

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 220 pupils. There are nine classes – three of which are composite. We have 17 members of the teaching staff which includes the Head Teacher, Depute Head Teacher, our Nurture teacher, class teachers and additional teachers who aid the recovery curriculum and specific interventions. The Head teacher and Depute Head are non-class committed.

Pupils are supported by fourteen members of support staff – additional staff have been allocated through our PEF and the authority Recovery programme - and our janitor. Our office staff has two part-time senior clerical assistants 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.

In October we will celebrate our 10th birthday and are planning a number of events to celebrate.

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

This year we are trying to bring our Values more to life by describing them as actions: -

In St. Andrew's we:

Take **responsibility** for our actions and act **responsibly**

Show **kindness** to others

Respect ourselves and other people – and the world.

Be **honest**

Aspire to do more and to be more!

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:

In discussing our attainment, we are comparing our data at June 2021 with June 2019.

	Listening & Talking			Reading		
	2018/19	2020/21	Change	2018/19	2020/21	Change
Primary 1	83.3%	82.1%	-1.2%	83.3%	75.0%	-8.3%
Primary 4	61.3%	83.3%	+22.0%	61.3%	70.8%	+9.5%
Primary 7	64.9%	77.8%	+12.9%	67.6%	77.8%	+10.2%
	Writing			Numeracy		
	2018/19	2020/21	Change	2018/19	2020/21	Change
Primary 1	80.0%	75.0%	-5.0%	86.7%	78.6%	-8.1%
Primary 4	61.3%	79.2%	+17.9%	66.3%	70.8%	+3.1%
Primary 7	59.5%	66.7%	+7.2%	62.2%	66.7%	+4.5%

Attainment in Primary 1 has decreased slightly from 2019. This change represents a small number of pupils – 1 or 2 pupils in each curricular area. We need to consider the extremely unsettled two years that these pupils have experienced. Further to these periods of disrupted learning, each of our Primary 1 classes had a change of teacher on their return from lockdown in February. The sustained level of attainment is testimony to the strong approach to remote learning undertaken by the class teachers during lockdown and also the support for the children who attended our childcare hub from January to February. Our home learning packs which accompanied the online teaching videos and resources were a great support to the continued progress of the children.

We have been able to continue our use of Play pedagogy in Primary 1 learning. Obviously this required some changes to the learning and teaching approach from January as we established our remote learning methodologies. Developing Play pedagogy is an ongoing development and we will be working with the authority's Play Pedagogy development from August 2021.

The use of Progression Pathways in Literacy and Numeracy has supported teacher professional judgement.

In **Primary 4** attainment shows improvement in all areas from two years ago. There are significant increases in Listening and Talking and Writing but Reading and Numeracy show improvement too. Despite two periods of lockdown these pupils have been

supported to attain improved levels. These figures are very positive and show the impact of regular monitoring of progress, specific targeted interventions from our Recovery allocated staff and consistency in approaches to learning. This use of data alongside specific targeted interventions is very much our model for ongoing improvement. A number of the children in this cohort were given access to the Hub from January until March as their lack of access to technology and specific individual needs required more support.

This data is more robust as teacher professional judgement is supported by the Benchmarks and Inverclyde Pathways as well as regular moderation activities.

In **Primary 7** we again see significant improvements in all areas. When we consider the effects of lockdown and the difficulties many of this cohort had in accessing and participating in remote learning the results are very positive. Listening and Talking shows the greatest increase with Reading just slightly behind.

These figures again highlight the very positive effect of regular data gathering and the discussions between the Head teacher and class teachers as well as the effective use of Recovery staff to carry out specific, targeted interventions to support pupil progress. Again, this provides us with a very clear framework for continuing recovery and progress.

Progress through 2019 – 20 for all levels showed an improvement and increase in attainment levels. This was hindered by lockdown last spring and summer. Our figures to June 2021 show improvement again.

