

St Francis Primary School and Nursery Class

Standards and Quality 2021/22

Context of the school:

Our School

St. Francis Primary is a denominational school serving the Slaemuir, Bardrainney, Mid Auchinleck and Park Farm housing estates in Upper Port Glasgow and the Catholic community of Kilmacolm. The current role is 218. We also have 15 children in our 2-3yrs nursery class and 24 children in our 3-5yrs nursery class. We have 11.5 teaching staff including the Head Teacher and Depute Head Teacher. To support learning there are also 9 Pupil Support Assistants, one of which is funded through PEF. We also have a Health and Wellbeing Sports Coach and an Eyeco funded through PEF. We have a Depute for the Nursery Class, a Senior Eyeco, 5 Eyecos and 2 Eysas. There is a full time senior clerical assistant, 1 part-time clerical assistant and our janitor.

As a denominational school, St. Francis has very close links with the parish community of St. Francis. Fr Matthew is our Parish Priest. The school community regularly celebrates mass here in the school.

There are 218 children (79.8%) in SIMD 1 and 2, and 46% pupils in receipt of free school meals.

Vision

Our vision is to create a culture of successful learning and continued faith development, in which everyone is included and know they are a valued part of the St. Francis' Family. All members of our school community actively promote living the Gospel values, to foster an ethos of tolerance, kindness and respect.

Through planning high quality teaching and learning opportunities, our children are encouraged to develop a positive attitude to learning and a willingness to face new challenges, enabling them to achieve and succeed. Partnership working enhances our aim to enable our children to develop skills for learning, life and work and share those skills and knowledge positively, as active members of their local community.

Our Aims:

- Provide high quality teaching and learning opportunities to meet the needs of every child, enabling them to develop individual talents and independent learning skills, which can be developed and applied to future learning situations.
- Encourage the children to aim high, try their best, embrace challenge and strive for excellence by being positive and enthusiastic about their school, their learning and themselves, using praise and motivation and celebrating effort and success.
- Provide an inclusive, nurturing environment in which the children develop intellectually, physically, socially, morally and spiritually so that they play a valuable and responsible part in their school, their families and the local community in which they live.

- Work in partnership with parents, other educational establishments and community groups whilst promoting positive links with local business as an important part of the learning process.
- Make effective use of resources and encourage all staff to develop their talents and interests for their own benefit, as well as to enhance the quality learning and teaching experiences for the children.
- Promote a positive climate for self-evaluation to foster school improvement.



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

ATTAINMENT

Although achievement of a level has yet to be validated for session 2021-22, our in school data tells us the following about the achievement of a level at Primary 1, Primary 4 and Primary 7. This information has helped us to identify some areas that will require further interventions and support.

The data shows that there has been an increase in most areas from 2020-2021.

Despite the challenges faced by two lockdowns, the children at these stages have continued to make some progress. Targeted interventions put in place following both lockdowns and throughout this past year have been somewhat effective. Analysis of attainment data across all other stages of the school show that some pupils have been more significantly affected and our continued PEF and Recovery interventions for Session 2022/2023 will aim to further address this.

Attainment in reading, writing and numeracy has been most impacted. Target cohorts were identified across the school through analysis of a range of data: SIMD, FME, CfE levels, attendance, teacher professional judgement and standardised assessments.

CfE Level	Subject	Number of pupils in class achieving expected Level 2020-2021	Percentage of pupils achieving expected Level 2020-2021	Number of pupils in class achieving expected Level 2021-2022	Percentage of pupils achieving expected Level 2021-2022
P1 - Early+	Listening and Talking	30	83.3%	37	100%
	Reading	32	88.9%	29	78%
	Writing	29	80.6%	29	78%
	Numeracy	30	83.3%	29	78%
P4 - Level1+	Listening and Talking	24	80.0%	15	90%
	Reading	15	50.0%	8	50%
	Writing	11	36.7%	8	50%
	Numeracy	13	43.3%	10	62%
P7 - Level 2+	Listening and Talking	20	66.7%	24	86%
	Reading	16	53.3%	19	68%
	Writing	11	36.7%	15	54%
	Numeracy	10	33.3%	17	61%

Fuller information regarding attainment is available at

<https://public.tableau.com/profile/sg.eas.learninganalysis#/vizhome/SchoolInformationDashboard-Primary/Introduction>

