



## Context of the Establishment

Our School – All Saints Primary and Communication & Language Base

All Saints Primary is a Roman Catholic school in the east end of Greenock. We're proud to be home to a welcoming mainstream setting and a non-denominational Communication and Language Base (CLB).

In session 2024 -25, we supported 331 pupils across 14 mainstream classes and 24 pupils in our CLB, which runs across 4 small classes.

Our school community is supported by a dedicated and skilled team:

- Mainstream: 25 teaching staff (including the HT, DHT, and 2 PTs), 11 PSAs, 3 clerical staff, and a PEF-funded Health & Wellbeing Coach.
- CLB: 4 teachers (including a PT), 7 PSAs, and a part-time clerical assistant.
- Support Staff: 2 janitors from FES provide maintenance across the school.

## Our Learning Environment

Our bright and spacious building supports learning across two floors. Most classrooms open out onto flexible learning zones or outdoor spaces. We also have:

- A large dining area
- Library and nurture spaces including our Nurture Base and Nurture Nooks
- Two large gyms that open into one big hall for PE, performances, and events
- A well-used outdoor space: 3 playgrounds, a football pitch, a nature trail, an amphitheatre, and nature trail

We're especially proud of The Hive, our family learning hub – a calm, welcoming space for parents, children, and visitors to connect and learn.

## Our Vision

At All Saints, every child has every chance to succeed through high-quality learning in a nurturing, inclusive, and faith-filled community.

## Our Values

Our shared values – shaped by pupils, parents and staff – are at the heart of everything we do:

- Respect
- Honesty
- Kindness
- Determination

**Our Aims**

We aim to provide learning that helps every child grow, succeed and thrive. We want our pupils to be:

- Successful Learners – challenged and supported to achieve their full potential
- Confident Individuals – proud of who they are and connected to their school, parish and community
- Responsible Citizens – respectful, open-minded, and globally aware
- Effective Contributors – creative, resilient, and ready to work together or independently

Establishment priority 1

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

Assessment of children's progress

School Improvement

HGIOS/ELC QIs

2.3 Learning, teaching and assessment

3.1 Ensuring wellbeing, equality and inclusion

UNCRC

Article 28: (Right to education):

Article 31 (Leisure, play and culture):

## Planned Outcomes

By June 2025, we aimed to:

1. 1. Improve emotional wellbeing
  - 5% fewer pupils showing high needs (SDQ)
  - 3% fewer with low needs
  - 3% more pupils showing no additional needs
2. Increase school attendance by at least 1%.
3. Boost parental engagement, aiming for 5% more families attending school workshops.
4. Reduce serious behaviour incidents by 10% through our work on promoting positive behaviour.

## PEF Support for Closing the Gap

- Enhanced Nurture Teacher (0.6 FTE) – £38,711
- Health & Wellbeing Coach – £26,558.60

## Progress and Impact

### 1. Emotional Wellbeing

Our SDQ results surpassed expectations:

- 12% drop in high need
- 8% drop in low need
- 8% rise in pupils now showing no additional needs

Support from our Health & Wellbeing Coach and Nurture Teacher was key to this success. This included creating a bespoke timetable for children displaying distressed behaviour to access sessions with the enhanced nurture teacher as well as our Health and Wellbeing Coach. In addition to this we successfully implemented emotion works within the classrooms enabling children to recognise, understand and then work towards self-regulation.

### 2. Attendance

Overall attendance reached 91.6%. While still below the council average, we've made good progress with individual pupils through strong pastoral support and regular contact with families.

### 2. Parental Engagement

We saw a 6% increase in attendance from our first parental workshop in September to our final session in May. Feedback from families was very encouraging, with many parents commenting positively on the variety and relevance of the workshops. While measuring deeper engagement remains a challenge, we're pleased with the growing interest and will continue to explore ways to capture meaningful participation moving forward.

### 4. Positive Behaviour

Although we didn't meet our target of a 10% reduction in critical incidents, we have seen valuable progress in how incidents are managed and reported. Staff confidence in using restorative approaches has increased, and we're seeing earlier intervention and better de-escalation strategies. This has laid a strong foundation for continued improvement next session.

