

Context of the school:

St. Andrew's Primary is a denominational primary school which is situated in Larkfield, serving the Larkfield, Braeside and Branchton areas of South-West Greenock.

Our school currently has a roll of 240 pupils. There are nine classes – three of which are composite. We have 16 members of the teaching staff - which includes the Head Teacher, one Depute Head Teacher, one Principal Teacher, 11 class teachers including three teachers who teach various classes for Health and Wellbeing and STEM. The Head teacher and Depute Head are non-class committed. We also have a teacher who is responsible for our nurture class.

Pupils are supported by two EYECOs, five Additional Support Needs auxiliaries, four classroom assistants and our janitor. Our office staff has one full-time senior clerical assistant and two part time clerical staff.

The school was totally refurbished and opened as St. Andrew's in October 2011 to provide a bright, stimulating environment which includes a large PE hall, three playground areas, a Multi-Use Games Area (MUGA) and a computer suite. We also have a very well used library. This year we allocated some PEF to enhance and refresh our book stock.

Our Vision

Working together we aim to ensure an active, fun education which enables learners to use their God-given talents in order to fulfil their potential in every way. At the centre of our work is the good and benefit of every St. Andrew's child.

Our Values

Honesty

Respect

Responsibility

Our aims

We strive to provide the highest quality learning and teaching. We aim to ensure that all our children attain their full potential, making constant progress and acquire the full range of skills and abilities relevant to growing, living and working in the modern world.

We aim to get it right for every child and provide a caring environment in which all children feel safe, healthy, active, respected and responsible, included and nurtured.

As an Attainment Challenge school, we have received additional teacher input for targeted children across our school and have used our Pupil Equity Funding to further enhance additional support for more pupils to reduce the attainment gap.

Our attainment:

For session 2016/17 our attainment data shows good progress, with achievement of CfE levels showing an increase in most areas since 2015/16. In Primary 1, the percentage of pupils achieving Early level in Listening and Talking is lower than the local and national average. However, the percentage achieving Early level in Reading and Writing is above the national average but below the local average. The percentage achieving Early level in Numeracy is below the national and local average.

The percentage of pupils in Primary 4 achieving First level is lower than the local and national average in Listening and Talking, Reading and Numeracy but above both the local national averages in Writing.

The percentage of pupils in Primary 7 achieving second level in Reading is above the local and national average, on par with the local average for Listening and Talking but above the national average and just below the local and national averages in Writing. This is level with the national average for Numeracy but below the local average.

At P4, the percentage of pupils achieving the appropriate level in all areas dips but rises again in most areas apart from Numeracy by P7.

The gap between the percentage of pupils achieving a level in our school and the national and local averages is greatest in numeracy at Early and First levels. Within our school, the data shows a downward trend from P1 through to P7 in the percentage of pupils achieving the appropriate levels in Writing.

Raising attainment in Writing and Numeracy will be a key priority of next year's School Improvement Plan.

	Listening/Talking %		Reading %		Writing %		Numeracy%	
	Inverclyde	National	Inverclyde	National	Inverclyde	National	Inverclyde	National
P1	87	85	85	80	83	77	88	83
P4	88	83	77	77	73	71	74	75
P7	84	81	77	76	69	69	74	70

When looking across our local authority comparator schools, the percentage of our Primary 1 pupils achieving Early level is slightly above for Listening and Talking, Reading, Writing and Numeracy.

In Primary 4 the percentage of pupils achieving First level are equal to our comparator schools for Reading and Writing but lower for Listening and Talking and Numeracy.

The percentage of pupils achieving Second level in Primary 7 is higher than our comparators for Reading, Writing, Listening and Talking and equal to our comparators for Numeracy.

Following successful moderation this session, staff are becoming increasingly familiar with the standards expected to achieve a level. We will continue to work on this as a school and across our cluster. The Authority also has an evolving Moderation Plan which we will participate in fully next session.

[Achievement of a Level data](#) - click on this link and follow instructions below

(Select Inverclyde Authority and school from menus on the right)

