

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 236 pupils. There are ten classes – four 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 P.E, Art and Mathematics. 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 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, stage, three playground areas, a Multi-Use Games Area (MUGA) and a computer suite. We also have a very well used library which has been expanded through use of PEF.

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 raise attainment throughout the school by implementing targeted interventions in specific areas of need.

Our attainment:

For session 2017/18 our attainment data shows good progress, with achievement of CfE levels showing an increase in most areas since 2016/17.

In Primary 1, the percentage of pupils achieving Early level in listening and talking is the same as the local and national figures but the percentage achieving Early level in Reading and Writing is above the national and local figure. The percentage achieving Early level in Numeracy is equal to the national and local figure. This is an improvement in all areas in comparison to the local and national figures.

The percentage of pupils in Primary 4 achieving First level is just below the local and national figure in Listening and Talking. In Reading, our figure is equal to that of Inverclyde but ahead of the National figure. Our achievement in Writing is ahead of the National and local figure. In Numeracy, our level of achievement is slightly lower than that of Inverclyde but is above the National figure.

The percentage of pupils in Primary 7 achieving second level in Writing is above the local figure and level with the National total. In Listening and Talking and Reading our figure is slightly lower than both the local and National total. This is also the case in Numeracy when we compare the local figure but we are level Nationally.

Within our school, the data shows a downward trend from P1 through to P7 but our achievement of a level data in Primary 1 and 4 shows an increase from last year. In Primary 7 there is a slight dip in Reading and Listening & Talking, but Writing and Numeracy are level with last year's levels.

	Listening/Talking %		Reading %		Writing %		Numeracy%	
	Inverclyde	National	Inverclyde	National	Inverclyde	National	Inverclyde	National
P1	87	87	85	81	84	78	87	85
P4	86	85	79	77	75	72	80	76
P7	83	84	77	79	71	73	73	75

When looking across our comparator schools, the percentage of our Primary 1 pupils achieving Early level is above for all areas.

In Primary 4 the percentage of pupils achieving First level are above our comparator schools for Reading and Writing and Numeracy but just below for Listening and Talking.

The percentage of pupils achieving Second level in Primary 7 is slightly lower than our comparators in all areas.

Following continued successful moderation this session, staff are becoming increasingly familiar with the standards expected to achieve a level. We continue to work on this as a school and across our cluster. The Authority also has a Moderation Plan which we will continue to 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 2018 -19

School priority 1: Improvements in attainment, particularly in literacy and numeracy

NIF Priority

Improvements in attainment, particularly in literacy and numeracy

NIF Driver

Assessment of children's progress
Teacher professionalism

HGIOS4 QIs

3.2 Raising attainment and achievement
2.3 Learning, teaching and assessment
2.2 Curriculum

Strategies (from SIP 2018-19)

- Develop our Curriculum Rationale using staff, pupil and parent input.
- 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.

Progress

- Ongoing activities involving Rationale – gathering information and adapting overall vision as we continue to adapt and develop our school experience.
- Continuation of Visible Learning Action Plan and three further In-Service days which included staff involvement in Impact Cycle research, paired observations of learning, pupil surveys and also the development of a further plan to embed Visible Learning throughout the school.
- Staff have successfully adapted to the full use of Numeracy and Literacy Pathways.
- Literacy Development Plan fully implemented – next steps will be identified – including whole staff input from CMO to develop Dialogic approach will be accessed.
- Movement of support staff around the school provided opportunities for peer support and further staff development in the use of SEAL and North Lanarkshire approaches. Increased confidence and awareness amongst staff.

Impact

- Teacher, as well as pupil, understanding and use of feedback has developed across the school as a result of peer observations, staff discussions, professional reading, Impact Cycle focus for all staff.
- This has been evidenced in SMT learning observations.
- Numeracy and Mathematics Progression Pathways ensure progression for all from Early level through to the end of Second level. Teaching staff can confidently and accurately comment on progress and projected achievement for pupils throughout the year and there is more robust reporting of achievement of a level by staff.

- Every class began the session with a novel focus which promoted personal reading as well as supporting all pupils to access texts. A Reading Group of staff and pupils then developed this throughout the year with increased focus on personal reading and we participated in the First Minister's Reading Challenge.

Next Steps:

- Further whole school activities to compile Curriculum Rationale.
- Further use of Literacy and Numeracy Pathways incorporating changes and updates.
- Further develop philosophy of learning through Play at Early Level.
- Work more closely with Attainment Challenge CMOs to further enhance and develop learning and teaching at all levels across the school.
- Whole school implementation of new Visible Learning Action Plan.
- Enhance whole school reading habits and engagement through pupil-led initiatives to develop our school library, access to exciting reading materials etc.