Next steps

- Embed Children’s Rights in learning and teaching Embed Social and Emotional learning
- Continue to develop trauma informed practice
- Track and monitor progress and achievement in health and wellbeing
- Strengthen pupil voice by providing more regular, meaningful opportunities to contribute to school improvement and decision-making.
- Continue to promote good attendance to ensure we meet Local Authority average

Establishment priority 2

NIF Priority

Improvements in attainment, particularly in literacy and numeracy

NIF Driver

Assessment of children's progress  
Teacher professionalism

HGIOS/ELC QIs

3.2 Raising attainment and achievement  
2.3 Learning, teaching and assessment

UNCRC

Article 29 (Goals of education):  
Choose an item.

### Outcomes (by May 2025)

1. We aim to increase the number of children achieving expected or better levels in reading to 83%.
2. We aim to increase the number of children achieving expected or better levels in writing to 80%.
3. We aim to increase the number of children achieving expected or better levels in numeracy and maths to 83%.
4. All assessments will be tracked consistently across the school, and staff will make effective use of our data dashboard to understand and support pupil progress.
5. 80% of children receiving targeted help in reading will make at least 6 months' progress in their learning.

### PEF Used to Support Closing the Gap

- 1.0 PEF Teacher – £58,082.51
- 0.8 PEF Teacher – £49,226.66

### Progress and Impact for Learners

1. Reading Progress  
We're pleased to report that 88.2% of pupils are now on track or above in reading—this is a strong improvement from last year's 84% and exceeds our original target of 83%.
2. Writing Progress  
76.5% of pupils are now on track or above in writing. While we didn't quite meet our target of 80%, this is still a solid improvement from 71% the previous year.
3. Numeracy Progress  
82.4% of pupils are on track or above in numeracy, which is a big jump from last year's 76.5%. We're just shy of our target of 83%.
4. Assessment and Tracking  
Teachers are now tracking reading assessments consistently three times a year across the school. This helps us clearly see how pupils are progressing and where extra support is needed.
5. Targeted Reading Support  
We're seeing great results from our targeted support in reading. 83% of children receiving this support made 6 months or more progress, which is a fantastic achievement.

### Next Steps

- Raise attainment in literacy, especially writing as well as numeracy,
- Deliver targeted support for dyslexic learners to close the writing gap
- Maintain focus on Raising Attainment in reading across the school
- Embed a consistent approach to tracking progress and achievement in reading, writing, numeracy
- Embed Play Pedagogy in P1–P2, with stronger observation and planning
- Improve differentiation and pace to meet all learners' needs
- Strengthen assessment, tracking, and staff confidence in professional judgement

<div>Establishment priority 3</div> <div><u>NIF Priority</u></div> <div>Placing the human rights and needs of every child and young person at the centre of education</div> <div>Improvement in skills and sustained, positive school-leaver destinations for all young people</div>	
<div><u>NIF Driver</u></div> <div>School Improvement</div> <div>School leadership</div>	<div><u>HGIOS/ELC QIs</u></div> <div>Choose an item.</div> <div>Choose an item.</div> <div><u>UNCRC</u></div> <div>Article 3 (Best interests of the child):</div> <div>Article 28: (Right to education):</div>

### Outcomes (by May/June 2025)

1. Young Leaders of Learning will be able to confidently talk about what's going well in our school, what could be improved, and what good learning and teaching looks like.
2. Pupils will notice and report real changes that have happened in school because of their feedback and leadership.
3. Most pupils will develop digital skills appropriate to their age, and the school will take part in the Digital Schools Award programme.
4. Meta-skills—like creativity, problem-solving and teamwork—will be clearly developed, and pupils will be able to talk about these and how they use them in their learning.
5. Children will have a deeper understanding of Global Citizenship and Cultural Diversity, and will be able to show how Children's Rights and the UNCRC influence their learning and actions.

PEF used to support closing the gap:

Not applicable for this outcome.