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 QIs 3.2 Securing Children's Progress 3.2 Raising attainment and achievement HGIOELC? 2.3 Learning, teaching and assessment 2.2 Curriculum Health and Social Care Standards 1.30, 1.31, 2.27 - Wellbeing UNCRC Article 3 (Best interests of the child): Article 28: (Right to education): Developing in Faith Laudato Si Celebrating and worshipping
Outcome:	
<ul style="list-style-type: none"> • By June 2022, there will be a more consistent approach across all stages in writing activities and skills to increase attainment across all stages. • By June 2022, all children will have a renewed focus on reading for pleasure, which will support the attainment levels in reading at all stages. • By June 2022, children in P3-P7 will enhance their mental maths skills by using Blue Print boards. • By June 2022, there will be an increased confidence in digital literacy skills for both staff and pupils across the school. • By June 2022, play pedagogy will be introduced in Primary 1 to increase pupil's readiness to learn and support personalisation and choice in their learning. • By June 2022, all staff will take part in moderation events to ensure a consistency in high quality learning and teaching. • By June 2022, there will be a clear approach to feedback for children enabling them to talk about their successes and next steps. • By June 2022, there will be an increase in parents of the nursery children, engaging with regular communication between nursery and home through the use of learning journals. • By June 2022, nursery staff will use the Leuven Scale to measure engagement and plan more effectively for individual children. 	
Progress and impact of outcomes for learners:	
<ul style="list-style-type: none"> • All staff participated in the moderation and updating of writing targets. This has ensured a clear progression in writing expectations for children. All children now begin their day with a writing activity and by using the child friendly targets and the consistency of approach across all stages, this has resulted in an improvement in the quality of writing. Data has shown an increase in attainment for the majority of stages. In June 21 the data for the whole school was 29% and this has risen to 63%. • The school registered for The Reading School's Accreditation in August '21 and by creating our Action Plan, this has ensured a strong focus on reading for pleasure across the school. Children have been involved in clearing out class libraries, identifying suitable reading books and being motivated to read during ERIC Time (Everyone Read In Class) Every class has had a visit to the local library and chose a book to take away and read. These visits have led to children returning to the library to choose more books. Through Learner Attitude Surveys given out at the beginning of the project and follow up questionnaires, the number of children in each survey group who initially read very little has now risen by 40% and these children have stated that they are now more likely to read for pleasure. A Pupil Equity Fund teacher (£14,700) has also targeted groups of children for 	

reading support in Primaries 3 and 4 and the data has shown that improvements have been made. P3 – 29% to 36% and P4 – 31% to 44%

- Blue Print Boards were purchased for all children from P2 to P7 to support attainment in numeracy but more especially in mental maths. Support and training from the Authority Coaching and Modelling Officers (CMOs) helped to develop a confidence in all staff in the varied ways the boards can be used during numeracy time. Children are able to explain their thinking more readily by visually showing this on the boards and during class observations, there was a high level of engagement. This has resulted in improved numeracy data in P2-P7.
- The school registered for The Digital School's Award and an Action Plan was agreed. This is still an ongoing process. Progress has been limited due to the quality of the hardware and training available. There is scope for further work to be done. The Make it Happen Project in Primary 7, has however given the children experiences in coding as well as researching and creating cyber safety rules for young people. They have increased their awareness regarding their own safety on line, and how to manage this.
- Play Pedagogy was introduced in Primary 1 in August. Pupil Equity Funding (PEF) was used to employ an Early Years Education Child Care Officer (EYECO) (£28533) who has worked closely with the class teachers to set up appropriate play and learning areas in each room. The Eye co liaised with the teachers regarding the choice and range of resources to support play for both indoor and outdoor activities. The children have commented especially on the varied experiences they have had outdoors. Observations have shown that most children are more settled and engaged during the play activities, and the transition from nursery for most has been smooth. Children are showing an increased ability to problem solve and talk together about how they will achieve their goal during for example construction and block play. Role-play has also given an increased confidence to the majority of children and this dialogue has been evident during observations. Attainment levels have been maintained, and discussion during teacher's progress meetings indicate that most learners have made expected progress.
- All staff have worked on moderation both in school and at cluster level. Some have also attended an Authority event. Through this dialogue with staff working on the same level, all staff have expressed an increased confidence in the expectations of reaching a level and in turn have increased their confidence when assessing children's work and recording appropriately. Moderation of writing has also taken place in school and as a result, staff are more confident in identifying the levels the children are working at.
- Feedback processes were reviewed by all staff and it was agreed as to how this would be delivered on a more consistent basis to children throughout lessons. The use of, "2 stars and a wish," and, "Purple Polisher," are two examples of the strategies used to give feedback. In addition, consistent real time feedback is effective in helping the child to establish next steps. Continued monitoring will be necessary to ensure that the consistency of approach remains in place.
- Learning journals are now used by almost all parents. Parents have reported through online surveys and paper questionnaires that they find it easy to look at the progress and experiences that their child is involved in. There has also been regular conversations at pick up and drop off times where parents have shared their views with Key Workers. The majority of parents have entered a learning story/experience from home that has allowed our establishment to celebrate the learning that is happening there. In a recent survey, most parents have reported that they felt that there was better communication between home and their child's keyworker. Some even requested to see more pictures of their child.
- All staff received training in the use of Leuven Scale to measure children's engagement. During children's observations, staff are using this and as a result have been able to identify further needs for that child. By using individual planning, staff have found that children are more engaged and are making good progress due to the use of individual experiences based on their interests and developmental stages. This is applicable for all children in both rooms. The majority of children are making expected progress and this is evident in the transition information shared during Parent's evenings.

