

Context of the school:

Our 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 237 pupils. There are nine classes – four of which are composite. We have 15 members of the teaching staff which includes the Head Teacher, one Depute Head 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

During 2019 – 20 we undertook large scale consultation regarding our School Values and we chose: -

Honesty Kindness Respect Responsibility Aspiration

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.

Review of progress for session Aug 2019- March 2020

School priority 1: Improvements in attainment, particularly in literacy and numeracy	
<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 Performance information School Improvement</p>	<p><u>HGIOS?4 QIs</u> 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support 2.6 Transitions 2.2 Curriculum</p> <p>RRS</p> <p><i>Article 28: (Right to education):</i></p>
<p>Strategies:</p> <ul style="list-style-type: none">• Revisit and develop school Curriculum Rationale• Continue professional learning and development in Visible Learning to improve learning and teaching• In-school, cluster and authority moderation activities• Enhance understanding of Dialogic and Reciprocal teaching in Literacy and Numeracy• Develop whole school approach to promotion and teaching of Reading skills• Increase opportunities for Outdoor Learning• Develop Play based learning in Early Level• Consultation with staff and pupils- achievement out with traditional curricular areas, wider achievements. <p>Progress:</p> <ul style="list-style-type: none">• School Values were revisited and revised after whole school and parent consultation – added Kindness and Aspiration to the previous three of Honesty, Respect and Responsibility.• Consultation to raise awareness with staff of how Experiences and Outcomes are met in wider school life and informal curriculum – positive experience but now we will plan for better progressive coverage.• Visible Learning - St Andrew's completed Osiris training. Focus on whole school and community understanding of learning characteristics.• Teaching Staff CPD sessions with Literacy and Numeracy CMOs to support Dialogic teaching and Talking about Numbers.• Development of Play pedagogy has shown positive impact - two small P1 classes has enabled space for exploration, class teachers have used the opportunity for professional development. Outdoor learning has been part of Primary 1 play development – using available outdoor space. <p>Impact:</p> <ul style="list-style-type: none">• Staff awareness of how wider life of the school offers learning experiences has increased and was a positive experience but now we will plan for better progressive coverage – school framework.• Learning conversations with children highlighted children talking confidently about what characteristics mean. Children set targets for improvement with teachers.• More classes engaging in number talks and teachers have been upskilled, reciprocal approaches are further embedded.	

- Greater use of dialogic approaches to learning and teaching – pupils discuss and know what good talking is.
- There is an increased level of independence and engagement in our Primary 1 children. Children talk confidently about their learning, children settled into learning in this way quickly – particularly positive for children with ASN.
- Impact of Accelerated Reader was limited due to length of time required to set up library system and availability of staff to do this.
- Catch-Up training was accessed but staff delivering the intervention took time to be familiar and confident in delivery.

Next steps:

- Revisit Visible Learning plan and evaluate progress - refocus responsibility for certain staff as Impact coaches. This may not need to be a specified role any more. Create new Visible Learning Action Plan.
- Staff working group to look at developing Dialogic teaching across school.
- Use Forms to gather pupil and parent views of what they see as requirements for our curriculum rationale.
- Plan Framework for progression/overall school coverage of how wider life of the school provides learning opportunities.
- Further work to embed number talks.
- St. Andrew's will be part of a West Partnership Moderation Portal pilot next session.
- Roll-out Play approach into Primary 2 as part of authority Play project with May Geddes.
- Develop staff mindset around play approaches – especially investigating use of play pedagogy in First and Second levels.
- Library is now set up for Accelerated Reader – we will have a staff member who has greater responsibility for overseeing this, with SLT, to ensure more thorough use and access by pupils.
- Plans are in place for a more robust strategy next session regarding Catch-Up intervention. DHT will hold weekly meetings with staff involved to closely monitor implementation. More staff will be trained as required.

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

NIF Priority

Closing the attainment gap between the most and least disadvantaged children

NIF Driver

Assessment of children's progress
Teacher professionalism
Performance information
School leadership

HGIOS?4 QIs

3.2 Raising attainment and achievement
2.3 Learning, teaching and assessment
2.4 Personalised support
2.6 Transitions

RRS

Article 28: (Right to education):

Strategies

- As Priority 1
- Increase staff analysis and interpretation of data.
- Full implementation of Authority Attendance Policy – specific focus on late coming.

