**St. Andrew’s Primary School**

**Standards and Quality 2024-25**

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| **Context of the Establishment** |
| **Our Establishment** |

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| **Establishment priority 1** | |
| NIF Priority  Improvements in attainment, particularly in literacy and numeracy  Closing the attainment gap between the most and least disadvantaged children and young people  NIF Driver  **School Improvement**  **Teacher professionalism**  **Assessment of children's progress** | HGIOS/ELC QIs  **1.3 Leadership of change**  **1.2 Leadership of learning**  **2.3 Learning, teaching and assessment**  **2.5 Family learning**  **3.2 Raising attainment and achievement**    UNCRC  Article 29 (Goals of education):  Article 3 (Best interests of the child): |
| **Outcomes:**   1. By June 2025 we aim to raise attainment by:  |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | **Listening & Talking** | **Reading** | **Writing** | **Numeracy** | | Primary 2 | Remain at current level  **Successfully achieved – slight increase at P3, 6 & 7** | By 4.1% to 80%  **Achieved: 77%** | By 4.1% to 80%  **Achieved: 74%** | Remain at current level  **Achieved: 77%** | | Primary 3 | Remain at current level  **Achieved: 86% (+5%)** | Remain at current level  **Achieved: +1% - 86%** | Remain at current level  **Achieved: 96%** | | Primary 4 | By 15% to 76.9%  **Achieved: 65% same** | By 15% to 72.1%  **Achieved: 60% same** | By 4% to 80.2%  **Achieved: 70%**  **(-10%)** | | Primary 5 | By 8% to 80%  **Achieved: 67% (-5%)** | By 12% to 80%  **Achieved: 67% same** | By 4% to 76%  **Achieved:71% same** | | Primary 6 | Remain @ 85.3% (min)  **Achieved: 80% (-5%)** | By 3.5% to 80%  **Achieved: 77% same** | By 3.5% to 82.4%  **Achieved: 77%**  **(-2%)** | | Primary 7 | Remain @ 80.6% (min)  **Achieved: 86% (+6%)** | Remain at least at 80.6%  **Achieved: 83% (+3%)** | Remain at least at 80.6%  **Achieved: 83% (+3%)** |   For groups we have targeted to remain – this will be the minimum expectation.  Pupils are identified who make up the % increases at each stage.   1. We aim to continue to raise attendance – our target is again 2% to 93.3%   **PEF used to support closing the gap:**  Principal Teacher £48,462  Additional complement for class teacher (0.7) £32,139  Assessment materials (PiRA/ NGRT) £2,500  Additional clerical hours to support attendance £1,500  **Progress and impact of outcomes for learners:**  **Outcome 1:**   * The Principal Teacher’s coaching and modelling timetable for reading approaches ensured consistent implementation of the reading strategy. An audit of current writing practices across the school was completed, and staff development sessions were developed in collaboration with Strategic Pedagogical Leads and delivered by the Principal Teacher. These sessions focused on writing approaches, drawing on the Literacy Framework, PASE website, The Writing Revolution, and professional dialogue with SPLs. Sessions were evaluated as at least good by 100% of participants. * Through professional dialogue with teaching staff, learning walks and classroom observations carried out by the Head and Depute Head teachers, dialogic teaching approaches have been evident throughout the school. * Additional teacher provided support for all classes, with targeted interventions in place for identified learners, based on assessment results and pupil progress through the pathways. * Overall school attainment in Listening and Talking is at a high level in Primary 2 to 7 with most pupils achieving the appropriate levels, also showing increase across the year. Primary 1 pupils have shown improvement as they explore Playful learning. * Attainment in Primary 1 is lower than usual for our school. Pupils starting in 2024 have had significant impact from early life experiences due to Covid, lockdowns and restricted socialisation opportunities. Those children not achieving Early level are predicted to do so early next session. * Attainment in Primary 2 was marginally below our targets. This, in part was due to an increase in the number of children at this stage and the impact of some pupils who have found their progress this session to have slowed. * Attainment in Primary 3 has remained quite steady, with progress being made by all children. This stage welcomed some children new to Scotland who have made very good progress in a short time. * Our Primary 4 cohort has a significant ASN profile where 65% have an identified need. While we did not reach our ambitious targets – shown in table above -, attainment has remained steady in Listening and Talking, Reading and Writing. Numeracy is a school area for development next session which will have an additional focus on this group. * Attainment in Primary 5 has remained steady, with a small reduction in Numeracy. This will, again, be a particular focus next session. 