Next Steps:

- Continue to embed writing skills across the school using targets and experiences that will support children to improve.
- Continue to focus on developing children's desire and motivation to read. Work on the next stage of the Reading School's Accreditation.
- Focus on improving reading skills across the school.
- Develop the proposed new library area to facilitate the focus on reading for pleasure.
- Further develop Play Pedagogy in Primary 1 and introduce this into Primary 2.
- Focus on the Moderation Cycle to ensure consistent high quality learning and teaching is implemented throughout the school.
- Work closely with cluster schools to develop digital literacy skills through sharing good practice and continue the journey through the Digital School's Award.
- **Continue to promote the use of Learning Journals with parents in the nursery.**
- **Introduce the use of SEAL to develop numeracy skills and experiences.**
- **Further develop the strategies and approaches of Word Aware to promote a range of vocabulary.**

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

<u>NIF Priority</u> Closing the attainment gap between the most and least disadvantaged children and young people - <u>NIF Driver</u> Parental engagement Teacher professionalism	<u>HGIOS QIs</u> 3.2 Securing Children's Progress 3.2 Raising attainment and achievement <u>HGIOELC?</u> 2.4 Personalised support 2.2 Curriculum Health and Social Care Standards 1.30, 1.31, 2.27 - Wellbeing <u>UNCRC</u> Article 31 (Leisure, play and culture): Article 28: (Right to education): Developing in Faith Laudato Si Celebrating and worshipping
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Outcome:

- **By June 2022, identified groups of targeted children across the school will show improvements in literacy and numeracy.**
- **By June 2022, the gap in attainment between children in SIMD 1&2 and SIMD 3-10 will decrease in areas of literacy and numeracy.**
- **By June 2022, there will be increased engagement in the use of Literacy Toolbox by a targeted group in Primary 7.**
- **By June 2022, there will be an increase in parental engagement for prioritised year groups, supporting parents to be more confident when working at home with their children.**
- **By June 2022, Primary 1 teachers will have an increased knowledge of play pedagogy and how to implement this in their classrooms.**
- **By June 2022, parents of nursery children will engage in all parental opportunities offered to them.**
- **By June 2022 children will have experienced enhanced learning opportunities due to the further embedding of Realising The Ambition and development of Play Pedagogy.**

Progress and impact of outcomes for learners:

