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| **St Francis Primary School**  **and**  **Nursery Class**  **Standards and Quality 2022/23** |  |

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| Context of the Establishment: |
| **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 226. 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. We have a Depute for the Nursery Class, a Senior Eyeco,3 full time Eyecos,4 part time Eyecos and 2 Eysas. There is a full time senior clerical assistant, 2 part-time clerical assistants, one of which works for the nursery and our janitor.  As a denominational school, St. Francis Primary 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 as well as supporting the children in their preparation of the Sacraments.  There are 226 children (80%) in SIMD 1 and 2, and 51% pupils in receipt of free school meals. 29% of pupils have been identified as having an additional support need.    **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 a strong collegiate approach to school improvement.     As an Attainment Challenge school, we have used our Pupil Equity Funding to further enhance additional support for our pupils to reduce the attainment gap. |

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| **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:**   * By June 2023 there will be an increase in reading attainment across all stages in the school from 58% to 65%.This is inclusive of children in SIMD 1 & 2 to ensure we are reducing the poverty related attainment gap. * By June 2023 there will be an increase in writing attainment across Primary 4 - Primary 6 from 52% to 58% * By June 2023, the number of stages using play pedagogy to increase pupils’ readiness to learn extended to P2, making daily use of outdoors. * By June 2023, all pupils in P4-P7 will have access to digital reading texts and will be able to engage with the text. * By June 2023, there will be an increase in the number of parents engaging with regular communication between school and home through learning journals. (baseline to be established in August) * By June 2023, there will be an increase in the number of children reaching the expected levels in children’s numeracy skills from 80% to 85% in the 3-5 playroom by engaging in SEAL Framework and use of strategies. * By June 2023, there will be an increase in the number of identified children able to use new vocabulary in conversation and use across the curriculum by most children in the 3-5 playroom. (baseline to be established in August)   **PEF used to support closing the gap:**   * Anne Glennie Reflective reading training and resources. (£1500) * PEF Teacher to support reading (£45.000) * Reading resources for each class/stage to support attainment.(Fiction, non-fiction and novels for classrooms and library £4000)   **Progress and impact of outcomes for learners:**     * The focus on reading throughout the year has resulted in an increase in some identified pupils progressing in their reading levels. * All staff including a number of PSAs, took part in Reflective Reading training in October ’22. Pupil Equity Fund was used to fund this training by Anne Glennie (£1500). Most Feedback questionnaires showed an increased knowledge on the different ways to integrate comprehension during the teaching of reading, (P3-P7). SMT observations in classes shows that there is now a more consistent focus on comprehension skills delivered and the majority of children have shown an increase in engagement. By using this range of strategies, this has resulted in an increase in children’s comprehension age using Salford Reading Assessments. Data shows this especially in P4. * New updated reading tracking tool has enabled staff to plan and track pupil’s progress more effectively in reading. This is now resulting in a more consistent approach across all stages and has supported the sharing of pupil’s information during transitions. Staff have shared these during Progress Meetings with SMT. Sharing this information with parents has resulted in a more effective input and confidence when supporting reading at home.   “It is good to know what to do at home to help my child learn to read.” “Having a focus when reading with my child is really helpful.”   * A Reading for pleasure project was delivered by our Library Attainment Teacher in Primary 3. All children benefitted from a range of reading activities in the classroom. Feedback from teachers stated that the children could see the enjoyment more in reading for pleasure and many are choosing to read a book from the class library. Linked to this project was a Family Learning Club. This was facilitated by CLD and two class teachers. This club had a focus on reading for pleasure. Post parent questionnaires showed that 83% of the parents who attended, feel more confident when reading at home with their child and completing any related family learning activities. * We secured The Reading School’s Accreditationat Core Level in December ’22. A continued focus using the range of strategies implemented ensures children are encouraged to read more for pleasure. * Through Pupil Equity Fund, we employed a teacher (£45.000) to support in the area of reading and writing. The focus was at P3 and P4. Through rigorous assessment, many children were identified and have received support throughout the year. This has resulted in an increase in reading data in P4 from 36% to 60%. Primary 3 data has fallen. Staff absence for intervention was significantly interrupted for identified children. More input will be put in place to increase this next session. * The next step was a focus on reading fluency. In house training in February informed staff of the range of ways that fluency can be taught. These have been implemented in each classroom with teacher observations to support progress. Baseline assessments were