to understand more fully how play can support the development of skills.
- All staff have been involved in the self-evaluation process and as a school we have visited the moderation cycle using resources from Improving Our Classroom resources. This has given staff renewed confidence in planning high quality teaching and learning.
- Through collaborative planning and co-teaching, there has been improved consistency across stages in pace of learning.
- Parents who attended reading workshops reported that they were able to understand processes involved in helping their child to learn to read and had more confidence around doing this.
- Parental participation in the P3 library programme enabled opportunities to encourage reading for enjoyment.
- Through targeted interventions Pupil Support Assistants have increased attainment of pupils who were behind expectation in their learning.

B

- The vision and values of the school have been revisited, shaped and shared extensively with the whole school community.
- Children and staff can speak confidently about our new school values of Respect, Honesty, Kindness and Determination
- Our values are embedded in learning and teaching within health and wellbeing as well as through regular assemblies and communication enabling the children to work towards displaying their values and improving relationships.

As a result of the above measures we have made progress in Listening & Talking by 14%, Reading by 6.4%, Writing by 5.8% and Numeracy 7.1% across the school.

Next steps:

- Establish both a Literacy & Numeracy working group with a focus on improving practice to raise attainment and renewing planning.
- Develop knowledge and understanding of the use of Inverclyde's Literacy Framework to support learning and teaching with a focus on raising attainment in reading
- Continue to use NSA, tools for reading assessment tracker, phonic assessment to ensure effective tracking and monitoring of attainment
- Provide workshop for parents on SEAL approaches to numeracy and NL approaches to improving literacy and Play Pedagogy
- Further develop play pedagogy in P1 and P2

Establishment priority 2:

NIF Priority

Closing the attainment gap between the most and least disadvantaged children and young people

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NIF Driver

Assessment of children's progress
Performance information

HGIOS/ELC QIs

3.2 Raising attainment and achievement
3.2 Securing Children's Progress
_1.3 Leadership of change
2.4 Personalised support

UNCRC

Article 28: (Right to education):
Article 3 (Best interests of the child):

Outcome:

The school population has 82% of pupils living in SIMD 1-2, with a further 18 pupils (5%) of pupils living in 3-10 who receive free school meals. With this many pupils impacted by poverty the school has a focus on raising attainment for all rather than comparing 1-2 with 3-10.

- By June we intended to increase the number of children in P4 and P7 achieving national level of overall literacy by 8.7% and those achieving national level in numeracy in P4 and P7 by 5.8%.
- By June identified pupils throughout the school, impacted by poverty, will have received high quality evidenced based interventions enabling them to engage more fully in their learning.

Overall School						
Year	SIMD	Number of Pupils	Listening & Talking	Reading	Writing	Numeracy
2022 - 2023	All	370	85.2%	72.7%	67.4%	72.1%
	1 - 2	316	85.4%	70.8%	65.4%	71.7%
	3 - 10	54	86.8%	83.0%	81.1%	77.4%
	GAP		-1.4%	-12.2%	-15.7%	-5.6%
2021 - 2022	All	341	71.2%	66.4%	61.6%	65.0%
	1 - 2	285	70.5%	64.9%	60.0%	63.5%
	3 - 10	56	80.4%	76.8%	76.8%	75.0%
	GAP		-9.8%	-11.9%	-16.8%	-11.5%
2020 - 2021	All	354	45.5%	40.4%	34.7%	47.5%
	1 - 2	296	42.2%	37.5%	31.8%	43.9%
	3 - 10	58	62.1%	55.2%	50.0%	65.5%
	GAP		-19.8%	-17.7%	-18.2%	-21.6%