- By the use of robust assessing, pupils mainly in SIMD 1&2 requiring targeted support were identified across the school. It was clear that there were significant gaps in learning due to two lockdowns and this was most evident in Primaries 3 & 4. This targeted support was in the areas of literacy and numeracy. A range of staff from the Attainment Challenge, Recovery Teachers and PEF were allocated groups. This support was delivered consistently throughout the year where possible, resulting in some increased attainment in both areas of numeracy and literacy. Continuous assessment throughout the year and the use of data also ensured a fluid approach to this support making sure that all children who required support received this when necessary. We were however unable to recruit a PEF teacher at the start of the year and this staff member only took up this post in April '22. This has resulted in slippage from our plans which meant that not all identified pupils received the level of desired support.
- A target group of children in P5 have increased their confidence in spelling and data shows an improvement from the start of the year until now. This has been partly due to daily work with the Pupil Support Assistant and the consistent use of activities from Education City online. (£760 per year subscription) This was purchased through PEF .
- A group of pupils in Primary 7 were identified through assessments as requiring support in reading and writing. This group have been using Literacy Toolbox each morning supported by a Pupil Support Assistant (PSA) employed through PEF (£15,174) Support given each day to hear children read and monitor progress has resulted in a higher engagement by the pupils and the discussion around next steps and areas of concern. The weekly monitoring progress activity has shown increased performance and ability in the aspects of reading and spelling. Assessments carried out in reading and spelling by the class teacher has shown that the majority of these children have benefitted from this intervention.
- All staff received training in March '22 on the use of Leuven Scale to measure pupil engagement. Through discussion with staff they have commented on how their practice and own observations will change to support more engagement in the classroom. Further time will be required to see the full impact of this.
- Parental engagement and involvement was identified as a priority as the opportunities during the past two years for parents to be in the school due to restrictions were very limited. By using The West Partnership Self-Evaluation Tool, two key areas were identified; the need to support parents in their knowledge of their children's learning and how this could be facilitated. Questionnaires were sent out in the initial stages to gauge interest and from this a number of families were contacted. In partnership with Community Learning and Development (CLD) and Barnardo's, afterschool workshops were organised and part facilitated with Attainment Coaching and Modelling Officers. Attendance was variable and this was probably due to the location, which was not in the school. This was reviewed and subsequent online approaches were then put in place. This resulted in a slightly higher engagement from parents. The after school homework club was able to run from the beginning of May in the school and there have been a number of families who are attending. CLD have also been linking in with parents of Primary 7 pupils who have been involved in the "Make it Happen" project. Parents worked with their children on Cyber Safety and this has resulted in an increased awareness and understanding of the dangers of social media and how both children and parents can manage this together. Primary 7 pupils will present their work to Primary 5 & 6 year groups giving them the opportunity to share their knowledge, be responsible and develop their leadership skills. Parent feedback from those involved in the online and face to face opportunities is positive and parents have commented that they can understand and appreciate the benefits of working with their child.
- Primary 1 teachers as well as the early year's recovery and nurture teachers have received regular Play Pedagogy training throughout the year. They have also engaged with the Play Pedagogy Coaching and Modelling Officers to support and guide them through the process this year. Together with the EyeCo employed through PEF, this has resulted in the staff being able to provide a play based learning experience for their children. Through observations the majority of children are engaging very well. They appear settled and are becoming more confident in navigating their way around all play and learning areas.

- Through continuous communication with parents using online children's Learning Journals, newsletters, Twitter and Group Call messaging, almost all parents are now engaged with the service and are more at ease to share their thoughts, ideas and make suggestions for improvement. Every effort has been made to share daily information with parents. Through several questionnaires we have created a, "You said, we did," notice board which is displayed outside the front entrance. All parents can see that their voice has been heard and actioned. This has created a stronger relationship with parents. Feedback questionnaires from our Parent's nights show how satisfied parents are with their child's experiences and learning.
- Almost all children have engaged well in the play experiences created by staff. By using the "Focus Child," this ensures that every child will experience learning and play particularly linked to their likes (shared by parents) thus ensuring a higher level of engagement. Following the guidance from Realising the Ambition, staff have used strategies and approaches that have supported children's attainment and the impact of these is evident in the tracking and monitoring system.

Next Steps:

- Continue to focus on developing the use of data to identify target groups across the school to help to close the attainment gap in areas of literacy and numeracy.
- Work with The Recovery Associate to ensure that all pupils' assessment profiles and gaps are clearly aligned with additional provision where required, supported by enhanced staffing.
- Revisit the Parental Engagement audit tool to review the next steps for enhanced parental engagement in school and for the nursery classes. Link this parental engagement with the focus on reading for children.
- Ensure collaboration between Primary 1 and 2 teachers to support and share good practice re the implementation of Play pedagogy in Primary 2.
- Develop use of Floor Books within the 3-5 room to encourage children to reflect and predict, thus ensuring their voice is heard.
- Ensure a quality environment for children to learn and develop with experiences, spaces and interactions being appropriate and meaningful.
- Continue to engage successfully with parents and encourage parent support for their child.