carried out with a focus on Primary 3 and Primary 4. Recent assessments show that in P3, there is an increase in those achieving a fluency score of 90 and above from 29% to 39% in 3months and in P4, from 50% to 65%. Staff have also reported that by using these strategies, the majority of children are starting to read with an increased level of confidence and understanding. * Using Pupil Equity Fund (£2000). Each class teacher was given £200 to purchase books for their class library. These have been ordered, but unfortunately have just been delivered, this was due to availability from the supplier. Library books for the updated school library have still to be requested. This is due to the late completion of the library area. This will be a focus for next session. * There has been a continued focus on the agreed consistent approaches to writing across the school, especially at the P4-P7 stages. Children continue to 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 continued improvement in the quality of writing. Termly Progress Meetings have ensured identified children receive support when required. Data has shown an increase in attainment at the identified stages. In June 22 the collective data for P4-P7 was 53% and this has risen to 61%. * Play Pedagogy continued in Primary 1 and was introduced in Primary 2 in August ‘22. Staff attendance at training has continued to upskill knowledge and the implementation of play continues to evolve. Staff have reported that they feel more confident and knowledgeable on how to set up, plan and monitor play within their classroom environments. Primary 1 staff have visited establishments in other authorities which has increased their knowledge on how they can further adapt play in their classrooms. The majority of children have engaged very well. A new play area has recently been created for the P1 children and they have commented 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 show that the majority of children in Primary 1 have made expected progress. A few children have required a more structured morning and this has resulted in their ability to engage in a calmer environment within a nurture class setting. * In the P4-P7 stages, the children have had access to digital reading texts, although this has mainly been as a class activity. Access to computer hardware was a challenge at the beginning of the academic year due to the updating of our ICT suite and the functionality of the hardware. This was resolved in March’22 with access to new laptops. In house training on a range of skills for staff has resulted in the successful teaching of coding and the use of websites such as Blookit. There will be scope to develop this further with more consistency in August ’23. * Learning journals are very well led and all staff are able to give support to parents when required. 39% of parents have interacted with the journals in the last 3 months. Within this, we have seen increased parental contributions from WOW moments from home which benefit the child by staff responding and planning for their interest and engaging in more meaningful conversations with the child. We still require more parents to engage with these and therefore this will be a focus for the coming year. * Learning journals are monitored monthly by Senior Leadership Team (SLT) to ensure quality of reporting which is user friendly and relates to the parent and child. This has resulted in a significant improvement in consistency of reporting and improved quality of reporting from staff. * After parental consultation, staff have increased the quantity of photographs published on the child’s journals to highlight learning. Parents are encouraged to discuss and extend this learning at home. * Number and processes - Although all staff were trained in the SEAL programme, the resource was leading the numeracy approach. We do see some progress in the development of number processes, but we didn’t see enough, therefore we need to focus on the practical implementation of this in the coming year. * With intentional interventions, it is clear through staff observations that the level of vocabulary used by the targeted group has increased. A baseline of 28% were not on track, 52.5% were on track and 1% was beyond expectation. In June, vocabulary development has increased. 15% of children were not on track, 67% were on track and 16% were beyond expectation. Whilst we see some improvements, there is a requirement for continued implementation. |
| Next steps:   * Continue to focus on improving reading fluency and skills across the school. * Develop the new library area to facilitate the focus on reading for pleasure. * Continue to focus on developing children’s desire and motivation to read. Create Action Plan and work on securing Silver Level of the Reading School’s Accreditation. * Further develop Play Pedagogy in Primary 1 and Primary 2. * Continue to focus on the Moderation Cycle to ensure consistent high quality learning and teaching throughout the school. * Face to face workshop for nursery parents re Learning Journals. * Implement more features of the Learning Journals, e.g., accidents/ incidents and children‘s reports. * In 2-3 room, develop key skill in spatial awareness as a foundation of numeracy development using the Maths Pyramid. * In 3-5 room, continuation of number processes with a target group of pre-school children. * Continue with Word aware strategies and phonological awareness using Floor Books as further evidence of progress. |

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| **Establishment priority 2: Closing the attainment gap between the most and least disadvantaged children and young people** |
