

Context of the Establishment:

Our 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 2023/24, the school roll held 373 pupils within 15 mainstream classes and 19 pupils within 3 classes in our CLB.

Within mainstream, there were 25 members of teaching staff, including Head Teacher, Depute Head Teacher and 2 Principal Teachers, In addition to teaching staff, mainstream was supported by 3 clerical staff and 11 Pupil Support Assistants. A PEF Health and Wellbeing Coach was employed this year.

Three teachers, including one Principal Teacher staffed our CLB. 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, nurture nooks and library.

The Hive is a Family Learning hub situated on our upper floor, it is 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

Our school values lie at the heart of who we are and what we do. Our whole school community helped shape our values of **Respect, Honesty, Kindness** and **Determination**.

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.

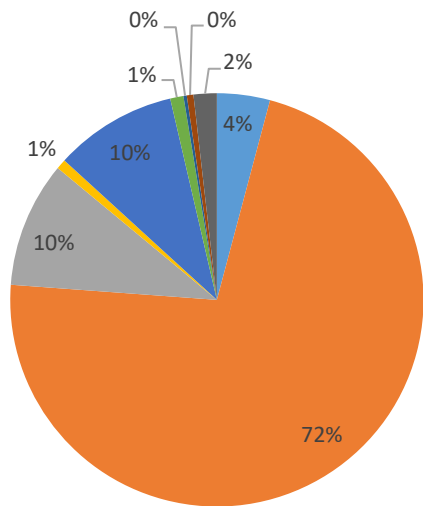
Responsible Citizens

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.

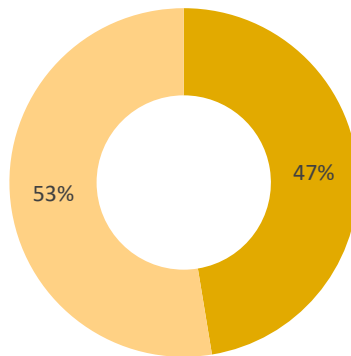
Effective Contributors

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.

SIMD Decile



FSM



0 1 2 3 4 5 6 7 8 9

No Yes

Our School Profile shows that 82% of our learners live in SIMD 1 & 2 and 53% of our children are entitled to free school meals and clothing grant.

Establishment priority 1:NIF Priority

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Improvements in attainment, particularly in literacy and numeracy

NIF Driver

School Improvement
Assessment of children's progress

HGIOS/ELC QIs

2.3 Learning, teaching and assessment
3.2 Raising attainment and achievement

UNCRC

Article 28: (Right to education):

Outcome:

- By June 2024 reading attainment will increase from 73% to 78% across the school.
- By June 2024 writing attainment will increase from 67% to 72% across the school.
- By June 2024 numeracy attainment will increase from 72% to 75% across the school.
- By June 2024 there will be an increase in engagement in learning in P1 and P2 through delivery high quality play experiences both indoors and outdoors. (Baselines to be established)
- By May 2024 most learners receiving targeted support will have made progress with their learning and be achieving national standards
- By May 2024 all assessments will be tracked consistently throughout the school, with staff will be making effective use of the dashboard for accessing a wide range of data.
- By May 2024 those children in SIMD 1&2 on track/beyond will increase to 70%
- By May 2024 those children in SIMD 3-10 on track/beyond will increase to 85%

PEF used to support closing the gap:

- 1 PEF teachers £64,570 per teacher
 - PEF PSA 13 hours – £8,940 to support targeted interventions

Progress and impact of outcomes for learners:

- The outcome for reading was exceeded, as attainment in reading has increased to 82%
- The outcome for writing was exceeded, as attainment in writing has increased to 74%
- The outcome for numeracy was exceeded, as attainment in numeracy has increased to 80%
- Play experiences both indoors and outdoors have been developed and engaging learning environments have been established in both P1 & P2. Loose Parts play has been established resulting in a reduction in incidents reported at play time and lunch time
- Evidence from the school Peer Reviews states that the effective deployment of PSAs has shown a significant impact on children's learning, through targeted interventions, not only supporting children but also empowering staff to make a difference
- Evidence from the school Peer Review states that new tracking procedures have been put in place to monitor and evaluate children's progress which is discussed regularly at pupil progress meetings. This data is interrogated using a variety of lenses and staff now feel more included in the tracking and monitoring process. Through assessment and data analysis staff are becoming increasingly aware of the needs of their learners and identifying appropriate interventions to target these.
- The outcome for children in SIMD 1&2 on track/beyond was exceeded showing an increase to:
 - 89% Listening and Talking,
 - 81% Reading,
 - 73% writing
 - 79% Numeracy
- The outcome for children in SIMD 3-10 on track and beyond was exceeded in
 - Listening and talking 91%
 - Reading 85%
 - Numeracy 89%