### Progress and Impact for Learners

#### 1. Pupil Voice and School Evaluation

Pupils in Primary 5 to 7 used the How Good is OUR School toolkit to look closely at what's going well and what could be improved. Their views helped shape our planning for next year. Although our Young Leaders of Learning began this important work, they weren't able to fully lead improvement due to staff absences that affected teacher availability for sessions.

#### 2. Pupil Leadership and Participation

Most children had a chance to take part in pupil groups and leadership roles. These opportunities helped pupils develop confidence, leadership, and a better understanding of how they can make a difference. Children told us they felt empowered and proud to help bring about change in the school.

#### 3. Digital Literacy and Online Safety

All classes took part in Internet Safety lessons and school assemblies on this topic. While this is a positive step, we know we need to continue developing digital literacy more widely. We've seen an increase in reports of negative online interactions outside of school, so we will work more closely with families to strengthen understanding and safety around social media use.

#### 4. Developing Meta-Skills

Pupils explored important skills like teamwork, resilience, and communication—particularly through outdoor learning and interdisciplinary topics. Our nature trail and local environment were used regularly across the school. While most children can name at least one skill they've developed, we want to build on this and make meta-skills more visible in everyday learning.

#### 5. Global Citizenship and Cultural Diversity

New reading materials and learning experiences have helped pupils explore topics like anti-racism, inclusion, and diversity. These themes have also been explored in school assemblies. Staff have taken part in training and now feel more confident addressing and recording incidents of racism using the right procedures.

### Next steps

Develop meta-skills throughout the school

We will continue to use the Meta-skills Framework to help teachers plan activities that support important life skills like creativity, collaboration, and critical thinking.

**Continue to build racial literacy**

We will keep working with pupils and staff to deepen understanding around race, diversity, and inclusion, ensuring our school remains a respectful and inclusive space for all.

**Embed a rights-based approach to learning**

Children's rights will remain at the heart of our school ethos. We'll continue to make sure pupils understand their rights and see how these are reflected in their learning and school experiences.

**Develop digital literacy to ensure progression in learning**

We will further develop pupils' digital skills across all stages to help them use technology effectively, safely, and with confidence in their learning.



## Data

Data for All Saints Primary Excluding CLB Pupils				
Percentage of Pupils On Track/Beyond Expectation				
	Listening & Talking	Reading	Writing	Numeracy
P1	92.5%	90.0%	90.0%	87.5%
P2	100.0%	91.3%	84.8%	89.1%
P3	97.9%	83.0%	78.7%	85.1%
P4	95.0%	85.4%	75.6%	80.5%
P5	91.5%	87.2%	80.9%	85.1%
P6	90.4%	92.3%	65.4%	75.0%
P7	94.7%	87.7%	80.7%	77.2%

Total	94.5%	88.2%	79.1%	82.4%
23/24	90.5%	84.0%	76.5%	82.4%

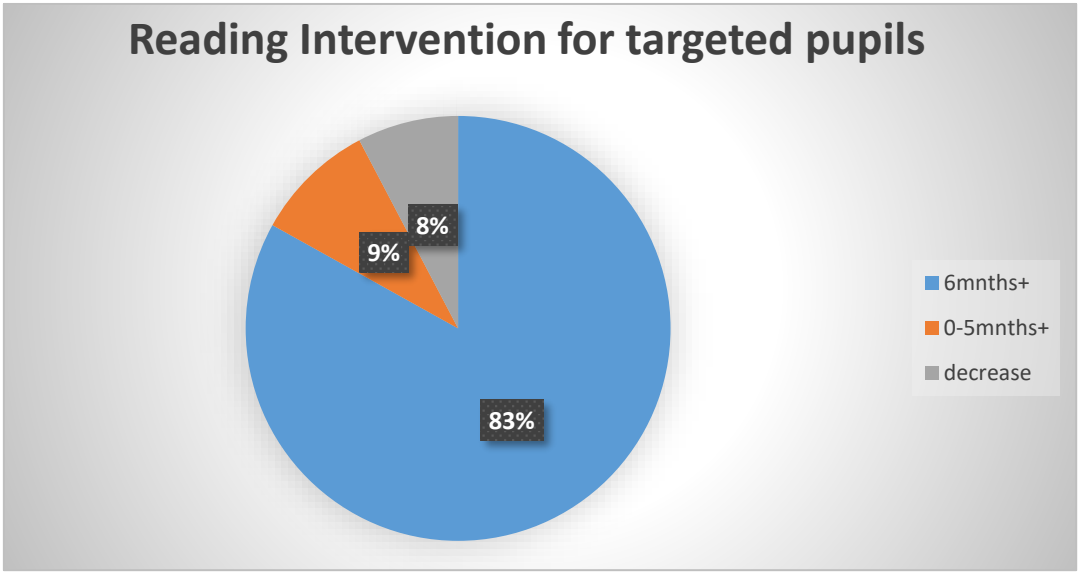
P1,4 & 7	94.2%	87.7%	81.9%	81.2%
23/24	89.5%	87.5%	77.6%	83.6%