| NIF Priority  Closing the attainment gap between the most and least disadvantaged children and young people  NIF Driver  Parental engagement  Teacher professionalism  HGIOS QIs  3.2 Securing Children's Progress  3.2 Raising attainment and achievement    HGIOELC?  2.4 Personalised support  2.2 Curriculum  Health and Social Care Standards  1.30, 1.31, 2.27 - Wellbeing  UNCRC  Article 31 (Leisure, play and culture):  *Article 28: (Right to education):*  **Developing in Faith**  Laudato Si  Celebrating and worshipping |
| **Outcome:**   * By June 2023, the percentage of identified groups of pupils across Primary 4 will make expected progress in reading from 36% to 56%. * By June 2023, the percentage of identified groups of pupils across Primary 5 will make expected progress in reading from 50% to 68%. * By June 2023, the percentage of identified groups of pupils across Primary 4 will make expected progress in writing from 59% to 65%. * By June 2023, the percentage of identified groups of pupils across Primary 5 will make expected progress in writing from 50% to 55%. * By June 2023, the percentage of identified groups of pupils across Primary 6 will make expected progress in writing from 47% to 55%. * By June 2023, the percentage of identified groups of pupils across Primary 5 will make expected progress in numeracy from 62% to 72%. * By June 2023, the percentage of identified groups of pupils across Primary 6 will make expected progress in numeracy from 63% to 75%. * To increase the percentage of identified groups of 3-5yrs children in SIMD1 & 2 in making expected progress in literacy and numeracy by 10% by June 2023.   **PEF used to support closing the gap:**   * PEF Teacher to support reading (£45.000) * PSA (£15,000)   **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 still gaps in learning and this was most evident in Primaries 4, 5 and 6. This targeted support was in the areas of literacy. Numeracy input was identified at P5 and P6. A range of staff from the Attainment Challenge, Support for Learning Teacher and Recovery Teachers were allocated target groups. The PEF teacher was also used to support. (Pupil Equity Fund - £ 45,000) * This support was delivered 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 discussed at termly Progress meetings, also ensured a fluid approach to this support making sure that all children who required support received this when necessary. Due to staff absence not all identified pupils received the level of desired support. * Primary 4 will make expected progress in reading from 36% to 56% - Achieved 60% Exceeded * Primary 4 will make expected progress in writing from 59% to 65% - Maintained 59% * Primary 5 will make expected progress in writing from 50% to 55% - Achieved 63% Exceeded * Primary 5 will make expected progress in reading from 50% to 68% - Achieved 81% Exceeded * Primary 6 will make expected progress in writing from 47% to 55% - Achieved 58% Exceeded * Primary 5 will make expected progress in numeracy from 62% to 72% - Increased to 69% * Primary 6 will make expected progress in numeracy from 63% to 75% - Increased to 71% * The Attainment Teacher focussed on early intervention at P1 and P2 stages. Through assessments in literacy and numeracy children were identified as requiring support. Continuous input has resulted in identified children making progress throughout the year. * A PSA funded through PEF (£15000) has been supporting identified children in P5 on literacy using a range of dyslexia strategies. This has resulted in a positive engagement and enthusiasm when undertaking literacy work. Data shows that they have progressed steadily throughout the year in reading and writing. * Parental engagement and involvement continued to be a priority. Staff delivered a, “Meet the teacher,” session for all parents at the beginning of the academic year. Almost all parents attended. This ensured an immediate understanding of their child’s learning and how parents can support this. It also ensured a connection face to face with the teacher as this had been lacking due to restrictions. Feedback from parents was very positive:   “It was great to get back to speaking with the teacher face to face and knowing who my child’s teacher is.”  “I could ask questions at the start of term.”  “It was great to see my child’s classroom and where they learn.”  “I would definitely want this again next year for my child’s new teacher.”   * Evidence gathered from feedback regarding the improvement in the consistency of high quality learning and teaching across the school shows that pupils feel they are supported, listened to and they enjoy life at St Francis School. SMT, during classroom observations have reported more consistent approaches of Formative Assessment in almost all classes. The majority of children are able to talk about what they are learning. * The Family Homework Learning Club, supported by Community Learning and Development (CLD) started in September’22 with 10 families attending. This was also supported by two teachers. Feedback from parents was very positive:   “Getting [daughter] to do homework has been a nightmare. I find it really stresses me, and then her because of that. She can’t focus in the house. Coming here has made it much easier for both of us, as she knows if she does her homework she’ll get a fun activity after”  “The kids love coming here, and getting the teachers in to explain things helps me, because I know I’m on the right track”   * It was established that the school would review attendance systems. This was to help identify children whose attendance was consistently low. The DHT attended numerous focus meetings with Educational Psychology and other staff. New procedures were implemented, with a focus on supporting parents with ways to get their child to school on a more regular basis. A tracking system was put in place and this clearly identified and monitored the percentage attendance and fluctuation. This information was shared with parents and has resulted in a clearer understanding of the impact of low attendance. With sustained interventions put in place many of the identified children’s attendance has now risen and some children are attending school on a more regular basis. There have been some exceptions and these have been managed sensitively with partner agencies. Further work will be done to embed this system next session. * Training in SEAL and Word Aware for all staff has resulted in the increase of pre-5 pupils making expected progress in literacy and numeracy. Baseline data for numeracy was gathered in August’22 showing that 42% were not on track, 32% were at the start of the level. There has been some progress of 15.5% on track and 17.5% were beyond expectation. Data shows that there has been an increase in their numeracy development however we would like this progress to be higher. Therefore there is a need for a continued focus in the coming year. |