Review of progress for session 2020 - 2021

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

HGIOS?4 QIs

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

Strategies	Progress	Impact
Literacy – Novel/Multi-media study – use of whole class text as beginning point.	All classes used novel as focus.	Shared learning and clear focus for each new class. Supported teacher assessment.
Continue with use and development of Reciprocal and Dialogic strategies as essential aspects of Learning and Teaching in St. Andrew's.	Ongoing as part of Learning and Teaching	Developing school approach to consistent learning and teaching approaches.
Assessment – focus on gathering assessment information for each		Assessment data was gathered quickly which aided targeted

child to ascertain starting point for learning – both 'soft' information from e.g. Number Talks, possible use of Inverclyde Staging Posts		support and intervention for pupils.
School are part of West Partnership pilot of Moderation Portal.	Investigate best way for staff to develop use of this.	HT has explored the Portal. Plan – will be developed fully next session.
Metacognitive training and development	On hold	On hold
Use of Play pedagogy in Primary 1 and 2 in particular to support children's learning.	Taking advice as available regarding restrictions.	Ongoing as part of Learning and Teaching
Revisit What makes a Good Lesson for all staff	Pairs of staff have looked at this but in Reading, Writing and Numeracy rather than generally.	Will be shared and implemented from August with review.
Staging Posts - Numeracy	In use – CMO support	Further development needed for staff in the appropriate implementation but recent use has supported Teacher Professional Judgement.
Use of outdoor spaces to enhance learning for all pupils – Outdoor Learning	Staff professional reading supported planning and greater focus on outdoor learning.	All classes have some experience of outdoor learning – this will be further enhanced next session.
Planning for Assessment – training for staff	Training session on June In-Service Day	Format is familiar with staff with assessment focus from planning stage.
School level Moderation activities including remote learning and planning	Activities and success sharing during remote learning were very successful.	Sharing what works supported all staff in remote learning planning and implementation and also ensured a school wide approach for all pupils and parents.
Developing a whole school Writing strategy	Rather than whole staff this has been done by a small working group.	Whole school strategy ready to launch in August.
Continue with use and development of Reciprocal and Dialogic strategies as essential aspects of Learning and Teaching in St. Andrew's.		This continues to be developed. Our reading development activities next session will support this.

Focus on learning strategies in line with Visible Learning Plan	Visible Learning plan was in place this session – Feedback and learning features continue to be part of each class.	School – wide common approach. This will be further developed with updated, new plan and new staff team next session.
Visible Learning Impact Cycle	Attainment Raising cycle has been implemented this session.	Teaching staff all completed cycle with attainment data analysed and shared with other staff on In-Service Day. This process will be implemented again next session.

Next Steps:

- Participation in Authority development programme concerning Play pedagogy.
- Although current attainment in Reading is good, there is room for improvement and current figures for other stages are not as good as P1,4 and 7. PEF used to have a class teacher research and develop Reading approaches and resources across the school.
- Access to The Learning Zoo training to accompany Reflective Reading approach.
- Develop use of Accelerated Reader for Primary 4 upwards.
- Embed whole school consistent approaches in Reading, Writing and Numeracy to support improvement and attainment.
- Increase attainment for all pupils to at least 2019 levels at all stages.

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

School leadership

Teacher professionalism

HGIOS?4 QIs

1.3 Leadership of change

2.3 Learning, teaching and assessment

Choose an item.

Strategies

Progress

Impact:

Audit of staff skills to ensure access for pupils and identify where other support may be needed.

Added to in January in response to new lockdown and learning expectations

Support where required, all staff upskilled to deliver remote learning.

Gather accurate figures of digital access needs – devices/Wi-Fi etc. (Link to Included aspect of Wellbeing). Plan for staff support for families with limited access to technology.

Became an ongoing task through the year. Lockdown from January meant we needed updated information on this. Were able to access limited number of devices for families. Hub offer

Increased engagement of all pupils. As many as we could support were provided with devices.