63% of this stage have an identified ASN need. * In primary 6 attainment has stayed relatively similar with small changes due to additional pupils joining the stage. All pupils have made positive progress in their learning. * In Primary 7 we have seen increased attainment in all areas, exceeding the challenging targets that had been set. * Whole school attainment in all areas has shown consistent development with our school levels remaining steady, with all pupils progressing across the year. This is attributed to strategies supporting high-quality teaching and learning in literacy which have been implemented across all stages and these quality approaches permeating all curricular areas e.g. increased dialogic and reciprocal approaches. Writing processes have been adapted to ensure consistency and progression throughout the school, drawing on audited examples of current best practice. * Across the school we have an increased number of children who are working Beyond the expected level. In Listening and Talking we have 15 children Beyond Expectation across the school. In Reading we have 31, in Writing 21 and 23 in Numeracy. All of these figures exceed our targets. * Lessons observed by SLT in November focussing on “How effectively do I manage differentiation in my lessons?” evidenced that all teachers were planning and delivering suitably differentiated tasks for all learners and that most teachers’ pace of learning matched the needs of the pupils and ensured good progress. * Parents were invited to complete a feedback questionnaire after March’s Parents’ Evening, 86% agreed that their child felt that the learning activities were challenging enough.   **Outcome 2:**   * Attendance records have been collated and historical data reviewed. Existing practice was adapted by the Head Teacher and Admin assistant in collaboration with the authority Data Officer. Head Teacher represents the school on Education Scotland cohort focusing on improving attendance. As this was introduced towards the end of the school session the learning and improvement science tools will be more fully accessed next session as our focus continues. Our Annual attendance figure is level with last year – 91% and has not achieved our target but have remained steady. | |
| **Next steps:**   1. Additional teaching complement funded by PEF (equivalent to 1.1 FTE) to deliver specific targeted interventions to children slightly behind expectation and also those at risk of falling behind. This will also enable one of our current teachers to take on a role supporting the development of Numeracy across the school. 2. Further develop our whole school approach to Writing - embedding our reviewed and adapted approach at all stages. 3. Develop understanding and teacher use of the Literacy Strategy and the newly developed Numeracy Strategy to support learning and teaching. 4. Develop staff understanding and use of Fact, Story, Action approach for the analysis of data to inform the planning of teaching. 5. Develop school Attendance Policy involving parents, partners and pupils. | |

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| **Establishment priority 2 Improving health outcomes** | |
| NIF Priority  **Improvement in children and young people's health and wellbeing**  NIF Driver  Parental engagement  School Improvement  Teacher professionalism | HGIOS QIs  3.1 Ensuring wellbeing, equality and inclusion  2.4 Personalised support  2.7 Partnerships  2.1 Safeguarding and child protection    UNCRC  Article 3 (Best interests of the child):  Article 12 (Respect for the views of the child):  Article 28: (Right to education): |
| **Outcomes:**   1. Throughout the school year all Care Experienced children in our school will comment that they feel included in all aspects of the school and they have a voice in the wider school but especially in their own learning. 2. All of these learners, by December 2024, will have been the focus of a TAC meeting to discuss the possibility of a CSP. 3. All children with a specific plan for additional support (Enhanced or above) comment, and GMWP data supports, that they feel more included in all aspects of the school and they have a voice in the wider school but especially in their own learning. This will be evident by June 2025. 4. Most pupils show increase in their GMWP data from August to May – some as a direct result of planned intervention and support. 5. Almost all pupils will be able to discuss and share thoughts on the various emotions explored in Emotion Works year. This will be evidenced in class discussions and focus group activities throughout the year. 6. By January 2025 all parents will receive information explaining our use of Restorative Practice and pre and post questionnaires will show an increase in their understanding.   **Progress and impact of outcomes for learners:**  **Outcome 1 & 2:**  The Depute Head has integrated GMWP scores into TAC documentation, ensuring data-informed discussions and the setting of relevant outcomes during meetings.  **Outcomes 3 & 4:**  To ensure a consistent, whole-school approach to pupil wellbeing, we utilise individual Wellbeing Plans aimed at enhancing the four key aspects measured by the Glasgow Motivation and Wellbeing Profile (GMWP). Plans are created to focus on targeted interventions and observations of identified learners to support improvement.  