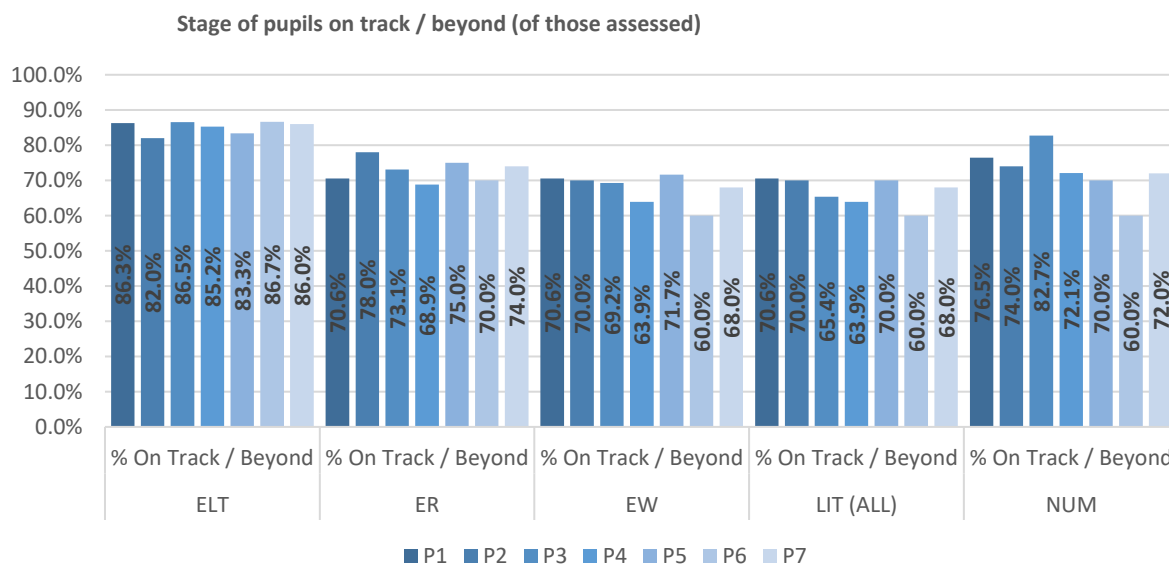
As can be seen in the table there has been an increase of attainment in 2022-2023 across the overall school:

Listening & Talking 14%

Reading 6.4%

Writing 5.8%

Numeracy 7.1%



The table above demonstrates the breakdown in percentages of children on track and beyond at each stage.

PEF used to support closing the gap:

- PEF Depute Head Teacher £64,000
- 0.6 PEF teacher to supported targeted interventions £40,856
- PSA 13 hours
- Numeracy & Reading Resources £5000
- CLD worker £40,856

Progress and impact of outcomes for learners:

- The PEF DHT led a team of teachers and PSA delivering interventions to a group of targeted learners. These interventions were tracked and monitored demonstrating progress made by all children. Interventions used included 5 minute box, SEAL and NL Literacy
- CLPL sessions with staff enabled self-evaluation of practice in reading. This helped ensure a more consistent approach to teaching and learning which was observed during class visits.
- PSAs worked under the direction of a highly experienced PEF Depute Head teacher, to deliver groups of targeted, time sensitive interventions including 5 minute box, SEAL and NL Literacy. Data demonstrates that almost all pupils participating in interventions are making expected progress.
- Teachers are making better use of the benchmarks to provide more accurate Teacher Professional Judgements. This is evident during class progress meetings. Dashboard Data demonstrates pupil progress is continuing with increased numbers attaining national levels.
- Increased attainment from baseline assessment data for almost all pupils.

Next Steps:

- Review planning/assessment/
- Tracking and monitoring procedures throughout the school to ensure appropriate pace and progress of children's learning.
- Continue with targeted interventions for learners as well as opportunities for recovery staff to co-plan, co-deliver and co-evaluate lessons with class teachers to raise attainment and close the gap.
- All staff trained on analysing data using dashboard

Establishment priority 3 and 4

NIF Priority
Improvement in children and young people's health and wellbeing
Placing the human rights and needs of every child and young person at the centre of education

NIF Driver
Parental engagement
School Improvement

HGIOS /ELC QIs
3.2 Securing Children's Progress
2.5 Family learning
3.1 Ensuring wellbeing, equality and inclusion
3.2 Securing Children's Progress

UNCRC
Article 31 (Leisure, play and culture):
Article 28: (Right to education):

Rationale

Covid has had a lingering impact on pupil wellbeing with some children finding the return to school environment challenging. Feedback from staff also indicated that while the school is a very nurturing environment that there are further opportunities to support positive relationship within the school.