- Review pupil experience of Personalisation and Choice across curriculum.
- Increased opportunities for Pupil Voice activities

Progress

- Two class teachers undertook Improving our Classrooms professional learning opportunity. This included using data to identify a 'gap' and then to measure progress and to implement interventions for individuals.
- Fully implemented Attendance Policy - attendance and late coming both improved.
- Pupil voice- House groups used- getting children and staff more involved in school improvement, leading various areas from School Improvement Plan - eco, Communication Friendly school, Digital Schools, RRS, Reading Engagement and Sports. Each group created an Action plan.
- Development of Play pedagogy in Primary 1 has greatly increased opportunities for personalisation and choice. Pupils throughout school have increased opportunities to choose e.g. Topics, as they understand more about their style of learning they can express opinion regarding how and where they learn best.

Impact

- Further use of Seemis Progress and Achievement supported staff discussions regarding progress using data available – including SNSA, NGRT etc.
- Increase in pupil attendance and decreased late-coming across the school. Families where pupils had high absence rate were offered support to attend.
- Learning Talks in February had discussions concerning pupil experience of Personalisation and Choice – varied picture across school.
- Increased participation in lunch and after school sports clubs.
- Improvement in litter, raised awareness of pollution through group work and Assembly.
- Lockdown increased staff and pupil use of digital technologies as we adapted to the use of Teams and online learning.
- Reading in every class has been given greater priority with allocated time slot on a daily basis.
- Group Action Plans are ongoing – most areas covered but will be reviewed properly to decide on next steps.

Next Steps:

- BGE Toolkit of limited use for this session however, will still be looked at for comparisons.
- Ongoing analysis of assessment data – use to support recovery from August.
- Importance of attendance shared with Parents – whether in 40% or 100% model.
- Further use of Digital learning may provide opportunities for home learning, in school activities with increased staff awareness.
- Each House group will evaluate and measure impact of their plan and decide on next steps.
- Further develop Personalisation and Choice for all pupils.

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

Improvement in children and young people's health and wellbeing

NIF Driver

Assessment of children's progress
School Improvement
Parental engagement

HGIOS?4 QIs

3.2 Raising attainment and achievement
2.3 Learning, teaching and assessment
2.4 Personalised support
2.6 Transitions

RRS

Article 28: (Right to education):

Strategies

- Continue to implement Restorative practice throughout the school in line with PRB policy.
- Pupil created PRB policy.
- Increase family engagement in partnership with CLD, Barnardos.
- Enhance RE and religious worship.
- Whole school focus on Sport Scotland Award.
- Refresh RRS agenda across school.
- Whole School Nurturing approaches.
- Communication Friendly School.

Progress

- Use of Inverclyde Council Parental Engagement Strategy – this was a specific element of DHT remit.
- Worked closely with CMOs around barriers to learning and offer of specific support had been planned.
- Right of the month sustained throughout the year. Will be continued next session.
- Two members of staff attended PPB training. Had an immediate impact in classrooms.
- Children have own version of PRPB created and ready to be launched.
- CLD (Suzanna) has worked hard to improve parental engagement – Families Connect, Homework Club, Seasonal Art/Craft, Stay and Play for P1 parents.
- Monthly informal gathering of parents now in place.
- Most classes held Parental engagement, in-class sessions. Parent attendance was low but higher in earlier primary stages.
- February In-Service day Professional learning session with Inverclyde denominational schools on R.E.
- Achieved Sport Scotland Silver award – progressing towards Gold award in next session.
- Identified HNiOS priorities- developing language as a means of communication, nurture group committee led by Nurture teacher – Parent and staff questionnaires used.
- H&Wb coach created Pathway incorporating previous version and updated information. Classes began implementation.
- ICOS training sessions delivered to all staff.
- ICOS drop-ins for all staff and parents.

Impact

- Zero exclusions this session.
- Staff have increased awareness of escalator/de-escalator behaviours and strategies to employ.

- Decreased playground and in-class incidents of challenging behaviours this session.
- Detailed H&Wb pathway used across the school.
- Each class should have Visual timetable for all learners and individual ones where required.
- Plan created for full implementation of Communication Friendly status.
- Increased participation in lunchtime and after-school sports activities.