Data for All Saints Primary Including CLB Pupils				
Percentage of Pupils On Track/Beyond Expectation				
	Listening & Talking	Reading	Writing	Numeracy
P1	80.9%	80.9%	78.7%	76.6%
P2	97.9%	89.6%	83.3%	87.5%
P3	90.4%	78.8%	71.2%	80.8%
P4	93.0%	84.1%	75.0%	77.3%
P5	92.0%	86.0%	78.0%	86.0%
P6	90.4%	92.3%	65.4%	75.0%
P7	95.0%	86.7%	76.7%	73.3%

Total	91.5%	85.6%	75.4%	79.3%
24/25	89.0%	81.8%	73.7%	81.0%

P1,4 & 7	90.0%	84.1%	76.8%	75.5%
23/24	89.3%	85.4%	75.3%	83.5%

Increase %			Decrease %	
------------	--	--	------------	--



Data from GWMT demonstrating increase in children feeling safe in school from Point A (September) to Point B (January)

TOTAL SCORE	Affiliati on	Agenc y	Autonom y	Healthy & Safe
Point A	7369.0	7545.0	7173.5	7241.0
Point B	8557.0	8863.0	8383.5	8441.0
Score Change	1188.0	1318.0	1210.0	1200.0

TOTAL %	Affiliati	Agenc	Autonom	Healthy &
Point A	85.7%	87.7%	83.4%	84.2%
Point B	99.5%	#####	97.5%	98.2%
% Change	13.8%	15.3%	14.1%	14.0%

Key Strengths:  
School

- Continued improvement in attainment across literacy, with strong progress in reading, writing, and listening & talking as well as numeracy.
- Effective targeted interventions that support individual learner needs and help close the attainment gap.
- Creation of nurturing, engaging spaces that promote wellbeing and support emotional and social development.

Key Priorities:  
School

- Further develop writing across all stages to improve quality, consistency and pupil confidence.
- Strengthen our focus on promoting positive relationships, building on restorative and nurturing approaches.
- Continue to raise attainment in numeracy, ensuring high-quality learning and targeted support for all learners.
- Improve how we track and analyse data, using it more effectively to inform planning and support.
- Work towards becoming a Rights Respecting School, embedding children’s rights across our whole school community

## National Improvement Framework Quality Indicators

### 1.3 Leadership of change

Good

#### Key Strengths:

- Our school vision reflects our commitment to helping every child reach their full potential and succeed.
- Senior leaders provide clear direction and support to help move the school forward at a good pace.
- Staff regularly work together, sharing ideas and learning from each other to improve practice.
- Everyone on our team understands the social, economic, and cultural background of our local community, and we use this knowledge to support our learners effectively.
- Staff have regular opportunities to take part in high-quality professional learning, which helps them reflect on and improve their teaching.
- Staff leadership, including pupil voice groups as well as Curriculum Leaders and Working Parties

#### Key Priorities:

- We want to create more opportunities to encourage creativity, innovation, and enquiry across the school—for both staff and pupils.