The Wellbeing Tracker, revised by Nurture Teacher, now includes all updated GMWP scores, with particular attention given to those falling below the threshold of 30. These scores are monitored to identify trends, and any declines are addressed through discussions with the Senior Management Team and Nurture Teacher to determine appropriate interventions, such as the afternoon nurture group.  The GMWP data has also been instrumental in identifying pupils who may benefit from a Boxall Profile assessment. This has enabled the school to implement additional interventions and tailor classroom support strategies accordingly. Individual targets arising from the Boxall Profile are shared with both class teachers and Nurture Teacher for consistent application and ongoing assessment.  **Authority initiative added to Plan as information was shared during the year:**  All staff undertook professional learning in The Promise. Staff participated in a variety of sessions and discussions culminating in an assessment for us all and our school being awarded The Keeping the Promise Award.  **Outcome 5:**  All staff participated in in-service training focused on one emotion at a time connected to our Emotion Works program. Each staff member was provided with relevant resources and a planning guide to support consistent implementation.  Nurture Teacher facilitated staff training across all five modules during collegiate sessions. Each module is delivered over a six-week cycle, with four of those weeks centred on literacy-based stimuli. At the beginning and end of each module, pupils complete pre- and post-assessments. The resulting data, collected by Nurture Teacher, shows a positive impact on children's emotional vocabulary development.  Following each module, staff engage in reflective evaluations to identify successful strategies and plan next steps for future delivery. These evaluations have highlighted noticeable improvements in children's ability to articulate their emotions, identify triggers, and apply regulation strategies. Furthermore, there is evidence of emotional vocabulary being transferred to other areas of learning—for instance, pupils in the upper school are incorporating emotional language into their taught writing lessons.  In Term 4, a pupil project group was formed, leading to the creation of a whole-school initiative. As a result, the school introduced an Emotion Works mascot named Cogsworth. Cogsworth visits different classrooms weekly, participating in learning activities and fostering school-wide engagement. His journey is shared during whole-school assemblies, promoting excitement and encouraging conversations about emotions across all year groups.  We successfully met the criteria to be awarded the Emotion Works Gold award as a result of the embedding of emotional vocabulary in all of our classes and the incorporation of emotional literacy as a vital element in our curriculum.  **Outcome 6:**  Following discussions and feedback during staff collegiate sessions, the majority of staff have reported an increased knowledge and understanding of restorative practices. Due to recent staff changes this refresh and revisit was necessary. Many are now confidently implementing restorative conversations in their daily interactions. Consequently, this has contributed to a reduction in the number of behavioural incidents being escalated to the Senior Leadership Team.  All staff, including Pupil Support Assistants, participated in training sessions where updated resources and guidance on restorative practices were shared.  Class teacher delivered a five-week peer mediation training programme to Primary 7 pupils during Health and Wellbeing sessions. As a result, five peer mediator leaders have been operating on a monthly rotation in the playground, contributing to a noticeable decrease in disturbances during break times and a more rewarding break-time for pupils. | |
| **Next steps:**   1. Share the key points of the updated authority Additional Support for Learning Policy. 2. Revisit our school Anti-Bullying Policy in line with the new authority policy. 3. Create a pupil-friendly version of this 4. Review our systems concerning Included, Engaged and Involved. 5. Audit and review our Child Protection practices in line with the updated guidance and authority checklist. 6. Further embed Emotion Works in Interdisciplinary approaches also in line with our curriculum development activities. 7. Undertake Signs of Safety training sessions when available. | |

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| **Establishment priority 3 Developing Play** | |
| NIF Priority  **Improvement in skills and sustained, positive school-leaver destinations for all young people**  **Improvement in children and young people's health and wellbeing**  NIF Driver  **School leadership**  **School Improvement**  **Parental engagement**  **Teacher professionalism** | HGIOS/ELC QIs  **2.2 Curriculum**  **1.3 Leadership of change**  **3.3 Increasing creativity and employability**    UNCRC  **Article 31 (Leisure, play and culture):**  **Article 3 (Best interests of the child):**  **Article 29 (Goals of education):** |