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

NIF Priority Improvement in children and young people's health and wellbeing	HGIOS QIs 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion
NIF Driver Parental engagement Teacher professionalism	HGIOELC? 3.1 Ensuring wellbeing, equality and inclusion 2.7 Partnerships Health and Social Care Standards 1.30, 1.31, 2.27 - Wellbeing UNCRC Article 12 (Respect for the views of the child): Article 28: (Right to education): Developing in Faith Laudato Si Celebrating and worshipping

Outcome:

- By June 2022, staff will have an increased knowledge of children's mental health in terms of attachment, bereavement, trauma and loss and how to support them.
- By June 2022, identified children will show an ability to self-regulate more readily.
- By June 2022, there will be increased positive engagement and enhanced playing experiences within the playground resulting in children being more settled and ready to engage when back in the classroom.
- By June 2022, pupils in P6 and P7 will show increased ability to resolve problems independently.
- By June 2022, there will be an increase in attendance across the school especially for children in SIMD 1&2.
- By June 2022, almost all pupils will be able to talk about the importance of the Gospel and school values and this will be evident in their actions and words.
- **By June 2022, nursery children will experience a variety of outdoor learning experiences thus developing their problem solving skills and creativity.**
- **By June 2022, nursery staff will implement the PATHs programme in both nursery rooms to support children's emotional literacy understanding.**

Progress and impact of outcomes for learners:

- All support staff have received training throughout the year in a range of professional development. They all participated in, "Escalators and de-escalators." This has resulted in a consistent understanding of the emotional needs of the children in the school and how to successfully manage a range of situations. Some staff have had further input from The Mind Mosaic Play Therapist employed through PEF (£20,000) two days per week throughout the year. This has ensured identified children have the support needed both inside and outside the classroom.
- Staff are more mindful of the many challenges that children face and are proactive in giving support. They show a clearer awareness of triggers that affect children's ability to engage successfully in their learning and use a range of strategies to prevent escalation occurring. This has resulted in a reduction in behavioural incidents and exclusions.
- Plans for input from Educational Psychology service did not take place due to staff absence and this resulted in training not being delivered to staff as planned.
- The Play Therapist has worked with many children throughout the year. Her input with them, their parents and staff has supported the children in school and at home. Based on questionnaire feedback from the children, staff and parents almost all have seen the positive difference this intervention has made in terms of self-regulation and engagement in the classroom and at home. There are still several children who will require the continuation of this service into the new session.
- There continues to be a reduction in the number of playground incidents at interval and lunchtime, when children are working with the Health and Wellbeing Sports Coach who was employed through PEF this year (£28,533) A targeted group of children have gradually increased their tolerance levels with each other and this has ensured that they are more settled and ready to return to class after these physical activities. Feedback from the children has established their perception of how successful intervals are and the Primary 7 pupils in particular have used this experience to work closely as a "Buddy" with the Primary 1 children.
- The Health and Wellbeing Sports Coach has also worked closely with support staff to assist in the delivery of a variety of games and activities in which the younger children can participate. The majority of children are not only enjoying this but are also showing an increased confidence in team games and infant children are more able to play together utilising the games initiated by the HWB Sports Coach and PSAs.
- The Health and Wellbeing Sports Coach has identified small groups of children that benefit from co-ordination activities which are delivered throughout the week in the gym hall. The children involved show more spatial awareness, better hand eye coordination and have increased confidence in the areas of throwing and catching. This has resulted in them feeling more successful during PE lessons.