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>HGIOS4 QIs</u> 1.3 Leadership of change 2.3 Learning, teaching and assessment 2.7 Partnerships</p>
--	--

Strategies (from SIP 2018-19)

- 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.
- Appointment of Health and Wellbeing Coach to support pupil involvement and engagement.
- Use of Inverclyde Pathways to ensure progression in learning.

Progress

- Increased use of authority Data spreadsheet, highlighting annual pupil progress.
- Some staff involved in gathering data and creating school Data Pack (PT and Sfl Teacher)
- Progress meetings focus on levels achieved using assessment data to support findings. New Seemis Progress and Achievement system has allowed staff to keep regular updates of progress as they occur.
- Regular prediction of levels of achievement and discussion of individual pupil needs has helped target support interventions as required to meet pupil needs, including use of staffing.

- SMT and office staff are making good use of the Attendance Policy.
- Class learning observations have differentiation as aspect of the focus.

Impact

- As a result of the use of PEF, our Support for Learning teacher is gathering data and working closely with class teachers to analyse data to establish targeted support and interventions for pupils in need.
- We continue to monitor attendance and aim to react to 'dips' when we identify them.
- LAC pupils have continued 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.
- Termly meetings between SMT and class teachers, along with SfL teacher discussing assessment data with class teachers, has resulted in regular monitoring of progress for all pupils with timely intervention when required.

Next Steps:

- Continue to use authority data spreadsheet as well as introducing staff use of the BGE toolkit. Staff will also use SNSA data as well as other summative results to fully develop a picture of every child.
- Make use of authority differentiation training inputs as well as in school activities to support the successful implementation of differentiated learning for all pupils.
- Further development and improvement in Learning and Teaching approaches throughout the school, accessing support and input from CMOs and also sharing good practice within staff.

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

NIF Priority

Improvement in children and young people's health and wellbeing

NIF Driver

Parental engagement

Teacher professionalism

HGIOS4 QIs

3.1 Ensuring wellbeing, equality and inclusion

2.6 Transitions

2.7 Partnerships

Strategies (from SIP 2018-19)

- 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 refresher training on using Restorative approaches to improve consistency which we will also share and develop with pupils.
- Children to create a pupil friendly PRPB policy.

Progress

- Health and Wellbeing Coach has had a positive impact in supporting teaching staff delivery of PE curriculum. He has increased active sessions for all pupils attending Breakfast Club. Increased attendance at lunchtime and after school

clubs has been noted. Coach has been able to identify groups not participating, e.g. Girls in upper primary, and organised a group specifically aimed at them, including them in planning of inputs.

- Continued sessions with CLD – attempts to run T-Club were unsuccessful due to low response but other events continue to be popular with certain parents.
- Support from CMO – Barriers to Learning for all staff – some staff independently worked with CMO to support their own class.
- Pupil group created PRPB but there were delays when staff changed – ASC friendly version was discussed.

Impact

Transition programme continued this session – 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.

HGIOS 4 Pupil version was used as focus for House Meeting agendas and opinions, ideas gathered and Action Plans created for immediate action and also to inform future planning.

Next Steps:

- Use of HGIOS Action Plans from pupil feedback.
- Creation of Sport Committee who will focus on national award as framework for development.
- Increased opportunities for Pupil Voice to be heard through regular House meetings, greater number of ‘Voice’ groups based on pupil suggestions and identified areas for improvement.
- Continue to involve CLD and Barnardo’s in offering opportunities for Family Learning – all staff encouraged to consider enhanced opportunities to share learning with families.
- Revisit and publish pupil PRPB with ASC variation.
- Initiate Whole School Nurturing approach with support of CMO – create Action Plan.

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

<p><u>NIF Priority</u> Improvement in employability skills and sustained positive school leaver destinations for all young people</p> <p><u>NIF Driver</u> School leadership Teacher professionalism</p>	<p><u>HGIOS 4 QIs</u> 2.6 Transitions 3.3 Increasing creativity and employability 2.7 Partnerships</p>
--	--

Strategies (from SIP 2018-19)

- 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.

Progress

- Posters displaying Characteristics of a St. Andrew's Learner are displayed around school and in every class. These are shared, discussed and referred to regularly.
- Primary 7 pupils participated in workshops in West College Scotland
- Primary 6 pupils participated in Enterprise/Entrepreneur workshop.
- Increased access to laptops by all pupils – greater opportunities to develop Digital Literacy skills.