Next Steps:

- Cluster plan in place to take forward R.E next year – Honouring Jesus Christ as the Way, the Truth and the Life.
- Develop school understanding of the Charter for Catholic Schools
- Further development of Right Respecting.
- Launch Pupil version of PRB
- Staff who attended PRB training will share learning with wider staff group.
- Embed use of H&Wb pathway to support progression in all pupils. Our Health and Wellbeing coach's contract is finished and he is attending University. We will not have this role within the school but a teaching staff member will take on the role of Health and Wellbeing co-ordinator and work with SLT to ensure development of H&Wb development.
- Whole school signage in place, all classes using Visual Timetable every day to ensure universal and consistent approach throughout the school.

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 Improvement

Assessment of children's progress

School leadership

HGIOS?4 QIs

3.2 Raising attainment and achievement

2.3 Learning, teaching and assessment

2.2 Curriculum

2.4 Personalised support

2.6 Transitions

RRS

Article 28: (Right to education):

Strategies

- Develop World of Work throughout school.
- Development of STEM.
- Digital Literacy developed throughout school.
- Junior Award Scheme for Scotland for P6&7

Progress

- Didn't do Junior Award Scheme as did CLD personal achievements instead.
- Primary 6 and 7 as well as staff had Enterprise Education sessions delivered by Young Enterprise Scotland.
- RBS MoneySense workshops held as part of Maths Week Scotland 2019.

- STEM: cluster learning through stem grant- P1 and 7. Improved continuity of approach to learning and teaching of maths P7-S1, Huge impact due to lockdown- digital learning embraced by all staff and supporting children.
- Primary 7 participated in Scottish Inventor Challenge workshops.
- Lego Mindstorms sessions delivered to all pupils P5 – 7.

Impact

- Primary 7 pupils achieved Bronze, Silver and Gold personal achievement awards – developing independence, various skills and enhancing their group working skills.
- Huge impact from Covid-19 on digital literacy as staff had to learn quickly how to share learning, set tasks and support pupils and parents remotely.
- All pupils exposed to wider world of work through the workshop activities outlined above.
- Staff increasingly draw attention to skills being developed by pupils.
- Staff development opportunities through Play/STEM project, Masters study. Improving Our Classrooms and Leadership team development opportunities have also developed staff skills and further demonstrated the lifelong nature of learning.

Next Steps:

- Learning from Early Years STEM project will be shared across cluster next session. Other establishments will share their learning in Numeracy through Play in Early Years establishment, Digital Learning to enhance transition from Pre-5 to Primary 1 and also STEM in Early Years – particularly in connection with Outdoor Learning. These sessions will probably have to take place remotely – possibly using a more 'flipped' learning process.
- Evaluate overall impact of workshops with view to involving other age groups.
- Use House Action Plans to develop opportunities for staff leadership and pupil leadership of curricular areas.
- Use positive experiences from Lockdown to develop and enhance Home Learning for all pupils.

National priority: How we are ensuring Excellence and Equity?

Our SIMD profile does not lend itself to focus on identifying the attainment gap between SIMD 1 & 2 and 9 & 10 – approximately 76% 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. Attainment in our Primary 4 and 5 cohorts showed lower than desired levels. It was decided that specific input was required on a whole class basis.

PEF has therefore been used to:

- Employ 0.5FTE class teacher from current staff to enable Primary 4 and 5 classes to have Team teaching approach for 2 days per week.
- 2 x ASN Auxiliaries
- Visible Learning training
- Health and Wellbeing Officer to work across all levels
- Literacy intervention programmes – Catch-Up training for support staff, Accelerated Reader for P5 – 7, ReadingWise support.
- Literacy and Numeracy online platforms.
- Resources to support Play pedagogy in Early level.

Impact

- Primary 4 and 5 classes had dedicated support from two teachers for two days per week. This enabled individual and small group support for learning and also to support emotional issues.
- Attainment showed upward trend and Primary 4 and 5 were being supported as part of ongoing plan for improvement.
- Most pupils were showing progress in their learning at our last tracking period in February.
- Primary 1 showed good progress toward achieving Early level until March.
- Pupils were settled and levels of engagement were good from an early point in the year.
- Progress in Numeracy was good for Primary 1 pupils – particularly those identified early as being further behind or having more specific learning needs at early point.
- Impact of Accelerated Reader was limited due to length of time required to set up library system and availability of staff to do this.
- On-line platforms were used to good effect in school as children had 'My City' created which supports their individual progress. Our platforms proved even more important during school shut-down as these games based experiences were accessed by most pupils.
- Catch-Up training was accessed but staff delivering the intervention took time to be familiar and confident in delivery. Plans are in place for a more robust strategy next session.
- Increased involvement in lunchtime and after-school sports clubs.
- Health and Wellbeing whole-school programme created by Coach which is being used but will be fully implemented from August.
- All teaching staff have undertaken Osiris Visible Learning Programme – most for all three years. Feedback from staff is that it has changed and enhanced their own teaching.
- Learning and Teaching observations show increased an effective use of quality feedback within classes which is supporting pupil progress.
- ASN posts took time to be filled due to staff departure and recruitment. However, both supported the development of Play pedagogy in Primary 1 effectively when they took up their posts.
- Pupils reported feeling more involved and engaged in playground activities – which led to a large decrease in playground behaviour incidents this session. This was supported by our Health and wellbeing coach and his adaptability in creating ways to support pupils and also in supporting other staff in developing their support to pupils.