- Two Primary 7 children were given the opportunity to become a Sports Leader in the school. In collaboration with Active Schools, our HWB Sports coach worked with the children to develop their skills. They had the chance to lead activities in the playground with a mix of P1 and P2 children. Each week both pupils discussed, evaluated and recorded their performance with Mr O'Neill. At the end of each block, a summary evaluation was completed and it was clear that their confidence had increased. Their comments were very insightful regarding how they performed, their strengths and areas for improvement. One of the pupils stated, “*My confidence has improved as I can now talk to younger children and this has fed into my class time as I can now speak out in class discussions to my class mates and can also answer out more in class.*”
- The HWB Sports Coach has been delivering after school football, athletics and netball clubs throughout the year for Primaries 5-7. The uptake for these clubs has been very high resulting in increased fitness levels, the ability to work together and successful teams representing the school at both athletics and football tournaments.
- Some of our Primary 6 and 7 pupils are confident in using restorative conversations to resolve issues, however there is still a level of conflict that some pupils are unable to completely manage themselves. There is further scope for the development of Peer Mediation.
- We identified that the majority of parents were unaware of the impact of their child not attending school. This led to the creation of an information leaflet for parents. There has been a positive impact on the attendance for some identified children.
- The school has continued to focus on the Gospel Values. These are discussed at assembly, in class and communicated to parents via newsletters and Twitter. Through observations, almost all children are able to talk with confidence about the Gospel and School values and the importance of them in the school and their lives. Most are able to show their understanding of these in their actions and words.
- All staff worked together in the mornings setting up outdoor equipment. This allowed for professional dialogue and sharing of ideas to create provocations. They ensured children's interests were considered, as well as possible support or challenge that would be in place. Staff observed an increase in children's engagement with continued requests from children to spend more time outside. Children asked for particular resources to be added to the core resources and staff responded well to this resulting in higher levels of wellbeing which has led to more curiosity and wonder when outside. Pictures of outdoor experiences are displayed with quotes from children ensuring that their voice is heard,
- All children have experienced small group circle time and their understanding of this has been replicated during imaginative role-play situations. They have used the puppets and can recognise positive and negative feelings as well as some facial expressions. The impact of this is that during check-in time the majority of children have been able to identify their own feelings. There are however, still some children who do struggle to regulate their own emotions.
- A PATHs child is chosen every day and this is celebrated by staff and other children. This child has responsibilities during the day and through encouragement, the majority of them are able to recall why they have been chosen. Compliments are given from staff and peers and this modelling has resulted in many children independently complimenting others.

Next Steps:

- Re-employ the HWB Sports Coach and develop skills to support more challenging children.
- Re focus on attendance and continue to inform parents of its importance and support where necessary.
- Retain Mind Mosaic Play Therapist for one year to support children's wellbeing and Mental Health. This will be funded by PEF.
- Implement revised Inverclyde Anti-Bullying Policy.
- Introduce Peer Mediation in the senior school
- Continue to work closely with Barnardo's in the new session to deliver support for families and children.
- Continue to offer a Season's for Growth group.
- Continue to upskill all staff, including nursery, regarding children's mental health, supporting inclusion in the classroom.

- In the nursery, PATH's will continue to be utilised and be supported by Barnardo's project.
- Develop children's ability in working with and relating to others.
- Implementation of the use of the Leuven Scale to measure children's wellbeing.

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

<u>NIF Priority</u> Improvement in skills and sustained, positive school-leaver destinations for all young people - <u>NIF Driver</u> Assessment of children's progress Teacher professionalism	<u>HGIOS QIs</u> 1.2 Leadership of learning 3.3 Increasing creativity and employability <u>HGIOELC?</u> 1.2 Leadership of learning 3.3 Developing creativity and skills for life <u>UNCRC</u> Article 5 (Parental guidance): Article 29 (Goals of education): Developing in Faith Laudato Si Celebrating and worshipping
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Outcome:

- By June 2022 pupils will have increased opportunities to share and present to others on a variety of topics.
- By June 2022 pupils will have increased opportunities in decisions regarding school life and lead associated aspects.
- By June 2022 pupils will be more able to transfer skills across their learning.
- By June 2022 senior pupils will develop their personal, interpersonal and enterprise skills.
- By June 2022 all nursery children will have had the opportunity to present in a group to parents.
- By June 2022 all pre-school children will have experienced a transition process, experiencing a new environment and new people.