Review of progress for session 2017-18

<p>School priority 1: Improvements in attainment, particularly in literacy and numeracy</p>	
<p><u>NIF Priority</u> Improvements in attainment, particularly in literacy and numeracy</p> <p><u>NIF Driver</u> Assessment of children's progress Teacher professionalism</p>	<p><u>HGIOS4 QIs</u> 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.2 Curriculum</p>
<p>Strategies (from SIP 2017-18)</p> <p>All teaching staff will engage in Visible Learning training provided by Osiris. Moderation developed from last session's Inter-Authority work. Ensure reciprocal teaching approach in all stages. Enhanced use of SEAL throughout Early and First level Numeracy and Number Talks used more fully in all stages. Implementation of St. Andrew's Primary Numeracy Action Plan. Active Literacy to be developed in the early and middle school.</p> <p>Progress</p> <p>All teaching staff have participated in two In-Service days with Osiris and also worked as a staff team in implementing the Action Plan created by the guiding coalition (Impact Coaches, HT and DHT) for the school following feedback from the scoping visit. Staff used House Meetings, assemblies and class learning to introduce characteristics of a learner for discussion before deciding, as a school, what our main desirable characteristics are. The Action Plan has been mostly achieved and we will create a new one early next session to plan the next steps. Two members of the teaching staff also attended Impact Coach training days as well as SMT attending Evidence into Action training days.</p> <p>In-school moderation focused on Writing at all levels. Cluster Moderation focused on writing also. Many staff attended authority sessions developing understanding of the moderation model being used in the authority. Reciprocal teaching strategies observed as part of SMT observations show good use throughout the school.</p> <p>The school has introduced the Numeracy and Mathematics progression pathways this session alongside their own current planner. By August all teachers will be using the Inverclyde Pathway only. Staff have worked closely with the Attainment Challenge Coaching and Modelling Officers to develop their skills in the teaching of literacy and numeracy.</p> <p>Implementation of St. Andrew's Numeracy Action Plan has supported whole school, common approaches to learning in numeracy. Attainment Challenge Coaching and Modelling Officers have supported class teachers in the use of SEAL up to Primary 4 and have introduced</p>	

Number Talks throughout the school. Our NQT staff member carried out a practitioner enquiry into the benefits of Number Talks and their usefulness in raising attainment in her P6 class.

A new Literacy Pathway was introduced this year – staff reported feeling more confident in providing progressive framework for pupil learning. This was used in the short-term until the Inverclyde Pathway could be introduced properly. This Pathway will be introduced in August 2018.

Impact

SMT are seeing greater consistency of teaching across the school. When fully implemented, the Numeracy and Mathematics Progression Pathways will ensure progression for all from early level through to the end of second level. This has already had apposite impact on the robustness of Teacher Professional Judgements in May 2018.

Teachers are more confident in their planning and delivery of Active Literacy and use of Number Talks are much more evident throughout the school.

Next Steps:

Continue with Visible Learning programme – evaluating the current Action Plan and creating our next steps.

Ensure all staff are following the Inverclyde Numeracy and Mathematics Progression Pathways and introduce the Inverclyde Literacy and English Progression Pathways.

Literacy Development Plan has been created by teaching staff and will be implemented from August 2018.

Support staff in the use of SEAL in the lower school, due to staff changes, and increase the focus on developing mental agility in the upper school.

Develop staff skills in dialogic and reciprocal teaching.

School priority 2: Closing the attainment gap between the most and least disadvantaged children

<p><u>NIF Priority</u> Closing the attainment gap between the most and least disadvantaged children</p> <p><u>NIF Driver</u> Assessment of children's progress Teacher professionalism</p>	<p><u>HGIOS?4 QIs</u> 1.3 Leadership of change 2.3 Learning, teaching and assessment 2.7 Partnerships</p>
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Strategies (from SIP 2017-18)

Increase staff use and analysis of assessment and tracking data to ensure a clear focus for discussion of appropriate progress of both individuals and groups.

Inverclyde Council Managing Attendance Policy to be fully implemented.

Increased support for LAC pupils through LAC teacher.

Progress

Progress meetings focus on levels achieved using assessment data to support findings. Regular review and prediction of levels of achievement has helped SMT target support staff interventions as required to meet pupil needs.

SMT and office staff are making good use of the Attendance Policy, sending letters/arranging meetings as required.

Impact

Teachers are more confident when analysing data and, as a result, more able to identify those pupils requiring additional support/challenge. There is also an increased focus on progress over the year.

The average attendance for the school has shown a decrease to 92.6% from 93.6% last year. This is lower than our local comparators. However, our exclusion rate remains 0% which is lower than our comparators, a reflection of our school's nurturing, inclusive ethos.

LAC pupils have made good use of the 1 to 1 support of the LAC teacher. This has supported their progress and their personal and social development at the same time.

Next Steps:

Share the BGE Tool with staff, showing where the school sits against national comparators.

Staff will meet with HT at tracking points to discuss levels to ensure increased focus and accuracy in data being recorded.

Continue to focus on differentiation to ensure support and challenge for all pupils.

Full implementation of attendance policy with clear systems known by all to ensure maximum impact.