	enabled access to technology for some families.	
Parents are aware of how to log in to Glow email and Teams. 'How to' videos shared.	SLT and admin staff have supported parents who experience challenges.	Large increase in pupils accessing Teams compared to early January and last year's lockdown.
Digital Champion identified to lead and support staff		Early Years Champion also identified. Both have undertaken further training and will develop school strategy.
Create CLPL programme including training in ClickView for staff	Use of ClickView was promoted from early in session and all classes used the platform.	ClickView is used by all classes as ongoing part of learning.
Introduce ClickView to pupils and parents		ClickView is used by all classes as ongoing part of learning.
Create Remote Learning Strategy and Policy incorporating various platforms available for enhancing live content		Strategy ensured common approach and offer to all parents and pupils. Engagement significantly higher than previously. Increased from approximately 25 – 30% to 90% in most classes.
Increase staff knowledge of a variety of platforms and resources for Remote and in-school learning.	Small staff working group created videos for staff to show how to access and use platforms.	All staff used platforms, information gathered on staff awareness and understanding to compare progress.
Develop staff understanding of aspects of Microsoft 360.		Staff were increasingly aware of possibilities of Microsoft tools. Area for further development.
Introduce and develop pupil access and use of the various platforms available to support remote and in-school learning.		Increased use of 'Flipped' learning approach in classes. Shared good practice with all staff in preparation for next session.

Next Steps:

- Embed whole school consistent approaches in Reading, Writing and Numeracy to support improvement and attainment.
- Increase attainment for all pupils to at least 2019 levels at all stages.
- Develop a whole school digital learning pathway and strategy.
- Further investigation and implementation of Flipped learning approach to support and enhance pupil learning.
- Enhanced Wi-Fi capability to support other devices for use within all classes.

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

<u>NIF Priority</u> Improvement in children and young people's health and wellbeing <u>NIF Driver</u> Parental engagement	<u>HGIOS?4 QIs</u> 3.1 Ensuring wellbeing, equality and inclusion 2.6 Transitions Choose an item.
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Strategies	Progress	Impact
All About Me – Focus on each individual pupil. Share their unique qualities, interests etc. Complete 'What Matters to Me' grid.	Completed	Provided each pupil opportunity to share who they are and give information to new class/teacher. Incorporated into new transition information for summer 2021.
All classes discuss/learn about Wellbeing indicators and what they mean.	Completed	Shared understanding of indicators. Indicators will continue to be reinforced and discussed e.g. in Assembly
Use Wellbeing Wheel for pupil-teacher discussion of their own assessment of Wellbeing and to create targets for individual children.	Completed	Individualised planning for all pupils.
Use of PaThs to support pupil learning and recovery.	Ongoing use of Paths in each class.	School approach.
Use of Beyond the Boxall as CLPL resource	Teachers have used some aspects. Plan to create whole school CLPL program.	Limited impact – will revisit next session.
Use of H&Wb pathway after initial assessment of pupils' wellbeing to support planning and implementation.	Create class plan for H&Wb focus using block planner	School pathway – was able to be used by various staff as RCCYT cover and Hub cover changed across the year.
Revisit PRB Policy and share learning from training of last session	Authority PRPB Training website activities and use of Authority PPB Training used with Support Staff.	Support staff accessed training during lockdown. Specific training delivered to some teaching staff and support staff. Plan to access Trauma Informed training next session.
SLT trained in creating/developing Individualised support plans for pupils		Still to be discussed further. Lots of SLT experience but will continue to work with EPS.

Next Steps:

- Develop school approach to promoting positive relationships.
- Enhanced use of Individual Plans as required.
- Ongoing involvement in Laudato Si school programme.
- Greater staff confidence in managing relationships with and between pupils.
- Whole school Nurture action plan created and begun.

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

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

NIF Driver

School leadership
Performance information

HGIOS?4 QIs

2.6 Transitions

3.3 Increasing creativity and employability

Choose an item.

Strategies	Progress	Impact
Ensure all pupils have email address and Glow and other platforms Log-ins.		All pupils accessed Teams and Glow throughout the year, especially during lockdown.
New classes/Groups have new Team		Shared class space to support home learning and remote learning.
Pupils from Primary 2 – 7 can access Glow, email and new class Teams. Primary 1 have log-in details too.		Skills required throughout the year but especially January – March.
Pupil use of email. Writing – Pupils to use technology at least once a week for creating new text. •Microsoft word •Saving a document •Creating a folder		Ongoing as access for pupils requires increase across the school – for this reason we aim to develop a whole school digital learning pathway and strategy.

Next Steps:

- Continue to develop digital access to home learning tasks.
- Use Digital School self-evaluation framework to create action plan for our school.
- Develop a whole school digital learning pathway and strategy.
- Further investigation and implementation of Flipped learning approach.
- CLD Gold level award scheme for Primary 7 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 72% 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.