Progress and impact of outcomes for learners:

- All pupils were involved in Black Lives Matters research in October. Every group of children presented their findings at assembly. This also took place during Literacy week based on the learning that took place in class linked to their novel. All children showed the ability to collaborate and the majority showed an increased confidence when presenting to a large group. There will be more opportunities next session, to further develop these experiences.
- Primary 7 pupils have taken part in their solo talk, which has involved independent research, the development of a digital presentation and delivery to the class. This has resulted in children having an awareness of their audience, the need to deliver appropriately with pace and tone to ensure engagement. Almost all have been successful.
- Most children from P5-P7 have had the opportunity to read at either a class mass a school mass or mass in St Francis Church. All children were able to read clearly and ensure the congregation were able to hear them. Participation has developed their confidence when delivering to an audience.
- Pupil Voice Groups were established at the start of term. Pupils were asked to put themselves forward to be elected and had to say why they felt they would be a suitable representative for that group. Meetings have taken place each term. All pupils have had the opportunity to make suggestions prior to the meetings and all points were discussed. Some actions have taken place, for example the Cake and Candy to raise money for

Ukraine, the Reading Group visited a local bookshop to choose books for all classes, playground monitoring to ensure all rubbish is put into bins. Almost all pupils are positive in their response to being part of a group. This was a welcome return, as due to restrictions these groups were difficult to run consistently. There will be scope to develop this next session.

- Teachers have ensured that all pupils have the opportunities to transfer their skills to other areas of the curriculum. Through a variety of novel and progressive environmental based topics, the pupils are not only able to use their literacy and numeracy skills but many more for example problem solving, digital, presenting and expressive arts. This has resulted in the majority of pupils being more able to talk about the relevance of their learning and how they can apply their skills in a variety of contexts.
- Primary 7 pupils were able to be Buddies for the new Primary 1 pupils. This only took place later on in the year due to restrictions. They regularly met up with their buddy in the playground and helped them to develop social skills with other pupils whilst initiating and playing games. They have also regularly taken part in paired reading sessions. The Primary 7 pupils have all shown leadership qualities and responsibility. Discussions with them have been very positive and they have enjoyed this sense of responsibility.
- Primary 6 pupils have met with the nursery children due to attend St Francis Primary in August '22. This has been during transition visits to the school. All Primary 6 pupils are looking forward to being part of the settling in period for the new entrants. They will develop their sense of responsibility of a Primary 7 school leader.
- Several Primary 7 pupils were chosen as Sports Leaders. They received training from Active Schools and the HWB Sports Coach.
- All children took part in a Christmas show, which was recorded and sent to parents. All children sang out and participated well. Parents were delighted to see their child performing. In June they were able to have their parents in to watch them perform and share their experiences and learning over the past year. Almost all children showed confidence and parents were really happy to see their children settled in this environment.
- All children were involved in the transition process. They visited their new classroom several times as well as working with the current Primary 1 children during play. They met their "Buddies" for next year too which will mean that they will have a known person who will be there at the start of their time in the school. All children coped very well with this experience and feedback from them was one of excitement and anticipation.

Next Steps:

- Continue to support children as they talk about the relevance of their learning and the application of these skills in a variety of contexts.
- Develop pupil leadership within the school through The Young Leaders Programme.
- Further use and enhancement of digital literacy skills and applications for all children across the school and link with Digital School's Award.
- **Development of teamwork skills across both rooms.**
- **Develop skills in ICT for staff, parents and children. Link with Digital School's Award.**

Additional PEF Spend – Cost of the School day

<u>NIF Priority</u>	<u>HGIOS QIs</u>
Closing the attainment gap between the most and least disadvantaged children and young people	<p><u>HGIOS QIs</u></p> <p>3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement</p> <p><u>UNCRC</u> Article 31 (Leisure, play and culture): Article 28: (Right to education):</p>

Spend: Cost of the school day £6000 (6% of our budget)

- Removing the barriers of the cost of the school day was agreed through participatory funding where our families and children decided how a percentage of our PEF funds should be spent. The decision was taken to partly fund the P7 residential trip to Inverclyde Centre in Largs and the Primary 6, two day outdoor activities. We also heavily subsidised a whole school trip to Bair Drummond Safari Park.

Progress and impact of outcomes for learners:

- All pupils in P7 experienced a partially funded residential trip to Inverclyde Sports Centre in Largs. (£3000) Identified pupils reported through focus groups an increase in confidence and stronger friendships as a result of the experience. All parents identified in a questionnaire that pupils reported an increase in independence and an increase in eagerness to attend school.
- The whole school was subsidised to visit Bair Drummond Safari Park (£3100). Feedback from groups of pupils in all classes commented on the positive experience of having the whole school together in the one place. Primary 7 pupils commented on how much they enjoyed helping their buddies from Primary 1 during the course of the day. Many children commented that they had never been to this location before.