The outcome was not met for writing with 80% on track and beyond

Next steps:

- Ensure consistent structured approach to teaching writing throughout the school through:
 - Establish agreed number of formal writing activities across the school.
 - Review of writing calendar and time spent on each genre.
 - Review of writing assessments and agreed approach established.
 - Coaching and modelling to support the teaching of writing.
 - Foundations of writing strategies embedded across Early Level.
 - Celebration of writing across the school.
- Maintain focus on Raising Attainment in reading across the school with a particular focus on comprehension.
- Embed the All Saints Way as new practice in teaching reading
- Ensure high quality approaches and interventions to raise attainment in reading
- Moderation of learning, teaching and assessment
- Embed play pedagogy in P1 and P2

Establishment priority 2:NIF Priority

Improvement in children and young people's health and wellbeing
Closing the attainment gap between the most and least disadvantaged children and young people

NIF Driver

Parental engagement

Assessment of children's progress

HGIOS/ELC QIs

3.1 Ensuring wellbeing, equality and inclusion
2.3 Learning, teaching and assessment

UNCRC

Article 28: (Right to education):

Article 29 (Goals of education):

Outcome:

- By June 2024 identified children will be able to use strategies to help them self-regulate and support their wellbeing. (Baseline and Targets to be set)
- By December 2024, through the implementation of our Anti-Bullying charter, information gathered from the Glasgow Motivational Wellbeing Tool, will demonstrate an increase in the number of children who feel safe in school by 5%
- By June 2024 a targeted group of learners will report an increased sense of belonging through the use of whole school autism friendly strategies. (Individual Baseline and Targets to be set)
- By June 2024 attendance will increase from 89.7 to 91%

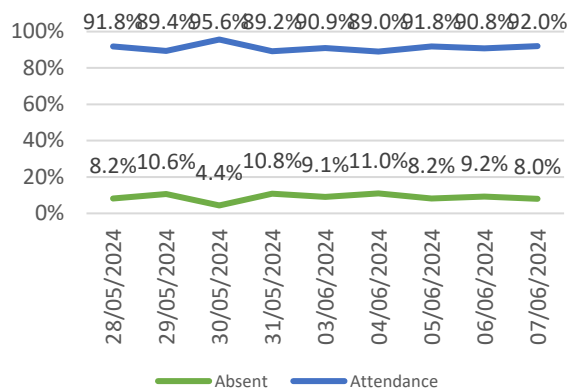
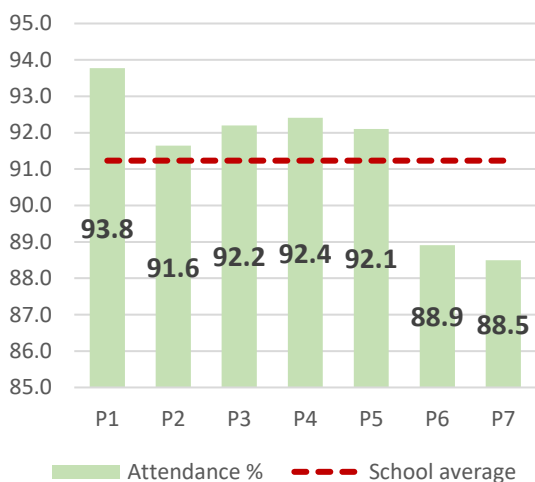
PEF used to support closing the gap:

- PEF Health & Wellbeing Coach -28,000
- PEF PSA – support targeted interventions

Progress and impact of outcomes for learners:

- The outcome for children to help regulate was met and is evidenced through the strengths and difficulties questionnaire which in Term 1 showed 25% of children had a high need across the social and emotional indicators with a decrease by 20% to only 5% by Term 4. Our PEF Health and Wellbeing Coach was timetabled to support these children and help them to re-engage with learning.
- Evidence from the Glasgow Wellbeing Motivational team indicates that the outcome for the number of children who reported feeling safe in the school was met. In Term 1 82% recorded that they felt safe, however, through engagement with the anti-bullying policy as well as promoting positive behaviour there was an increase in term 4 to 87% of children reporting that they felt safe.