### 2.3 Learning, teaching and assessment

Good

#### Key Strengths – Learning, Teaching and Assessment

- We celebrate children's achievements both in and out of school, recognising their efforts and successes in many areas.
- There is a warm and positive atmosphere in our classrooms, helping children feel safe, supported, and ready to learn.
- Staff have high expectations for all learners, and strong, respectful relationships are a clear strength across the school.
- Children take part in active and collaborative learning, where they work together, share ideas, and learn from each other.

#### Key Priorities:

- We want to make learning more challenging and engaging, so that pupils stay focused, build resilience, and feel motivated throughout lessons.
- We are encouraging children to take a more active role in school life, including taking on leadership roles and helping to lead learning.
- Our assessments will be better matched to each child's needs, helping them show what they've learned and what they're ready for next.
- We aim to make better use of digital technologies to support learning and show clear progression over time.
- Staff will continue to develop their skills in analysing data so we can plan even more effectively for improvement.
- Supporting dyslexic learners to make appropriate progress in writing

### 3.1 Ensuring wellbeing, equity and inclusion

Good

#### Key Strengths:

- Our school is built on strong, supportive relationships. We work together with shared values and high expectations for all.
- We make good use of our outdoor spaces to support learning and wellbeing.
- We've created a safe, welcoming environment where children feel secure. Staff are caring and responsive to each child's emotional and wellbeing needs.

#### Key Priorities:

- We'll continue to encourage positive behaviour and support children in understanding and managing their emotions.
- We want to offer more chances for children to learn about different cultures, celebrate diversity, and speak out against racism.
- We're working to make sure everyone—children, staff, and families—has a clear and shared understanding of children's rights and how they are respected in our school.

### 3.2 Raising attainment and achievement/Securing children's progress

Good

#### Key Strengths:

- Attainment levels in literacy and numeracy continue to show an upward trend, reflecting sustained improvement across the school.
- Targeted and effective interventions are in place, supporting ongoing progress for learners in both literacy and numeracy.
- A broad and diverse range of activities is offered, providing children with opportunities to develop a wide variety of skills and celebrate their achievements.

#### Key Priorities:

- Improvement in overall attendance levels remains a key area of focus to support learner engagement and attainment.
- Develop and implement more robust systems to effectively track and monitor wider achievements across the school.
- Ensure that teacher professional judgements, supported by benchmarking and a broad range of appropriate assessment evidence, are consistently leading to improvements in attainment

## Key Achievements of All Saints Primary School

This year, we're proud to highlight a range of achievements that reflect the hard work, talents, and dedication of our pupils, staff, and wider school community. These successes show the positive impact of learning beyond the classroom, strong partnerships, and a real sense of teamwork.

### **Silver Reading Schools Award**

We were delighted to receive the Silver Reading Schools Award, recognising our commitment to building a strong reading culture throughout the school. Pupils have had fantastic opportunities to engage with books, authors, and creative reading activities.

### **Gold Sports Award**

Achieving the Gold Sports Award reflects our focus on health and wellbeing, and the importance we place on physical activity. Pupils take part in a wide range of sports and clubs, developing teamwork, confidence, and a love of being active.

### **Eco-Schools Award**

Our work in sustainability and environmental education was recognised with the Eco-Schools Award. Pupils are actively involved in projects that promote recycling, looking after the school grounds, and making eco-friendly choices.

### **Pope Francis Faith Award**

We're really proud that 55 of our Primary 7 pupils earned the Pope Francis Faith Award this year. It's a great achievement that shows how well our children are living out their faith and putting Gospel values into action. It also reflects the strong support from families, staff and our parish community – a real team effort!

### **Cloch Cup Football Award**

Our football team brought home the Cloch Cup, showing great skill, teamwork, and sportsmanship.

### **Athletics and Netball**

Pupils took part in a number of athletics and netball events, proudly representing the school. These activities promote perseverance, physical fitness, and school spirit, and we're proud of the effort and sportsmanship shown.

### **Easter Door Competition Winners**

Creativity was on full display as our classes took part in the Easter Door Decorating Competition. We were thrilled to be named winners—another example of how we encourage fun, imaginative learning across the school.

These achievements are a wonderful reminder of how our school community works together to provide opportunities for children to thrive, feel proud, and be recognised for their talents and efforts.