School priority 3: Improvement in children and young people's health and wellbeing

<p><u>NIF Priority</u> Improvement in children and young people's health and wellbeing</p> <p><u>NIF Driver</u> Parental engagement Teacher professionalism</p>	<p><u>HGIOS?4 QIs</u> 3.1 Ensuring wellbeing, equality and inclusion 2.6 Transitions 2.7 Partnerships</p>
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Strategies (from SIP 2017-18)

- Improve the playground experience for all pupils.
- New Nurture teacher to support appropriate pupils.
- Further development of GIRFEC pathways to support pupils.
- Promote and celebrate the centenary of Catholic schools in Scotland.
- Development of UNCRC to provide leadership opportunities.
- Review and develop transition arrangements.

Progress

Pupil Playground group used budget to choose and purchase new playground games and equipment which are used daily.

Nurture teacher works collegiately with staff, parents and pupils to support pupils' learning and social and emotional wellbeing.

Focused discussion during GIRFEC/Progress meetings concentrating on each pupil.

New Reporting format creates shared Targets for each child at three points in the year with progress/achievement shared with pupils and parents regularly.

In school focus on Centenary, Cluster masses, RE staff from St. Columba's visited P7 class.

Discussion around Children's rights is feature of daily practice in class and around the school. Staff team lead this with pupil support.

Cluster DHTs created working group with Early Years partners to share pedagogical approaches, planning formats and to develop the partnerships between establishments.

Cluster partners participated in Moderation exercise with school Early level practitioners.

Improved planning for children with additional needs by creating pupil profiles, learning passports, individual action plans, wellbeing assessments.

Pupil Voice surveys show that children feel happy and safe in school.

Children feel listened to and know how to access support in times of need.

Across the school staff make use of Inverclyde's PRPB policy which focuses on establishing positive relationships and helping children deal with difficulties using a restorative approach.

Teacher delivered Families Connect programme to parent group alongside CLD worker. This was supported by a grant from Save the Children. Parents reported very positively on the experience and enjoyed attending.

Impact

Pupils report that there is more to do for them in playgrounds which makes for better break times.

Children are able to discuss the rights of the child. This has resulted in more positive relationships, as reported in House meetings.

New reporting format has supported all pupils on their particular Pathway and shared better information on progress with pupils and parents.

Nurture teacher supports all staff to ensure all pupils are supported in their learning but also with their social and emotional needs.

Projects to further improve early years to Primary 1 transition have been ongoing for the whole year – Primary 6 pupils led Reading projects with our two main associated early years establishments and Primary 7 playmakers led a programme with Larkfield Children's Centre.

Families Connect supported parent group to further help and support their children. Good sized group involved who attended regularly.

Next Steps:

Appoint a Health and Wellbeing Coach to provide targeted support at interval, lunch, after-school and during class-time to support pupils' physical and emotional needs.

Organise a broad range of events to increase parental engagement in children's learning working with CLD.

Whole staff training refresh on using Restorative approaches to improve consistency which we will also share and develop with pupils.

Children to create a pupil friendly PRPB policy.

Deliver Families Connect programme again with new parent group.

School priority 4: Improvement in employability skills and sustained positive school leaver destinations for all young people
NIF Priority

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

NIF Driver

School leadership

Teacher professionalism

HGIOS 4 QIs

2.6 Transitions

3.3 Increasing creativity and employability

2.7 Partnerships

Strategies (from SIP 2017-18)

Engage with Inverclyde Employability Skills Grid.

Develop staff awareness of Digital technologies.

Increase opportunities for pupils to share learning in larger audiences.

Progress

Staff are now familiar with the DYW skills grids and these are discussed with pupils.

Ongoing Visible Learning Characteristics learning connects with skills for life and work – Growth Mindset, Resilience etc.

Primary 7 pupils participated in Enterprise/Entrepreneur workshop.

Pupils have various opportunities to create presentations which are shared with others, including Parents.

ICT action plan was created and the objectives successfully achieved.

Impact

Children are more able to talk about the relevance of their learning and how they can apply their skills in a variety of contexts. This is evident through discussion with pupils during Learning Talks, observations of learning and House Meetings.

Increase in the use of digital technologies available to children and staff are increasing skills in this area.

Leadership opportunities exist for pupils to apply their employability skills through playmakers, House Captains, House Meetings, Rights Respecting committee, playground committee, presenting at assembly etc.

Staff are encouraged to refer to the skills development grid when planning learning experiences for children.

This is also developing using the new reporting format as children suggest, discuss and share learning targets.

Next Steps:

Pupil will share their Learning Characteristics to parents in a Skills Showcase. Develop links with other agencies with the support of CLD, West College and various employers.