PEF has therefore been used to:

- Employ 0.4FTE class teacher from current staff to support Recovery.
- 3 x ASN Auxiliaries
- 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.
- Enhance Wi-Fi across the school
- Develop our school library to support Reading for Enjoyment.

Impact

- Progress for pupils has continued despite the winter lockdown and extended period of remote learning.
- Both Primary 1 classes had a change of class teacher on their return in February but a school approach to play pedagogy in Primary 1 ensured continuity for all learners.
- Pupils were settled and levels of engagement were good from an early point in the year.
- Levels of attainment are comparable to those of two years ago for Early, First and Second levels.
- On-line platforms were used to good effect in school as children had 'My City' created which supports their individual progress. This was again vital during our period of remote learning from January to March as individualised programmes and support could be given.
- Catch-Up training was accessed in Numeracy this session. Due to restrictions with bubbles we have not been able to use the staff as widely as we would like but they have used their training and the programme with targeted learners.
- Pupils report positive playground experiences – due, in part, to access to support staff who encourage and support play and also increased space as there are fewer children in playground in order to comply with Covid guidance.

Key priorities for improvement planning 2021 - 2022

What is our capacity for continuous improvement?

We consider we have very good capacity for improvement and, as most of our temporary staff are staying with us, we can build on this year's developments and will:

- Develop use of data in all teaching staff to aid their analysis of improvements and interventions,
- Plan to increase parental involvement in all aspects of school improvement,
- Increase attainment in reading at all levels,

- Further support the recovery of pupils by aiming to at least reach attainment levels of 2019,
- Support teaching and learning through adapting shared whole school approaches, develop IDL coverage, use teacher and PSA support to carry out targeted interventions with identified pupils and groups.
- Develop our school as a Laudato Si school.

NIF quality indicators

Quality Indicator	School Self Evaluation	Key priorities for session 2021/22
1.3 Leadership of change	Good	Play Pedagogy project in Primary 1 Improve pupil access to quality Digital Literacy learning throughout school
2.3 Learning, teaching and assessment	Good	Ensure progression and continuity throughout the school by establishing clear expectations for all staff and pupils. Attain at least 2018-19 levels by June 22. Increase attainment in reading by 10% across all levels.
3.1 Ensuring wellbeing, equity and inclusion	Good	Develop staff confidence in managing relationships. Improve pupil access to quality Digital Literacy learning throughout the school.
3.2 Raising attainment and achievement	Good	Attain at least 2018-19 levels by June 22. Increase attainment in reading by 10% across all levels.

Key Achievements of the school

Thanks to our Remote Learning strategy, we increased pupil engagement from approximately 30% in last Spring and Summer lockdown to approximately 90% in January to February/March.

All teachers used a variety of digital platforms to share teaching content with pupils including live lessons, check-ins and other resources.

Every pupil was also supplied with a paper learning pack every week during remote learning. This was in response to parental requests.

We had three Hub groups every day from January to March with up to 14 pupils in each one at any time. This supported our vulnerable pupils and families and the families of Key Workers throughout this time.

Parent feedback has been very positive regarding the support, content, variety and amount of learning activities provided during remote learning.

Provided ongoing support and learning for all pupils despite lockdown and changes of staff for some classes.

Our Primary 7 pupils became the first from our school to be awarded the Pope Francis Faith Award.

We continued to work extensively with Educational Psychology service as well as Lomond View Outreach support – developing strong links and partnerships.

Enhanced the aesthetic appeal of the school library with use of PEF budget.

All classes recorded a Covid-safe Christmas video performance to share with their families.

Primary 7 and 6/7 participated in a Games development workshop with skills Development Scotland.

Primary 5 had a weekly Welly-boot Wednesday where they explored outdoor learning through maths, numeracy and science.

Primary 1 and 4 developed their understanding and use of the 'Flipped' classroom approach using digital literacy to enhance their learning. The teachers involved shared their approach with their colleagues for further development.

Pupils from Primary 5/6 participated in a digital music-making project – Power to Change - run by Software Training Scotland.

Parental feedback for the year has recognised the very high levels of care and compliance with health and safety protocols which have successfully protected the vast majority of our pupils from any infection or illness due to Coronavirus.