Spend: Upgrade the library and purchase books to enhance and encourage reading for pleasure. £10,000

Progress and impact of outcomes for learners:

- This action has not been implemented due to the upgrade of the main library area not taking place. There will be scope to develop this once the building work has taken place.

Next Steps:

- Parents and pupils will continue to determine cost of the school day allocations next session.

National Improvement Indicators of Quality

Quality Indicator	School Self Evaluation	Key priorities for session 2022/23
1.3 Leadership of change	Good	<ul style="list-style-type: none">• Further develop distributive leadership roles within the staff.• More opportunities for pupil leadership.• Staff will continue to take on a curricular coordinators role and share knowledge and experience to enhance the delivery of quality learning experiences.• Staff professional development will support the implementation of change in both rooms.
2.3 Learning, teaching and assessment	Good	<ul style="list-style-type: none">• Focus on developing and enhancing reading skills across the school.• Further develop Play Pedagogy in Early Years and Primary 1. Implement in Primary 2.

		<ul style="list-style-type: none"> • Re-focus on the Moderation Cycle to ensure high quality learning and teaching. Link this to the development of reading. • Further develop staff knowledge and expertise in digital literacy. • Further develop the strategies and approaches of Word Aware. • Introduce the use of SEAL strategies.
3.1 Ensuring wellbeing, equity and inclusion	Very Good	<ul style="list-style-type: none"> • Develop pupil health and wellbeing with a focus on emotional literacy and parental engagement. • Support children with specific needs to help facilitate inclusion in the classroom. • Explore, develop and support pupil/peer relationships. • Further embed outdoor learning experiences and use the Leuven Scale to measure children's wellbeing. • Further embed the PATHs Programme.
3.2 Raising attainment and achievement	Good	<ul style="list-style-type: none"> • Focus on reading levels across all stages. • Continue to develop reading for pleasure at all stages. • Continue to embed consistency of writing across the school. • Develop staff skills in the analysis and interpretation of data. • Continue to use moderation as a means of determining a level. • Ensure consistency of assessment to support Teacher Professional Judgements. • Use of Floor Books to encourage children to talk about their learning and experiences. • Embed the use of Leuven Scale to measure engagement. • Align progression pathways to play pedagogy to ensure robust tracking.

Key Achievements of the school

- Our extremely generous school community raised £462 for MacMillan Cancer Care in September through a virtual coffee afternoon.
- All classes created a virtual Christmas concert for parents.
- Christmas Raffles were organised by school staff and parent Council members. This was to compensate for not being able to have our traditional annual Christmas Fete, raising a tremendous £1750 for school funds.
- Primary 7 were successful in winning the Inverclyde Maths Contest in February.
- All pupils walked a mile to raise funds for Missio in March. We raised £198.
- Our Charity Group planned an Easter Cake and Candy to raise funds for Ukraine. We raised a wonderful £450.
- Primary 4 received the Sacraments of Reconciliation, First Holy Communion and Primary 7 received the Sacrament of Confirmation.
- Our Primary 6 and Primary 7 pupils took part in Bikeability and all were successful in receiving their Second Level.
- Primary 6 pupils were successful in securing 4th place in the Euro Quiz.
- Primary 7 pupils took part in a Stem input from Make it Happen. They created Cyber Security information through this project, which was shared with Primary 6 pupils.
- Many of our Primary 6 and 7 pupils took part in a heptathlon event and football festival. They were great ambassadors for the school.
- Primary 7 children successfully completed their Pope Francis Faith Award.
- We were very lucky to have a group of volunteers from EE Call Centre who came on two occasions to the school as part of their community project. They did a fabulous job clearing out our quadrangle area and upgrading the entrance area to the school. This was a great community involvement and partnership.
- The school took part in The Dandelion Project. Many children brought in a range of containers to collect their soil and potatoes to grow at home.
- We have submitted our evidence and are very hopeful to achieve Core Level of the Reading School's Accreditation.
- All nursery children took part in a Teddy Bears picnic.
- All nursery children raised funds by taking part in a sponsored Time Warp Dance.
- Nursery children in the 3-5 Room visited Port Glasgow Library for a Book Bug session.
- All nursery children celebrated the Queen's Platinum Jubilee with a garden party.
- Parent's Night was a great success as parents were able to see their child's learning environment for the first time.