- GMWP for a targeted group of learners evidenced that their sense of belonging rose from 69% to 79% from Term 1 to Term 4 which demonstrates a 10% increase.
- Attendance data demonstrates an increase from 89.62% to 91.13% which is in-line with the authority average. The PEF Health & Wellbeing Coach created a range of sporting activities which has had an impact on attendance at breakfast club.



- The PEF Health and Wellbeing coach also offered a Fizzy Programme to children to which has demonstrated an increase in their readiness to learn.
- All staff have been trained in trauma informed responses to support wellbeing and inclusion.
- Through additional PSA allocation children have had the opportunity to engage in a range of interventions, including Lego club, Rebound Therapy, Seasons for Growth, outdoor learning experiences which has led to improvements in emotional wellbeing. This is evidenced in Health and Wellbeing questionnaires.

Next steps:

- Integrate high quality Social and Emotional Learning (SEL) throughout the whole school through
- Teachers will participate in Promoting Positive Behaviour sessions providing knowledge and understanding of the theory behind Promoting Positive Behaviour.
- PSAs to attend Promoting Positive Behaviour Training
- Embed trauma informed practice throughout the school
- Introduce a consistent approach to classroom and whole school visuals
- Support for children who are presenting with behaviour that challenges to re-engage with learning.
- Increase attendance with a particular focus on upper school pupils.

Establishment priority 3 & 4

NIF Priority

Placing the human rights and needs of every child and young person at the centre of education

Improvement in skills and sustained, positive school-leaver destinations for all young people

NIF Driver

School Improvement

School leadership

HGIOS/ELC QIs

3.1 Ensuring wellbeing, equality and inclusion

1.1 Self-evaluation for self-improvement

UNCRC

Article 3 (Best interests of the child):

Article 28: (*Right to education*):

Outcome:

- By June 2024 most pupils will develop age appropriate digital skills
- By May 2024 Young Leaders of Learning will be able to articulate what is working well, areas for improvement and effective practice within our school.
- By June 2024 Pupil Voice Groups will influence school improvements

PEF used to support closing the gap:

- PEF Health & Wellbeing Coach -£28,000
- PEF PSA – support targeted interventions – £9551
- 0.6 Enhanced Nurture Post - £38,711

Progress and impact of outcomes for learners:

- A new framework is in place to support the planning of Digital Literacy however there still needs to be a more consistent approach to the teaching of digital literacy skills across the school and this will continue in our improvement plan for 2024 -2025..
- Quality assurance processes has evidenced that at all pupils have an opportunity to lead learning through pupil voice/ pupil leadership groups demonstrating greater awareness of society and developing key leadership skills however it is necessary to structure this to ensure consistency.
- Evidence from the school review states that children felt there had been an increased opportunity for their voice to be heard and to contribute to change within their learning and across the school.
- Successful engagement with Young Leaders of Learning programme has demonstrated that they are beginning to engage and influence school improvement.
- Microsoft forms feedback demonstrate that young leaders of learning are feeling empowered.
- An increased awareness of Global Citizenship and Cultural Diversity still needs to be developed as does knowledge and understanding of Children's Rights and this will be further developed through explicit teaching and learning and commitment to the UNCRC
- Staff feedback indicates they need further support in dealing with racist incidents.
- Understanding of anti-racism and racial diversity needs to be developed further

Next steps:

- Create leadership opportunities for pupils to contribute to ethos and life of the school through significant roles including the use the Laudato Si Framework and Global goals to develop awareness of Children's Rights, Global Citizenship, Cultural Diversity and build Racial Literacy
- Develop outdoor learning throughout the school with a focus on loose parts.
- Develop pupil's meta skills through progression framework

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 QIs

3.1 Ensuring wellbeing, equality and inclusion
Choose an item.

UNCRC

Article 29 (Goals of education):

Article 31 (Leisure, play and culture):

Spend:

£10,000 school residential for P7 pupils

£2300 Whole school trip to Heads of Ayr Farm Park

£2500 Whole school PIRA Assessments

Progress and impact of outcomes for learners:

- Children had the opportunity to experience outdoor learning, enjoying the opportunity to visit a farm park, learn about the environment and enjoy opportunities to play together building positive relationships in a play environment. This enabled them to continue to develop skills of collaboration, communication and leadership.
- Residential experience provided children with the opportunity to apply the meta-skills in an environment away from the school setting, building relationships and independence.
- Our whole school assessment of reading using PIRA enabled us to have accurate assessment data for all stages, ensuring planning of learning and teaching meets the needs of learners offering the principles of curriculum design.

Next Steps:

- Continue to develop outdoor learning throughout the school year, building on these skills and ensuring regular opportunities for children to engage in creative learning.

Data

Data for All Saints Primary School – Excluding CLB Pupils

	Percentage of Pupils On Track/Beyond Expectation				
	Listening & Talking	Reading	Writing	Numeracy	Literacy
P1	91.7%	91.7%	75.0%	89.6%	
P2	97.9%	79.2%	77.1%	85.4%	
P3	87.2%	80.9%	76.6%	83.0%	
P4	91.7%	83.3%	79.2%	81.3%	
P5	90.7%	83.3%	66.7%	77.8%	
P6	89.3%	82.1%	82.1%	80.4%	
P7	86.0%	87.5%	78.6%	80.4%	

Total	90.5%	84.0%	76.5%	82.4%	
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P1,4 &7	89.5%	87.5%	77.6%	83.6%	
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Data for All Saints Primary School Including CLB pupils.

	Percentage of Pupils On Track/Beyond Expectation				
	Listening & Talking	Reading	Writing	Numeracy	Literacy
P1	90.0%	88.0%	72.0%	88.0%	70.0%
P2	90.6%	71.7%	69.8%	81.1%	69.8%
P3	85.7%	79.6%	75.5%	81.6%	75.5%
P4	92.2%	80.4%	76.5%	82.4%	76.5%
P5	90.7%	83.3%	66.7%	77.8%	64.8%
P6	88.1%	81.4%	78.0%	76.3%	72.9%
P7	86.2%	87.7%	77.2%	80.7%	72.4%

Total	89.0%	81.8%	73.7%	81.0%	71.7%
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P1, 4 & 7	
Literacy	Numeracy
73.0%	83.5%

P1, 4 & 7 SIMD 1-2	
Literacy	Numeracy
71.3%	82.4%

P1, 4 & 7 SIMD 3-10	
Literacy	Numeracy
82.6%	95.0%

- There has been a 6% increase in attainment in overall literacy and a 5% increase in numeracy throughout the school since last year.
- In P1, 4 & 7 there has been increase of 11% in overall literacy and an increase of 7, 4% in numeracy.

Data for Communication and Language Base(CLB) Pupils

CLB Percentage of Pupils On Track/Beyond Expectation				
Listening & Talking	Reading	Writing	Numeracy	Literacy
50.0%	0.0%	0.0%	50.0%	
20.0%	0.0%	0.0%	40.0%	
50.0%	50.0%	50.0%	50.0%	
100.0%	33.3%	33.3%	100.0%	
-	-	-	-	
66.7%	66.7%	0.0%	0.0%	
100.0%	100.0%	0.0%	100.0%	

56.3%	31.3%	12.5%	50.0%	
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83.3%	33.3%	16.7%	83.3%	
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Within the CLB this year there has been an increase in children in P1,4 & 7 attaining:

Listening and Talking 21%

Writing 7.4%

Numeracy 3%

There has been a decrease in children attaining reading by 4%

Key Priorities: School & CLB

- New Assessment Tools for CLB to ensure more accurate assessment data for children on milestones and behind expectation which will demonstrate progression.
- Key focus on developing writing to raise attainment throughout the school and CLB
- Continue to maintain focus on reading throughout the school and CLB to raise attainment.