| **Outcome:**   1. All staff will have various opportunities for professional learning and development concerning incorporating play/exploratory elements in their teaching by June 2025. 2. All pupils will have increased their own understanding of play pedagogy and what that looks like and feels like in their classroom by June 2025. 3. All pupils will experience enhanced, increased pupil-led learning experiences by June 2025. 4. All parents will have attended, or had the opportunity to attend, a playful learning experience in class with their child by the end of session 24-25. 5. Using the Play Scotland award as a focus we will develop staff skill and understanding of play beyond early and First level with regular opportunities for pupils to be involved in exploratory/project based learning. 6. Developing a whole-school shared vision and culture of play pedagogy which will be created and shared between all staff and parents. 7. All classes will display changes to their learning environment in line with changes in pedagogy.   **PEF used to support closing the gap:**  Award fee £750  Additional PSA allocation £1500  **Progress and impact of outcomes for learners:**  **Outcomes 1,5,6,7:**   * Staff questionnaires and discussion feedback highlight an increased awareness and understanding of the pedagogy of Play, the benefits for children and how to incorporate elements in to all classrooms and various areas of the curriculum. * All staff have participated in numerous learning opportunities involving developing our school approach to Play pedagogy. As a result all pupils have experienced greater opportunities for child-led more open ended experiences. * After an evaluation of the classroom spaces available, staff used their increasing knowledge to develop a ‘Play’ room where a variety of resources were gathered which provide free play and more open-ended learning experiences for children from Primary 4/3 upwards. * Use of the Play Scotland resources supported the early creation of our Action Plan based on our responses to their Baseline questions. * A small staff group led the development, being early adopters in their classes at Early/First, First and Second Levels.   **Outcome 3:**   * Pupil voice activities highlight a good understanding of pupils’ perception of ‘Play’. As the year has progressed the language used, especially in Second level, has changed as the pupils have greater experiences with exploratory and investigative learning.   **Outcomes 5,7 :**   * All classes show either changes to their physical environment and/or increased opportunities for playful learning experiences involving a variety of provocations. These include First and Second level classes using an expeditionary ‘Big Question’ and Project Based Learning approaches as teachers and pupils explore the possibilities available.   **Outcome 6:**   * All parents had various opportunities to participate in playful learning experiences throughout the year. In total around 60% attended at least one activity with particular focus on expressive arts, Reading and Maths. * Our plans for next steps include further development of these offers as we continue to develop our vision and culture. | |
| **Next steps:**   1. Further investigate and develop a school-wide approach to outdoor learning. 2. Enhanced use of our ‘Play’ room as a ‘MakerSpace’ in line with our curriculum development focus. 3. Increased planned opportunities for investigative/exploratory learning opportunities which will be incorporated in to the Working Time Agreement and our annual plan. 4. Increased focus on sharing information and playful learning experiences with parents. | |

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| **Establishment priority 4 Developing our Equalities & Skills offer** | |
| NIF Priority  **Improvement in children and young people's health and wellbeing**  NIF Driver  Teacher professionalism  Parental engagement | HGIOS/ELC QIs  3.3 Increasing creativity and employability  2.5 Family learning  1.5 Management of resources to promote equity    UNCRC  Article 2 (Non-discrimination):  Article 23 (Children with disabilities): |
| **Outcomes:**   1. All pupils will have opportunities – either as part of their class learning or at school assemblies to learn more about what Equality means and to further understand the Protected Characteristics. 2. Our learners will have an increased understanding of what meta-skills are and how they use them in their daily life and learning by June 2025. 3. Staff, through planning discussions and self-evaluation of our curriculum throughout the year, will highlight increased opportunities for learning involving anti-racist and the wider equalities agenda being delivered.   **Progress and impact of outcomes for learners:**  **Outcome 1:**   * Input is embedded into PowerPoints weekly agenda for pupils and staff * An Equalities suggested reading list has been shared with all staff to support their own development. * Weekly assembly focus of UNCRC rights of the month, meta-skills. * Equalities lenses are being used to analyse attainment patterns across the school – in Facts, Story and Action. * Our school Equalities Action plan has been created and acted upon including the creation and sharing of our Equalities Policy and Statement have increased all pupil and parent awareness of the various aspects of the Equality Act. * Almost all children surveyed agreed that they learn about equality and have equal opportunities. Assembly discussions highlight a significant increase in pupils’ awareness of the characteristics. * Pupil voice activities, class observations, pupil discussions and ongoing conversations highlight that almost all pupils are able to name at least one meta-skill and explain how it impacts their daily life. * Tracking achievement and attainment through assembly excel workbook and tracking data. * Pupil questionnaire results and pupil discussions highlight that most can recall the protected characteristics included in the Equality Act.   **Outcome 2:**   * All stakeholders have been consulted as to their awareness of skills and equalities provision in our school. This helped create the action plan for improvement. * Meta-skills resources shared and are visible in each class. * Scottish Careers Week resources(from 11 to 15 November 2024)Family involvement - sharing employment experience * Increased focus on how teachers can incorporate and embed Equalities and Meta-skills in the daily curriculum. * Almost all pupils surveyed identified that they use meta-skills in their classroom and also that they learn skills they need for jobs or further education. * Most pupils surveyed said that they talk about meta-skills and discuss how they use these in their learning.   **Outcome 3:**   * Black History Month assembly was held in October for all classes - raising awareness of Black History and how it has impacted the world. * Assembly awareness raising events in disabilities, Autism specific assembly, Equality Act assembly, Ant-Bullying Assembly. * Increased focus on how teachers can incorporate and embed Equalities and Meta-skills in the daily curriculum. * International topics throughout the school – India, Africa, Trade & tourism. * Highlighting Antiracist Education resources to be incorporated into teaching. There is evidence of use in almost all classes so far. * Increased focus on how teachers can incorporate and embed Equalities and Meta-skills in the daily curriculum. * Staff discussions in planning meetings show increased inclusion of aspects of the equalities agenda in their teaching resulting in greater awareness in the pupils’ behaviour and knowledge. | |
| **Next steps**   * Embedding equalities into whole-school monitoring – forward planning discussions, class observations. * Giving the children more of an opportunity to identify and assess the meta-skills that they are utilising in different activities and for target setting. * Raising the profile of meta-skills even further with staff to make the learning more explicit – including discussions in planning meetings. * [Inclusion Calendar of dates](https://glowscotland.sharepoint.com/:w:/r/sites/InverclydeEqualitesCoordinatorNetwork/Shared%20Documents/General/Resources/Racial%20Equality%20Diversity%20and%20Inclusion%20-%20Calendar%20Dates%20and%20Sources%20-%202024%20-%20FINAL.docx?d=w7c5e3392f21948ea9ebce0ca1618401c&csf=1&web=1&e=04XyxT) – embed in school calendar * Embedding the use of Anti-Racist resources <https://www.antiracisted.scot/> throughout the school * Involving the parents in a shared celebration of learning for each class related to Equalities, Meta-Skills and other areas of this priority. | |

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| **Data** |
| **Key Strengths:**   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | June 2024 | Overall  2025 | SIMD  1 + 2 | | SIMD  3 - 10 | | Gap | Comments: Overall/Stages | | Talking & Listening | 89.6% | 89.7 | 86.7 | | 97.8 | | -11.1 | Overall increase | | 88.7 | | 93.2 | | -4.5 | June 2024 | |  |  |  | **-2.0** | | **+4.6** | | 6.6 | **Change from 06/24 to 06/25** | | Reading | 78.6 | 77.7 | 75.0 | | 87.0 | | -12.0 |  | | 78.2 | | 84.1 | | -5.9 | June 2024 | |  |  |  | **-3.2** | | **­+2.9** | | 6.1 | **Change from 06/24 to 06/25** | | Writing | 76.6 | 75.5 | 71.1 | | 89.1 | | -18.0 |  | | 74.4 | | 84.1 | | -9.7 | June 2024 | |  |  |  | **-3.3** | | **+5.0** | | **8.3** | **Change from 06/24 to 06/25** | | Literacy Overall | 75.5 | 72.7 | 69.5 | | 84.8 | | -15.3 |  | | 73.7 | 86.4 | | 12.7 | | June 2024 | | Numeracy | 81.3 | 79.9 | 75.8 | | 91.3 | | -15.5 |  | | 79.7 | | 84.1 | | -4.4 | June 2024 | |  |  |  | **-3.9** | | **+7.2** | | **11.1** | **Change from 06/24 to 06/25** |  * Our gap between SIMD 1 & 2 and 3-10 shows an increase for all areas. This is, for the most part, due to our increased attainment in our 3-10 cohort (which is approximately 24% of our school). * Our overall levels of attainment are fairly equal to last year’s in all areas. * Despite our high level of ASN (50%) our attainment remains above many of our comparator schools in the family group in all areas. * Our focus on Pace and Challenge and greater identification on pupils Beyond Expectation has been very successful. We have exceeded our targets in all areas. * There has also been an increase of pupils in SIMD 3 – 10 who are now assessed as Beyond Expectation – exceeding our ambitious targets.  |  |  |  | | --- | --- | --- | | **SIMD 1 & 2 Pupils assessed as Beyond Expectation (whole school)** | | | |  | June 2024 | June 2025 | | Listening & Talking | 6 | 9 | | Reading | 7 | 17 | | Writing | 7 | 13 | | Numeracy | 7 | 13 |   **Key Priorities:**  **School**   * Introduce the new Numeracy Framework to all staff and investigate best us based on practice shared from others. * Continue to utilise the Inverclyde Literacy Pathway to ensure best quality teaching and learning. * Introduce our whole school Numeracy resource alongside increased Numeracy professional development. * Ensure focus on our SIMD 3-10 group to continue progress. * Increased focus on Fact, Story, Action as part of professional dialogue with staff alongside deeper use of the Benchmarks. * Adaptation and adoption of best practice in supporting pupils slightly behind expectation and at risk of falling behind through careful allocation of additional teaching support and Pupil Support Assistants. * Increase use of PASE website to support professional development and improvement in learning and teaching. |

**National Improvement Framework Quality Indicators**

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| **1.3 Leadership of change**  **Good** |
| **Key Strengths:**   * Our recently updated Vision and Aim for the school was created involving the parent body, all staff and pupils in sharing the concept as well as sharing their ideas. Our Values are well known and understood by all pupils and staff. * Staff feedback highlights that the Senior Leadership Team create a climate where creativity is nurtured and staff feel supported to implement changes in the curriculum around different pedagogies like Play. * Staff have shared responsibility for leadership of improvement through membership and participation in School Improvement groups linked directly to the Improvement Plan. * Greater opportunities for staff and pupil leadership as staff chose a focus for their class leadership arising from our school needs and after consultation with each class e.g. Road Safety, ECO, Mini-Vinnies, STEM Leadership and others. * Teaching staff have a good knowledge of data connected to their class. This has been enhanced, for the benefit of pupils, by the introduction of a Fact, Story, Action approach.   **Key Priorities:**   * Using our recently shared revised Vision and Aims, create a child-friendly version. * Continue to develop the role of our pupil/class leadership groups. * Further develop the understanding and use of Fact, Story, Action with staff. * Develop the teaching of Numeracy across the school with the use of the authority Numeracy Strategy. * Continue to implement changes to our approach to writing to use our recent experiences and learning to create shared approaches at various levels. * Senior Leaders will lead the curriculum development activities while involving staff at all levels in ensuring a wider, more progressive curriculum offer is available. |

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| **2.3 Learning, teaching and assessment**  **Good** |
| **Key Strengths:**   * Our welcoming school ethos supports all pupils and staff to be motivated, enthusiastic participants in all aspects of school life. * Increased opportunities for staff and pupil leadership are ensuring impactful contributions to the wider life of the school. * Our whole school focus on developing Play as a pedagogical approach has shown significant changes in staff confidence and knowledge levels. All classes have enhanced or introduced more playful/exploratory or investigative elements to learning and teaching. * Teaching staff have a good knowledge of data connected to their class. This has been enhanced, for the benefit of pupils, by the introduction of a Fact, Story, Action approach. * Principal Teacher and a short-life working group have created, based on our practice and research, the Teaching of Literacy Handbook for St. Andrew’s which will be shared with all staff in August. This incorporates the coaching, modelling and staff development of the past two years. * Increased use of digital technologies in many classrooms. Due to the enhanced Wi-Fi within the building pupils regularly use tablets to support research as well as OneDrive to share and up level writing in real time. The innovative use of microphones and other recording resources has supported a range of children’s learning and their methods of creating text.   **Key Priorities:**   * Self-evaluation has highlighted a need for more abstract materials for use in numeracy. To support a whole school procedure we have purchased a new commercial numeracy program. * The next steps, based on research findings and self-evaluation, to enhance our playful approach will develop our understanding and awareness of outdoor learning. * Play is well established from Primary 1 to 3. Primary 4 to 7 have shown increased opportunities which we will further develop next year with the more exploratory and investigative learning approaches being developed. * Our on-going self-evaluation has highlighted the narrowing of our curriculum offer and, along with feedback from parents and pupils concerning what they would like to learn we will ensure progression and consistency in more areas of the whole curriculum. |