Increase the Wi-Fi capacity across the school to provide all classes with laptop access.

National priority: How we are ensuring Excellence and Equity?

Gaps in attainment

Our SIMD profile does not lend itself to focus on identifying the attainment gap between SIMD 1 & 2 and 9 & 10 – approximately 78% of our pupils are in SIMD 1 & 2. Instead, we have a whole school focus on raising attainment for all pupils. This does, however, also include specific view of pupils in SIMD 6 – 9.

How PEF funding has been used

- Visible Learning training
- 3 x ASN auxiliaries
- IT equipment
- Literacy, numeracy and Health and Wellbeing resources
- Additional teaching staff when available

Evidence of Impact

- Staff have a clear action plan for the school on how to move forward in developing their skills to enhance learning and teaching. All teaching staff created the baseline of requirements for what makes a 'Good' lesson in St. Andrew's. SMT have evidenced the impact of the Visible Learning focus through direct classroom observation and pupils' ability to talk about their learning.
- Targeted, identified pupils show an observed increase in confidence in reading, writing and numeracy, resulting in improvements in reading, writing and numeracy at all levels as shown through assessment data, jotter monitoring and formal observation. This is also reflected in summative data from SEAL, PIPS, SNSA etc.
- Teacher and pupil engagement in the use of digital technologies has increased, contributing to a rise in attainment in literacy as shown through pupil focus groups and assessment data. This has been especially evident in those who were lacking motivation in their learning. New laptops are used to support whole class activities and also for targeted individuals e.g. pupils with dyslexia.
- The purchase of resources to support Active Literacy and SEAL has allowed teachers to fully engage in the programmes with a better

understanding of progression, contributing to a rise in attainment as shown through assessment data. Support staff are familiar with SEAL and Active Literacy strategies and support children very well in class as well as through targeted interventions. Some staff were able to attend Attainment Challenge training but we have used our own staff expertise to share the approaches as well as accessing Coaching and Modelling Officer support.

- An evidence based package of enhanced interventions exist for pupils who require it in Primary 1 – 7. Our SfL teacher, DHT and ASN auxiliaries participate in regular professional dialogue to plan and assess the impact of these interventions.

What is our capacity for continuous improvement?

We consider we have very good capacity to improve :

Our dedicated staff team are developing their commitment to Career Long Professional Learning. Teaching staff engage in Professional Review and Development meetings with a clear focus on our School Improvement Plan and their next steps in their own learning as well as their opportunities to support school improvement. Our annual overview clearly details our collegiate Professional Learning activities and we share the focus of our evaluations, clearly linked to the HGIOS 4 indicators.

We ensure that all stakeholders are consulted on the work of the school and how to improve, through questionnaires, professional dialogue and meetings.

A range of data is used to identify strengths and areas for support within our classes which we act upon through long and short term interventions.

NIF quality indicators

Quality Indicator	School Self Evaluation	Key priorities for session 2018/19
1.3 Leadership of change	Good	Revisit/develop our Curriculum Rationale in partnership with all stakeholders – particularly in light of Visible Learning progress.
2.3 Learning, teaching and assessment	Good	Further develop staff knowledge and expertise in

		reciprocal and dialogic teaching. Visible Learning plan is updated for next session after successful implementation to date.
3.1 Ensuring wellbeing, equity and inclusion	Good	Focus on fully embedding Restorative practice throughout the school. Develop Family Learning throughout the school. New Health and Wellbeing Coach employed through PEF.
3.2 Raising attainment and achievement	Good	Further increase staff skills in the analysis and interpretation of data, including use of the BGE toolkit. Introduce Inverclyde Literacy and Numeracy Progression Pathways. Use new commercial assessments as well as SNSA data to increase staff use and analysis of data to support improvement.

Key Achievements of the school

We raised various amounts of money for various charities this year:

£549.42 for Ardgowan Hospice through a Go Yellow day

£177.60 for Poppy Scotland, one of our annual collections

£83.80 for Ardgowan Hospice through a pupil-organised football match

£242.15 for MacMillan Cancer Support in our coffee morning

£402.28 for Missio Scotland through various activities

We also became the first school in Inverclyde to have a collection for Nurturing Inverclyde where pupils donated essential items for Going Home boxes as well as making cards to donate. We will hold an annual event every February for this local charity.

Many of our pupils participated with success in football, basketball and athletics events throughout the year.

Our Primary 5 pupils participated in a fantastic Literacy Trail with Morton FC and their Community team – even meeting and interviewing some players.

P7 had a most successful week at Lockerbie Manor and Primary 6 pupils participated in a wide variety of activities at the National Sports Centre in Largs.