Response to Covid 19 Lockdown closure – March 2020 – June 2020

Prior to the announcement that schools would be closing each class teacher was responsible for creating a pack of home learning materials for all pupils which were to be taken home. New class Teams were created for each class with SLT added as members to support class teachers and to have an easy channel of communication and engagement with pupils and their families. A number of teaching and support staff were involved in the running of the Inverclyde Academy Hub. We had around 10 of our pupils who attended – mostly from Key Worker families. We were also able to add some vulnerable pupils as time progressed after requests from Barnardos. Most

of our Looked After and Child Protection pupils did not attend as parents preferred to keep them home due to health concerns. Places were re-offered at other times but not taken up.

Both SLT and Nurture Teacher tried to keep in contact with a range of families but found difficulties at times in having phone calls answered.

Staff provided weekly overview of learning which was posted in Team and emailed to every parent by HT. Engagement was measured through Insights and added to school spreadsheets. Online engagement was low across the school – Primary 1 had negligible figures with our highest engagement being around 50% in Primary 6 and 7/6. As a result we used a survey to determine internet/device access. This confirmed concerns regarding availability for pupils. As the school closure was ongoing staff volunteered to collate new learning packs for distribution. These were collected at school or, for some pupils, delivered to their home.

Staff were very much learning as they went with online learning, especially with Teams but responded excellently. Our staff team kept in touch through chat groups as well as meeting at the Hub.

Many of our teaching and support staff volunteered to support our Hub and all valued the opportunities for working with less familiar staff in the community.

Feedback from parents concerning the Hub has been overwhelmingly supportive and positive. This has not only been from Key Worker families but even more from the parents of children referred at later times especially through Barnardos. The Inverclyde Academy and the St. Andrew's Hubs have been described to me as a 'lifeline' as a particular parent does not know how she or her son would have coped.

There are many positives to take from the last three months and we will reflect on these to incorporate them into our new 'normal'.

Video of school Tour was created and shared via school YouTube channel. Virtual Map of the school was created with support of staff member from another school. Transition visits took place for each Primary 1 pupil as well as welcome booklet being sent to parents and a pupil-friendly version being given to each child.

All parents have been communicated with to keep them as updated as is currently possible in the ever-changing landscape.

Autumn term recovery plan

PRIORITY 1: Health and Wellbeing of all

<u>Tasks / action</u>	<u>RAG of progress</u>			<u>Who is responsible?</u>	<u>Timescales</u>	<u>Partners / LA Links</u>	<u>Resources / CLPL</u>
	<u>S</u>	<u>O</u>	<u>N</u>				
1. All classes discuss/learn about Wellbeing indicators and what they mean.				Class teacher	August 2020		
2. Use Wellbeing Wheel for pupil-teacher discussion of their own assessment of Wellbeing.				HT/DHT Class teacher	August 2020		Wellbeing Wheel
3. Use Wellbeing information to create targets for each child.				Class Teacher Nurture Teacher (if available) HT/DHT	End of August 2020	EPS if required Parents/families	PaThs Existing resources
4. Use of PaThs to support pupil learning and recovery.				SLT Class Teacher Nurture Teacher	August 2020	Nurture/H&Wb CMO Barriers to Learning CMO	
5. Use of Beyond the Boxall as CLPL resource				HT Mrs McShane Class teachers	September 2020	EPS H7Wb CMO	Beyond the Boxall
6. Use of H&Wb pathway after initial assessment of pupils' wellbeing to support planning and implementation.				Class Teacher SLT	September - Ongoing	As required	H&Wb Pathway
7. Create class plan for H&Wb focus using block planner				SLT support Class Teacher	September-October 2020		
8. Assess progress using Wellbeing wheel and/or discussion regarding progress for children				Class teacher SLT support	October 2020	Parents	Wellbeing Wheel
9. Use information to create next plan/Targets				Class Teacher SLT support	October 2020		
10. Revisit PRB Policy and share learning from training of last session				Mrs Carroll Mrs Cook HT	September – October 2020	EPS if required	PRB Policy Pupil Friendly PRB