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| **3.1 Ensuring wellbeing, equality and inclusion**  **Very Good** |
| **Key Strengths:**   * All staff believe we have a clear strategy for improving pupil wellbeing. Data from the Glasgow Motivation and Wellbeing Profile is analysed and individual plans are created to support pupils below certain levels and displaying need. * Our whole-school Emotional literacy program is carefully and strongly led by a staff member. A careful plan is developed to ensure time for focus on the various aspects of the program. Gathered information and exemplification of impact have led to us being awarded the Gold Award – one of only 11 schools in Scotland. * We have clear, shared processes and procedures in place regarding Single Agency planning, the use of a range of data and careful monitoring of strategies which are to be used to support pupils. * Our specialist Nurture provision is data driven with well-planned targeted interventions to support pupils as necessary. * The whole school focus on equalities has had a very positive effect on all. Pupils very regularly discuss and are aware of the protected characteristics of the Equality Act. * All classes responded that they are treated fairly by adults in the school.   **Key Priorities:**   * Use the most recent authority Child Protection policy and audit materials to carry out a full review of our current practices. * Develop our school approach to supporting and promoting attendance to create a school Policy involving partners, parents and pupils. * Alongside our fellow Gold Level schools we will create and develop the Platinum level assessment for Emotion Works. * Further develop teacher planning alongside the Depute Head to enhance support strategies and how we monitor these. * Create a school version of the new Authority Anti-Bullying Policy, including a pupil-friendly version. * Create a school Attendance Policy by ensuring our current procedures align with the authority policy. * Share the key points of the authority’s new Additional Support for Learning Policy. * Relevant staff undertake Signs of Safety training. |

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| **3.2 Raising attainment and achievement/Securing children’s progress**  **Good** |
| **Key Strengths:**   * Our refreshed focus on pupils achieving Beyond Expectation has led to significant increase in pupils assessed as such. * Observations of learning continue to highlight the high levels of pupil engagement and motivation to learn. This has been further enhanced with more open-ended, child-led opportunities for learning. * Staff reflection and self-evaluation highlights that they feel encouraged and supported to innovate within their teaching to improve learning, motivation and enthusiasm. * Our system monitoring attendance is well established and will be used as the basis for our school policy along with use of improvement science techniques to support targeted pupils and families.   **Key Priorities:**   * Develop our procedures and understanding of Benchmarks alongside our use of Fact, Story, Action approach to look more closely at pupils Beyond Expectation in all curricular areas – especially in later First level and Second level. * Our planned use of an experienced teacher to support targeted interventions in classes will ensure an increase in support and challenge for pupils. * A whole school development of Outdoor learning will enhance not only learning and teaching but also contribute to pupil wellbeing. * Improve tracking and progress across all curricular areas – pathways , * Identify attendance issues and create individual action plans with pupil and families. This will also involve our Education Scotland Attainment Advisor and colleagues from other schools. |

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| **Other quality indictors evaluated from 3 year plan** | |
| 2.2 Curriculum | |
| **Key Strengths:**   * High level of development, improvement and professional learning particularly in Literacy and Numeracy which are developing consistent approaches across the school while staffing changes regularly. * Pathways used successfully in Literacy, Numeracy, Health and Wellbeing, P.E. and Diocesan planners for R.E. These provide cohesive, progressive structure for learning.   **Key Priorities:**  **School**   * Develop uniform planning approaches across the school for Expressive Arts, Social Subjects, STEM/Technologies, and Sciences. Also incorporate Other World Religion planners in R.E. * Use an online Languages platform to re-introduce French at all levels throughout the school. Other language focuses will be incorporated in to Assembly. |