1.3 Leadership of change	Good
<p>Key Strengths: School/CLB</p> <ul style="list-style-type: none">• The leadership of the recently appointed Head Teacher which is impacting positively on school improvement.• The teamwork evident across the SLT and teachers which provides a solid foundation on which to lead improvements.• The highly effective use of the skilled PSAs contributing to the recent rise in attainment. <p>Key Priorities: School/CLB</p> <ul style="list-style-type: none">• Develop pupil skills in leading change through the newly formed pupil groups.• Increase pupil voice to provide opportunities all for children to contribute to the life of the school and lead their learning.• Develop the leadership capacity of the SLT and teaching staff with clearly defined roles, responsibilities and direction.• Create opportunities for CLB staff to meet with colleagues in similar establishments to develop leadership, collaboratively plan, share learning and experience new strategies that will have a positive impact on learning.	

2.3 Learning, teaching and assessment	Good
<p>Key Strengths: School and CLB</p> <ul style="list-style-type: none">• A variety of strategies are employed across the school to develop and support children's wellbeing, readiness to learn and to ensure all children are positively engaged throughout the day.• A broad range of learning environments have been developed within the school to allow for flexible approaches to learning and teaching.• Staff make effective use of digital technologies to support children with additional support needs. <p>Key Priorities: School and CLB</p> <ul style="list-style-type: none">• Develop consistent practice in the use of appropriate learning intentions, success criteria, differentiation, pace and challenge.• Embed the use of digital technologies across the curriculum to enrich learning experiences.• Facilitate further opportunities within and beyond the school to identify and share good practice in Literacy & Numeracy.	

3.1 Ensuring wellbeing, equity and inclusion	Good
<p>Key Strengths: School and CLB</p> <ul style="list-style-type: none">• Children experience a warm, positive and nurturing environment, built on strong relationships with key adults.• SLT know children and families very well with staff members having a good understanding of the social and cultural context of the school.• The school has a rich variety of partners who work very well with staff to support children in their health and wellbeing.• The SLT have a good knowledge, and clear understanding of statutory duties relating to additional support needs. They carry out their roles and responsibilities effectively which leads to children experiencing inclusive practice.	

Key Priorities:

- Outdoor spaces should be utilised for positive learning experiences within the CLB and school to help mitigate challenges, increase resilience and improve wellbeing.
- Continue to develop the Relationships Policy in line with Trauma informed approaches and practices.
- Teaching and Support Staff should engage in further training that empowers them to deal with challenging situations. The SLT are heavily relied on to support children requiring to be co-regulated.

3.2 Raising attainment and achievement/Securing children's progress

Good

Key Strengths:

School and CLB

- Staff understanding of the socio - economic context of the school and the impact of poverty.
- Planning for PEF and Targeted interventions which are tracked to identify progress.
- Range of opportunities offered to children for wider achievement.
Strategies for the monitoring of attendance and the impact this has had with increased attendance.

Key Priorities:

School/ELC

- Further develop the tracking and monitoring processes to ensure impact.
- Further develop staff understanding of benchmarks /pathways.
- Ensure staff are data informed and using the data to plan learning.
- Reflect on assessment framework to include children's ownership of assessment.
- Continue to focus on gaps in children's learning.
- Tracking of wider achievement and seeking further opportunities for children's leadership roles across the school

Key Achievements of the Establishment

- Our attendance has risen by a further 2% this year bringing us in line with the authority average
- All of our Primary 7 pupils achieved the Pope Francis Faith Award from SCES
- Primary 7 pupils received the sacrament of Confirmation in St Mirin's Cathedral in Paisley.
- The children in Primary 4 received the sacraments of Reconciliation and First Holy Communion.
- Our pupils achieved success in the Inverclyde Music Festival this year with first and second places for both our Junior and Senior Choir.
- Primary 5 pupils represented the school at the Scottish Burns Federation with one pupil being invited to participate in the regional finals in Renfrewshire.
- Primary 5 pupils enjoyed participating in the Dunedin Consort Workshops and Children's Messiah
- Our school athletic team demonstrated success in the Active Schools Competition when they achieved first place and won the trophy.
- Our football team has proved to be unstoppable this year as they participated in a number of football tournaments, winning almost all of their games and reaching top of the league.
- Primary 4 pupils were invited by the diocese to participate in a choral workshop and performance hosted by John Rutter CBE. This was a huge honour and the children enjoyed meeting new friends from primary schools within the diocese of Paisley.
- Almost all of our children have engaged with Active Schools clubs both during and after school giving them the opportunity to engage in a wide range of sporting activities.