| 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 collegiately with staff to ensure that all pupils’ assessment profiles and gaps are clearly aligned with additional provision where required, supported by enhanced staffing. * Use moderation cycle to ensure high quality learning and teaching. Introduce peer support. * Revisit the Parental Engagement audit tool to review the next steps for enhanced parental engagement in school and for the nursery classes. This will also link with the Cluster focus. * Further embed Play pedagogy in Primaries 1 & 2. Staff to work collegiately to support each other with planning, implementation and monitoring. Continue to look outwards at other establishments. * To increase the percentage of identified groups of 3-5yrs children in SIMD1 & 2 in making expected progress in literacy and numeracy by 10% by June 2024. * To increase the percentage of identified groups of 2-3yrs children in making expected progress in vocabulary development by 15% by June 2024. |

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| **Establishment priority 3 & 5**: **Improvement in children and young people's health and wellbeing**  **Placing the human rights and needs of every child and young person at the centre of education** |
| **NIF Driver**  Assessment of children's progress  Teacher professionalism  Performance information  HGIOS QIs  2.7 Partnerships  3.2 Securing Children's Progress  3.1 Ensuring wellbeing, equality and inclusion  2.4 Personalised support  **HGIOELC?**  2.7 Partnerships  3.1 Ensuring wellbeing, equality and inclusion  **Other Drivers**  **Health and Social Care Standards**  **3.16 – Responsive care and support**  **2.8 – Compassion**  **RRS**  Article 31 (Leisure, play and culture):  Article 3 (Best interests of the child): |
| * Outcome: * By June 2023, the number of identified children will be able to remain in class for targeted periods of time. * By June 2023, the number of identified children will be able to use self-regulation strategies to allow them to engage more readily in class. To meet identified targets. * By June 2023, most targeted pupils will be ready to learn after interval time. * By June 2023, the majority of pupils in P6 and P7 will show their ability to manage situations both in and outside by the use of Peer Mediation. * By June 2023, the majority of pupils across the school will show a greater understanding of their rights in line with UNCRC. * By June 2023, the majority of nursery children in the 3-5 room will be able to confidently express their feelings, and actively take part in Paths lessons. * By June 2023, identification and access to support of children’s wellbeing will be carried out by nursery staff to meet all children’s needs. * By June 2023, the majority of children in the 3-5 room will be able to work more co-operatively with another child or group of children. * Health and Wellbeing Sports Coach (£28,300) * Play Therapist – Mind Mosaic (£10,000) * Training - Mind Mosaic (£500) * PSA – (£15000)   **Progress and impact of outcomes for learners:**   * Whilst there was an identified need to support the health and emotional wellbeing of some children in the school, the number that required support has greatly increased since the start of August 2022. This has had a significant impact on the progress of some pupils. There has been a change in the demographic of the school and further work will be required. This will be based on a Trauma Informed approach. * Throughout the year the number of children who have had difficulty in self-regulation has risen significantly. We have identified the need to support all children affected by this. Training to support this has taken place at various points throughout the year, the most recent in April’23 to all staff on trauma informed practices. All staff have begun to implement some of these strategies and these continue to be developed. More input regarding the consistent use of language and co-regulation techniques has still to be delivered and implemented. * 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 (HWB) who was employed through PEF this year (£28,300) A number of targeted groups of children throughout the year 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 Health and Wellbeing Sports Coach and PSAs. * The Health and Wellbeing Sports Coach has supported the Breakfast Club providing a range of activities each morning. This has resulted in an increase in children’s fitness but also the numbers attending. Several children who were struggling to come in to the playground in the morning attended the Breakfast Club are now more confident at going out as they have the security of being with others. Other children requiring a soft start have also benefitted from the availability of the Breakfast Club. This has ensured they are ready to come into the classroom at the start of the day. * The Health and Wellbeing Sports Coach has met consistently with a number of children to do a daily morning check-in/soft