We are keen to ensure pupil voice is at the heart of our decision making and we will take forward any changes with them.

For this reason, a review of positive behaviour strategies will underpin changes to processes and procedures.

Attendance has also fallen over the last few years following Covid.

The implementation of play in Primary 1 continues to develop, this will continue to be developed this year. Pupils in the early years have been impacted by Covid and have not developed the cooperation, communication and decision-making skills needed for life. We will focus this year on developing those skills through play in P1 & P2 but also through the wellbeing priority above

We will review process and procedures for tackling attendance concerns

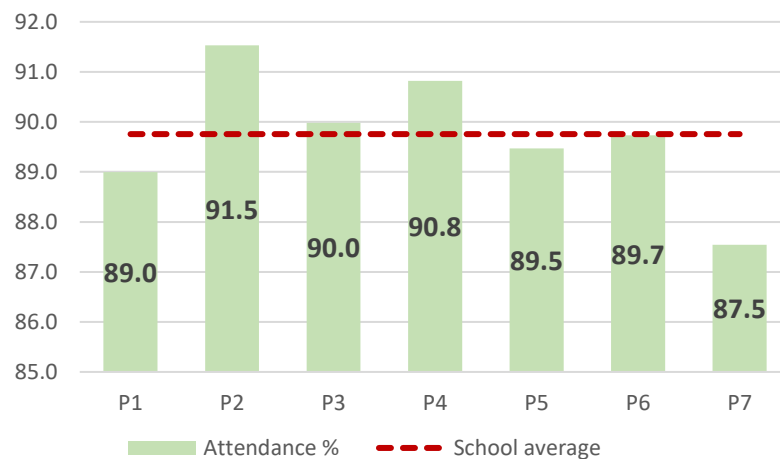
Outcome:

- By June 23 all pupils will be more ready to learn after key transition times throughout the day
- By June 23 all pupils will be more engaged in their learning (baseline to be established)
- By June 23 identified learners will overtake targets for wellbeing (school tracker)
- By June 23 attendance across the school will be at least 90%

PEF spend to support closing the gap:

- CLD £40,856.
- Breakfast club (£1000)
- DHT (PEF) with responsibility for transition programme – £64,000
- PSA Breakfast Club (Sports) – 10 hours -£4672
- Mind Mosaic (£10,000)
- Nurture Teacher Top Up

Progress and impact of outcomes for learners:



- Through participation in Educational Psychologist attendance project, our attendance rate continues to improve with our school average at 89.7% which is up 2.6% from the previous year but just below our target and the authority average of 90%.
- There has been an increase in attendance at breakfast club. Questionnaire responses from children said it helps waken them up in the morning and get ready to learn.
- Our Pupil Council provided representatives from each class with an opportunity to become involved in the decision making in the school. Primary 7 pupils represented All Saints on the Authority Pupil Voice Group.
- Our P6 Eco Group provided leadership for all pupils, resulting in greater understanding of protecting the environment and respect for our school grounds.

- P1 & P2 staff attended further training on Play Pedagogy developing a deeper understanding and enabling them to provide play opportunities for children to learn through play at various points throughout school day. We are continuing to develop the use of our outdoor areas to ensure that the children have regular opportunities to learn outdoors. A playful approach to learning will also secure pupil voice in decision making as learning becomes more pupil directed.
- Time is set aside for PSAs to meet with class teachers to ensure PSAs are well prepared for supporting lessons within the class. Both PSA and teachers have given positive feedback as this has helped understand more fully the role of the PSA in supporting learners.