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| **Key Achievements of the Establishment** |
| This has been another very successful year for St. Andrew’s.  A number of our classes undertook leadership roles where they chose a focus and created plans of action.   * Primary 3/2 took on the important role of Junior Road Safety Officers (JRSOs), showing great responsibility and initiative. They undertook a survey of the staff car park and came up with the idea of creating Parking Permits. While the car park issue has not been fully resolved, the class’s efforts have raised awareness and encouraged the school community to think more carefully about road safety and responsible parking * Primary 3/4 have taken responsibility for establishing more environmentally friendly practices within the school. Initially P3/4 learned ways in which we could do this as a school. We then discussed as a class some changes which could be implemented within the school in order to make it more environmentally friendly. Pupils decided upon 3 main aims: * Create posters to be displayed around the school in order to promote their aims/give ideas to others on how they could be more eco-friendly. * Create plastic bottle/paper ‘bins’ which were distributed to each class and emptied weekly in order to be recycled, rather than simply be sent to landfill. * Within groups help Mr Dunsmore to collect any rubbish left lying about the playground after breaks. * Primary 5/4 were the Mini Vinnies. They researched Saint Vincent De Paul prior to starting the group and this gave us an insight into how and why the Saint Vincent De Paul groups were set up in churches. They organised various fundraising events throughout the year. * Our Young STEM Leaders group involved a dedicated group of Primary 5 and 6 pupils working towards their YSL Level 2 Award. As part of STEM Club, they planned and led engaging STEM activities for Primary 2 pupils, who provided feedback on the clarity of their instructions, leadership, and support. This feedback allowed the young leaders to reflect, make improvements, and grow in confidence as effective role models. The group also explored common misconceptions in STEM and discussed ways to challenge these, including actively encouraging more girls to get involved by being positive role models for their younger peers. Through this, the group not only developed their own leadership skills but also contributed meaningfully to promoting STEM across the school. Our Young STEM Leaders are now ready to share their learning more widely, whether by supporting younger classes, applying their leadership skills throughout the school, or continuing to develop their own STEM knowledge to help enhance learning for everyone in St Andrew’s Primary. We are delighted that the group achieved their Young STEM Leader Awards. * Primary 6/5 undertook extra responsibility in organising activities and resources in the playgrounds. This ensured a more active break time as well as helping look after our resources. * Primary 6/7 took on the role of Health Committee. We had two main focuses to work on and develop:   Organising the whole school ‘Walk and Roll’ challenge.  Developing and sharing a knowledge of basic first aid skills that can be shared.  Following this the class have been using the British Red Cross Foundation resources for First Aid in Primary schools to gain an understanding of delivering basic First Aid.   * **The Promise Award**   Our whole staff were awarded the Keeping the Promise Award after successfully completing various professional learning activities and achieving the required scores in assessments.   * **Play Scotland Award**   We are a very active participant in the pilot phase of the Play Scotland Play award. As such we share our experiences, learning and discuss development opportunities with a small number of schools across Scotland. We are aiming to achieve the Award in session 2025-26.   * **Emotion Works Gold Award**   As a school we were delighted to be one of only 11 schools in Scotland to achieve the Emotion Works Gold Award (we were in the first 10!). Led by our Nurture Teacher, next session we will collaborate with the Emotion Works team and these other Golden schools to develop and achieve the Platinum Award.   * **School show**   Involving almost half of our school pupils a group of our teaching staff produced a stunning performance of The Wizard of Oz in the summer term. Pupils from primary 3 upwards performed with great confidence, ability and no shortage of enthusiasm.   * **Our Netball team** qualified for the Inverclyde Finals for the first time ever. **(**Unfortunately due to cancellation and other events we were unable to attend the final day). The girls performed superbly throughout the year showing improvement every week. * A large number of boys and girls have participated in a number of **football** events throughout the year. This has also enhanced our local connection with our neighbouring Primary school. * In **Athletics** we once again represented the school with great enthusiasm and improving ability on a number of different occasions. |