start. This has resulted in stronger trusting relationships thus enabling these children to begin to manage the start to their day and include themselves within the classroom. * The Health and Wellbeing Sports Coach worked alongside the nurture teacher with a number of afternoon groups. Children were supported in developing social skills in an inclusive nurturing environment. All children have commented on how much they enjoyed and looked forward to these sessions. For the majority, the skills learned have been transferred into the classroom. There are still a few who require further support and more direct interventions will be needed. * 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 led activities in the playground and during PE lessons 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, “*It has made my communication skills better and made it easier to talk to people not just children but adults too. I have started to deliver at after school clubs and helped the P5’s and P6’s get better at skills in netball and athletics.”* * The HWB Sports Coach has been delivering after school football, athletics, basketball 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, football and basketball tournaments. * The Play Therapist (Mind Mosaic) paid through PEF – £10,000 has worked with five children with significant emotional needs throughout the year. Her input with them, their parents and staff has supported the children in school and at home. Further family support from Mind Mosaic has ensured parents have received substantial input which has resulted in a consistency in approaches both in school and at home. Based on questionnaire feedback from the children, staff and parents most 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. * All staff who have children attending the Play Therapist have had further input in terms of strategies/language to use, how to manage containment after each session. This has ensured identified children have the support needed both inside and outside the classroom. * The Nurture Teacher has made a very positive impact on five pupils who have been attending the nurture class this year. They have developed their emotional skills and are able to manage the transition into the larger class setting and transfer skills in this environment. Clear evidence is shown in Boxall assessments. * A PSA employed through PEF (£15000) has worked with a few identified children on self-regulation. Some are able to independently use these techniques whilst others still need the co-regulation support. * A Young Leaders of Learning Group was created and supported by the Depute Head. Online Training was completed with children from P5-P7. It was agreed the focus would be promoting positive behaviour with a view to reminding and supporting children that by making appropriate choices they are taking ownership not only of their learning but also of the school community and overall school experience. This focus would highlight the ways in which children felt valued, experienced success and involved their parents in the overall experience. Several initiatives have been introduced with a plan to present these to our partner school. Progress has been limited and in discussion with our partner school it was agreed that this will be postponed to next session. * The PATHS programme that has been implemented by Barnardo’s has resulted in upskilling staff following a coaching and mentoring model and a consistency of approach within the 3-5 room. Daily experiences show that almost all children are able to interact with each other expressing feelings, manners, empathy and responsibility. * The PATHs data has shown an improvement of; 71% of children showed decreased or stable anti-social behaviour, 71% of children showed improved or stable concentration, 71% of children showed increased emotional competence * Consistent use of the Leuven’s scale across both playrooms has increased staff’s confidence. Termly monitoring of children’s involvement has shown an increase in engagement of experiences due to responsive and individualised planning for children’s interest. 2-3 room data shows that from term 1 to term 4 children increased their level of engagement at level 3 moderate to 4 high from 18% to 73%, which is a 55% increase. * In the 3-5 room, data shows that from term 1 to term 4, children increased their level of engagement of level 4 by 22% and to a Level 5 by 3%. |
| Next steps:   * Use trauma informed practice to support children with a range of needs. * Re focus on attendance and continue to inform parents of its importance and support where necessary. * Retain Mind Mosaic Play Therapist for 5 months to support children’s wellbeing and Mental Health. This will be funded by PEF. * Implement revised Inverclyde Anti-Bullying Policy. * As part of the Cluster Plan, work on Trauma informed practice with a view to increasing parental knowledge and engagement to help support children in school. * Barnardo’s to deliver training and support in the PATHs programme to Primary 1. * Continue to work closely with Barnardo’s in the new session to deliver support for families and children. * Continue to develop and embed Paths within the 3-5room and introduce Paths in2-3 room by use of puppets and simple stories. * Introduce Children’s Rights focussing on a different Right each month and simplify for each room. This will link to the school process. |

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| **Additional PEF Spend – EG Cost of the School day** |
| NIF Priority  Closing the attainment gap between the most and least disadvantaged children and young people  HGIOS QIs  3.1 Ensuring wellbeing, equality and inclusion  3.2 Raising attainment and achievement  UNCRC  Article 31 (Leisure, play and culture):  Article 28: (Right to education): |