Next Steps

- The applying Nurture Framework will be used alongside HGIOS as a tool to support self-evaluation
- All Senior leaders will participate in Scottish Trauma Informed Leaders Training
- We will continue to work on developing relationships with children who are resistant to learning and helping them emotionally.
- Staff will be given guidance on different methods and tools to support the assessment of wellbeing.
- Outcomes of completed assessments will be linked to interventions which will support children in their learning.
- We will create anti bullying charter
- Staff will engage in training to raise awareness of importance of remaining calm and open during interactions with children communication and language barriers
- We will create Whole School Communication Friendly Working Group.
- We will do an audit of Current use of Visuals (Classroom, around CLB & Wider School).
- Introduce consistent approach to classroom visuals (Environmental, Resources, Timetables, and Lanyards). Training into practice.
- Introduce consistent approach to Whole School visuals (Environmental, Resources) Training into practice.
- We will seek accreditation for Bronze Level Communication Friendly Schools Award.

Additional PEF Spend – EG Cost of the School day

NIF Priority

Closing the attainment gap between the most and least disadvantaged children and young people

HGIOS/ELC QIs

3.2 Securing Children's Progress
3.2 Raising attainment and achievement

UNCRC

Article 31 (Leisure, play and culture):
Article 28: (Right to education):

Spend: £3083 PSA Breakfast Club Coach

£1000 to enable every child in the school access to breakfast in the morning ensuring no child came to school hungry

Progress and impact of outcomes for learners:

- Attendance improved by 2.6%
- Children were at school on time and had breakfast and a healthier start to the school day which improved readiness to learn.

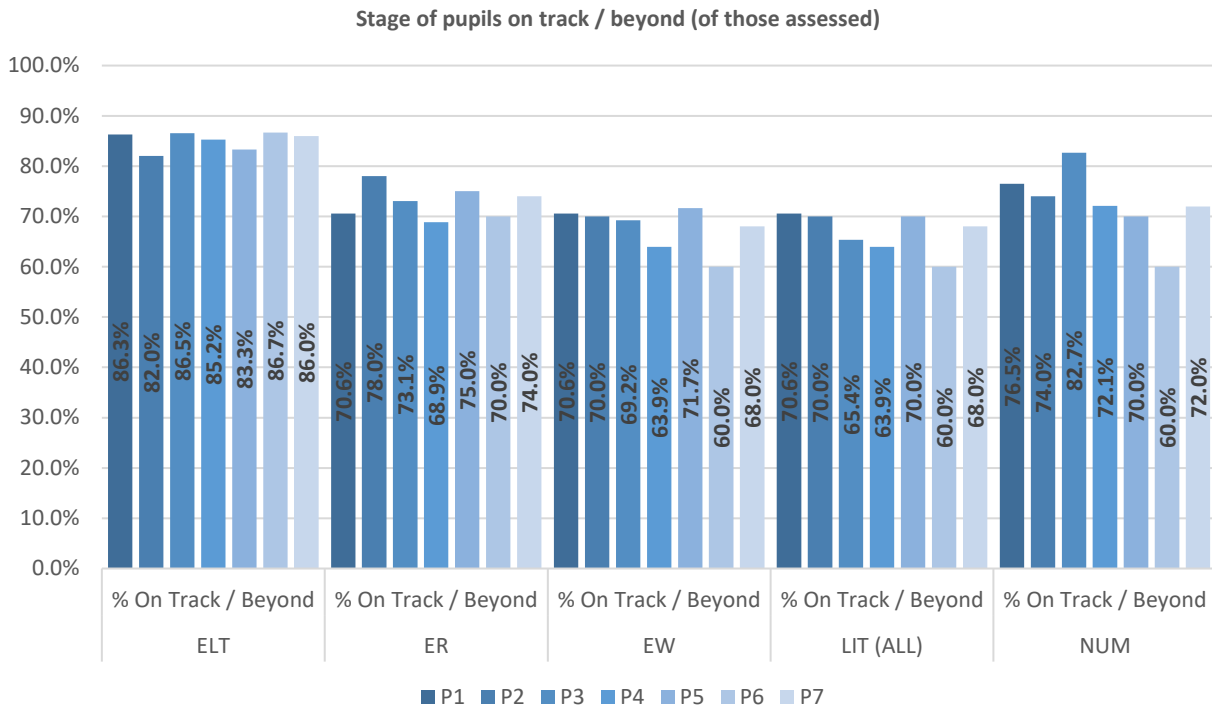
Next Steps:

- Continue to use sports coach to engage more pupils in breakfast club
- Provide after school activities for those children not attending an additional clubs

Data

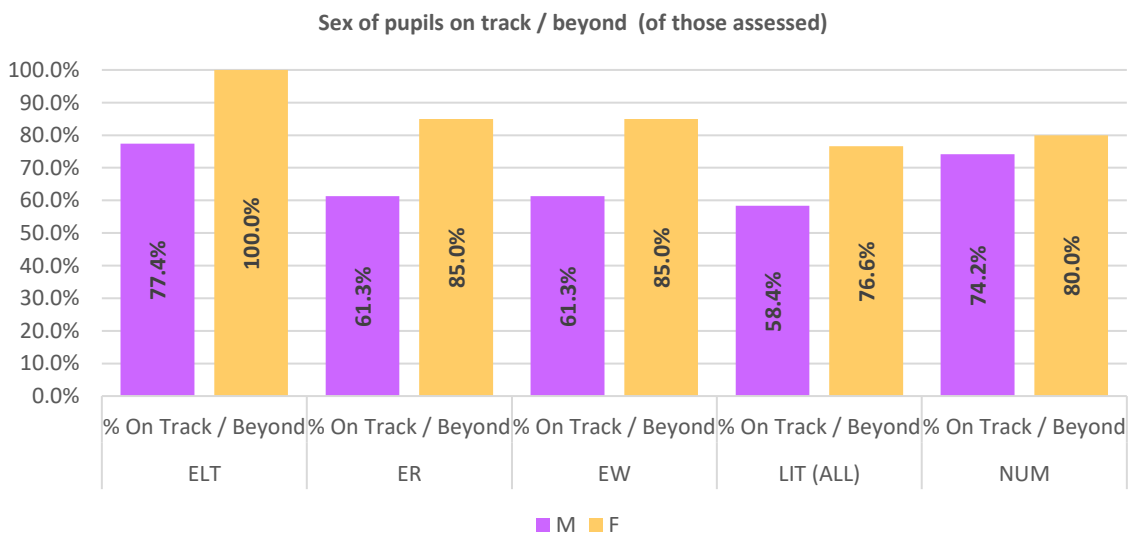
Key Strengths:

This year we have seen an increase in attainment across the school and CLB.



- Most children across the school achieved national levels of numeracy.
- Most children across the school achieved national levels of reading.
- Most across the school achieved national levels of listening and talking
- The majority of pupils across the school achieved national levels of writing.

There is targeted support in place for identified children who are not achieving national levels.



We can see from the chart above that girls in the school are outperforming the boys

Key Priorities:

School/ELC [Nursery class/ASN provision](#)

- Increase attainment in writing in throughout the school by reviewing planning, assessment, tracking and monitoring of children's progress.
- Increase attainment in reading and numeracy throughout the school.by reviewing planning, assessment, tracking and monitoring of children's progress.
- Audit resources and approaches to teaching and learning as well as purchase new reading resources. These are ways that we hope to engage boys more fully in their learning.

1.3 Leadership of change

Satisfactory

Key Strengths of school and CLB

- The vision is clear for the whole school community. It is ambitious and focuses on improvements in outcomes for all.
- Staff regularly reflect on the new school values and vision and demonstrate commitment and embed these in their practice.
- All staff are now clear on the strengths and areas for development within the school and through strategic direction from the Head Teacher are now focused on ensuring positive outcomes for the children are sustainable and manageable.