Impact

- Shared language and understanding of what makes a good learner in St. Andrew's
- Greater engagement with wider community through workshop experiences.
- Increased staff and pupil engagement with Digital technologies within a wider range of learning.

Next Steps:

- Increased opportunities for Pupil Voice to be heard through regular House meetings, greater number of 'Voice' groups based on pupil suggestions and identified areas for improvement.
- Increased whole school focus and action plan developing STEM and Digital Literacy.
- STEM grant funding accessed (planned) to develop various aspects of STEM agenda in school and cluster.
- Visible Learning Action Plan will further embed understanding of learner characteristics with pupils and families.

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 77% 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 3 – 8.

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 to enable specific additional data analysis and supporting role for SfL teacher focusing
- Health and Wellbeing Officer to work across all levels

Evidence of Impact

- Attainment and Achievement figures show positive improvement across all levels. as shown through assessment data, jotter monitoring and formal observation. This is also reflected in summative data from SEAL, GL assessment, SNSA etc.
- Teacher understanding of and use of feedback has developed across the school as a result of peer observations, staff discussions, professional reading and staff

involvement in an Impact Cycle research activity. Pupils are clearer in the purpose of feedback and its role in supporting their improvement.

- All staff have greater awareness of and ability to analyse data pertinent to their learners and can discuss suitable next steps and interventions to support progress.
- Further embedding of progressive learning and teaching approaches throughout the school – supported by CMOs, Progression Pathways and regular professional discussions.
- Pupil engagement increased as part of school self-evaluation programme.
- Shared language and understanding of what makes a good learner in St. Andrew's
- Greater engagement with wider community through workshop experiences.

What is our capacity for continuous improvement?

We consider we have very good capacity to improve:

Despite unsettled staffing this year we have ensured continuity of learning for our pupils through careful management and deployment of staff. This has been challenging but ultimately, successful.

Staff have undertaken continued professional learning through our Visible Learning programme and participated fully in an Impact Cycle - professional learning enquiry. We established solid peer partnerships where staff shared observations with SMT and enhanced relationships across the school.

Our evolving self-evaluation programme for staff and pupils has helped create detailed plans for improvement for the main HGiOS4 QIs. This has scope to continue next session to ensure continued opportunity for whole school involvement.

Our rigorous use of data enables us to focus on areas for improvement as a whole school and also within stages and with specific pupils, ensuring targeted intervention, development and improvement as identified.

Our Professional Review and Development and Career Long Professional Learning programmes continue to streamline areas for development for staff, focussing professional learning sessions and activities on personal and whole school identified needs.

NIF quality indicators

Quality Indicator	School Self Evaluation	Key priorities for session 2019/20
1.3 Leadership of change	Good	Revisit/develop our Curriculum Rationale in partnership with all stakeholders – particularly in light of Visible Learning progress. Continue to use Professional Learning opportunities.
2.3 Learning, teaching and assessment	Very Good	Improvement in early level learning through increased focus on learning through play. 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	Very Good	Focus on fully embedding Restorative practice throughout the school. Develop Family Learning across the school. Expand remit of Health and Wellbeing Coach. Whole school Nurturing Approach will continue to support all pupils.
3.2 Raising attainment and achievement	Good	Further increase staff skills in the analysis and interpretation of data, including use of the BGE toolkit and increased use of SNSA and other summative data.

Key Achievements of the school

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

£173.40 for Poppy Scotland, one of our annual collections

£512.15 for MacMillan Cancer Support in our coffee morning

£113.40 for Missio Scotland through various activities

£16.71 for SCIAF

Pupils in Primary 7 also organised a Fundraising Fun Day to contribute to the Bishop's Charities and also towards the cost of their Leaver's Disco.

Our Primary 5 pupils took part in the National Smile Week award with great enjoyment and developed their understanding of eating healthily.

Primary 7 developed new links to our new community Police officers learning about drug misuse. Our younger pupils also learned more about Stranger Danger and Road Safety thanks to the new officers.

Primary 1 explored the new opportunities provided by learning across the curriculum using Play as the focus.

Primary 4/3 explored coding through a CMO led project where they used iPads to program microbits.

Primary 6 led learning sessions with pre-5 pupils at Aileymill Nursery and Larkfield Children's Centre where they shared books and play sessions.

Primary 6 successfully completed Bikeability training.

Primary 6 have successfully participated in year one of the Pope Francis Faith Award which they will continue next year.

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

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.