PRIORITY 2: Develop Digital Learning and access strategy

<u>Tasks / action</u>	<u>RAG of progress</u>			<u>Who is responsible?</u>	<u>Timescales</u>	<u>Partners / LA Links</u>	<u>Resources / CLPL</u>
	<u>S</u>	<u>O</u>	<u>N</u>				
1. Ensure all pupils have email address and Glow Log-in				Class teacher Admin staff	August 2020		Existing resources
2. All pupils have all log-in details required for all platforms				SfL teacher Class Teacher	August 2020		All learning platforms
3. Audit of staff skills to ensure access for pupils and identify where other support may be needed.				SLT All staff	August 2020	Digital Lit. CMO	Existing – use of WTA
4. Gather more accurate figures of pupils/family digital access needs – devices/WiFi etc (Link to Included aspect of Wellbeing)				SLT	August 2020	CLD support	Forms Phone calls
5. New classes/Groups have new Team				SLT SfL teacher Class Teacher	August 2020		Microsoft Teams
6. Pupils from Primary 2 – 7 can access Glow, email and new class Teams				Class teacher Support staff SLT Admin staff	August 2020		
7. Parents are aware of how to log in to Glow email and Teams. 'How to' videos shared, offer support from staff - remote				SfL teacher SLT Class teacher	August 2020	CLD	Twitter
8. Digital Champion identified to lead and support staff				Hannah Adams (Possibly S. Lightfoot)	July 2020	Digital Lit. CMO	
9. Create CPL programme including training in ClickView for staff				Digital Champion		Digital Lit CMO ClickView	ClickView
10. Introduce ClickView to pupils and parents				SLT Digital Champion	September 2020		
11. Plan for staff support for families with limited access to technology.				SfL teacher SLT	August/	Education Officer Barnardos	Physical Home Learning packs

			Digital Champion	September 2020	CLD Home Link Social Work	
12. Create strategy for dealing with low remote engagement			SLT Teaching staff	August 2020	Parents/Families Home Link	
13. Implement and continue with tracking of engagement, implementing school strategy.			SLT Class teachers SfL	From August 2020		
14. Review of Digital Learning progression pathway for school			Digital Champion RCCT teacher			

PRIORITY 3: Learning and Teaching for Recovery

<u>Tasks / action</u>	<u>RAG of progress</u>			<u>Who is responsible?</u>	<u>Timescales</u>	<u>Partners / LA Links</u>	<u>Resources / CLPL</u>
	<u>S</u>	<u>O</u>	<u>N</u>				
1. Health and Wellbeing as Priority 1				Class teacher	August – October 2020		
2. All About Me – Focus on each individual pupil. Share their unique qualities, interests etc. Complete 'What Matters to Me' grid.				Class Teacher	August 2020	Families	
3. Literacy – Novel/Multi-media study – use of whole class text as beginning point. Also provides opportunity to 'join up' beginning and end of week groups.				Class Teacher	From August 2020		School resources
4. Continue with use and development of Reciprocal and Dialogic strategies as essential aspects of Learning and Teaching in St. Andrew's.							
5. Assessment – focus on gathering assessment information for each child to ascertain starting point for learning – both 'soft' information from e.g. Number Talks, possible use of Inverclyde Staging Posts				SfL teacher Class Teacher SLT	September-October 2020		
6. Focus on learning strategies in line with Visible Learning Plan				Class Teacher	Class Teacher	Families	
7. School are part of West Partnership pilot of Moderation Portal. Investigate best way for staff to develop use of this.				HT	August 2020		
8. Metacognitive training and development				SLT Class teachers	August 2020 ongoing	EPS	Training materials
9. Use of Play pedagogy in Primary 1 and 2 in particular to support children's learning. Taking advice as available regarding restrictions.				HT P1, 2/1 and 2 class teachers	From August 2020	CMOs	Realising the Ambition Ed. Scotland advice Inverclyde advice
10. Use of outdoor spaces to enhance learning for all pupils – Outdoor Learning				All Staff	August – October 2020	CMOs Use P1 teachers to share ideas	Outdoor Learning information Messy Maths