Key Priorities for school and CLB:

- Engage staff in practitioner enquiries which will increase capacity for, and enable response to change.
- Continue to monitor and evaluate the impact of change on outcomes for learners and the work of our school.
- To further develop leadership roles within the school

2.3 Learning, teaching and assessment

Satisfactory

Key Strengths:

School and CLB

- Positive relationships between children and staff, where staff are fully committed to providing quality learning experiences.
- Tracking systems are in place to identify where children are on their learning journey in Literacy, Numeracy and those who requires interventions.
- The quality of interventions which are having a positive impact on closing the poverty related attainment gap.

Key Priorities: School and CLB

- Develop pupil voice to ensure children play an active role in the school and wider community and regularly take on leadership roles.
- Ensure that children receive high quality feedback so they understand their progress and what they need to do to improve
- Ensure a wide range of evidence is used appropriately to support professional judgements.
- Develop teacher's skills in data analysis which focus on improvement.

3.1 Ensuring wellbeing, equity and inclusion

Good

Key Strengths: School and CLB

- The school is an environment where children feel safe and secure
- Relationships across the school are positive and supportive within a strong sense of community
- All children are included and involved in the life of the school

Key Priorities:

School and CLB:

- Continue to provide targeted support to improve the wellbeing of the children.
- Develop the understanding of wellbeing and children's rights
- Provide opportunities for children to explore diversity, mutli-faith issues, and to challenge racism.

3.2 Raising attainment and achievement/Securing children's progress

Satisfactory

Key Strengths:

School and CLB:

- Most children are making good progress and attaining national level in reading, talking and listening and numeracy
- The majority of children across the school are attaining national levels in writing.
- Attendance levels are improving.
- Tracking processes have improved this year enabling quality conversations during class progress meetings.

Key Priorities:

School and CLB

- To focus on continuous improvement of attainment with rigorous planning and assessment strategies.

Other quality indicators evaluated from 3 year plan:

Choose an item.

2.6 Transitions

Key Strengths:

School

- We have ensured a well-planned programme of transitions in place for early years to Primary
- Transition arrangements ensure children's wellbeing, providing opportunities for support and induction.
- Partnership working involving parents, carers, partners and other agencies are effective for our children.

CLB

- Transition arrangements have enabled children to learn about change in a positive way and has supported them fully with wellbeing.

Key Priorities:

- Continue to develop transition from Primary to High School across the cluster

Key achievements of the establishment

- We have successfully formed a Parent Council in All Saints who have run a number of fundraising events and involved the local community in supporting the school. They regularly host meetings and enjoy opportunities to meet weekly for a blether in the Hive
- Our children were involved in raising school funds through cake and candy and raffle providing the school with finance to travel on buses to activities and events
- The school donated £300 to the Bishop's charity this year
- Our Primary 6 children worked successfully with the Belville Garden Project to improve our school grounds.
- Our Primary 5 pupils enjoyed a successful session of drumming from the Youth Music Initiative
- We hosted a variety of entertainment at our School Christmas Concerts which went down a storm with our school and parish community. The children demonstrated real talent and enjoyed performing in the school.
- 296 Young people take part in Lunch time or after school activity with Active Schools. 156 boys and 248 girls. 83% of participants)were from SIMD 1& 2
- Our parents were the first school to achieve Inverclyde Rights of the Child Award, showing commitment to promoting the UNCRC.
- All of our P7 pupils in the school and CLB achieved the Pope Francis Faith Awards
- Our P4A class enjoyed the Clyde in the classroom programme and enjoyed releasing their fish into the Auchmountain glen.
- We regularly enjoyed participating in Sporting events locally including football, athletics, netball and the Gourock Highland Games with our pupils being wonderful ambassadors for the school.
- Our young people enjoyed great success at the Inverclyde Music Festival with various certificates for individual singers as well as our fabulous choir.