| **Spend:** Cost of the school day £5000 (5% 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 Dalguise Outdoor Centre and also heavily subsidise 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 Dalguise Outdoor Activity Centre (£1260) Identified pupils reported through focus group meetings, an increase in confidence and stronger friendships as a result of the experience. Some parents reported an increase in their child’s independence skills. * The whole school was subsidised to visit Bair Drummond Safari Park (£3500). This was very successful last year. Although we were unable to attend as a whole school, pairs and trios of classes did attend at the one time. Feedback from groups of pupils in all classes commented on the positive experience. Many children commented that they would like to return to the Safari Park at another time. |
| Next Steps: **Parents and pupils will continue to determine cost of the school day allocations next session.** |

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| Data |
| Key Strengths:  School/Nursery class   * Attendance – Our average school attendance for last year was just above 90%. Two cohorts out of nine are sitting below this. Primary 1 and Primary 6 are 88% and 89% respectively. Identified children in these cohorts are being supported by a number of agencies due to their level of need. A new tracking system has been implemented which allows us to identify low attendance for individual children as well as trends and patterns on absences and late coming. We continue to involve partner agencies to help support children and families with low attendance. * We have had one exclusion this year. This is the first exclusion in 4 years. Continued support for this child is in place with a close link with the family. * Reading across P4-P7 has increased from 55% to 75%. This has been the result of a focus on fluency and comprehension. * Writing data at these same stages has also increased from 55% to 61%. There has been a continued focus on writing for the past two years. * Numeracy data in P4-P7 has equally increased this year from 69% to 74%. The implementation of the use of Blue Print Boards across the school has supported this increase. * The graph below shows attainment across all stages. Based on last year’s data, attainment in cohorts 4-7 has increased. This has been due to consistent approaches in literacy and numeracy with identification of pupils requiring target support receiving consistent input.      * In the nursery data shows that improvements have been made in both literacy and numeracy for pre-school children. Input from Barnardo’s and data feedback shows some improvements in children emotional understanding and regulation.   Key Priorities:  School/ Nursery class   * Whilst data in Primary 3 has dropped this year across literacy and numeracy, identified children who received support have still made progress. The trend is that the majority of pupils achieve Early Level in Primary 1, this falls by a small percentage in Primary 2 and subsequently in Primary 3. Continued input and early intervention is in place at these stages. This will continue to be supported by an Attainment/Recovery teacher. * There have been a number of children across P1-P5 who have struggled to engage in learning and life of the school due to significant barriers. This has had an impact on their progress. These identified children have been given individual support in terms of nurture and academic learning support. Continued whole school training on Trauma informed practice with a focus on self- regulation/ co-regulation will aim to support all pupils through this consistent approach. * Attainment in reading and writing at P2-P4 has decreased. Continued early intervention will support this as well as a whole school focus on reading fluency. New decodable readers will be purchased through Pupil Equity Fund for P2. * In Primary 6, whilst data in writing is low at 58%, it has increased from 46% from the previous year. A focus in writing for identified children will be necessary to further improve this. The Recovery teacher will work with identified children. A more robust tracking of assessments will be used to ensure expected progress and adaptations to next steps where necessary. * The nursery have identified the need to further focus on Speech, Language and Communication, as this data shows that further input is required across both rooms. |

National Improvement Framework Quality Indicators

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| 1.3 Leadership of change **Good** |
| Key Strengths:  School/ELC Nursery class   * The school and community have a clear understanding of the vision and values which underpin the school ethos. * All staff show a commitment to ensuring high standards in attainment, learning and teaching and health and wellbeing. * The staff work on a collegiate approach ensuring a collective responsibility to planning and implementing change. * Senior Leadership Team are highly visible and motivating for the team giving them freedom with guidance and manage the pace of change. * All staff strive to lead change in a formal and informal basis, reflecting on play spaces, children’s interactions and routines. * Recent Care Inspectorate Report stated that there was clear evidence of a variety of training undertaken by the staff, the collective approach and the positive impact on the outcomes for the children.   Key Priorities:  School/ELC Nursery class   * Develop and encourage peer distributive leadership roles within the staff. * Refresh school vision and values. * Look outwards for ideas that will support areas for change in similar contexts. * Further develop and refresh opportunities for pupil leadership including further developing Young Leaders of Learning. * Self- evaluation to be integrated more regularly into staff meetings to ensure all have a clear understanding of next steps which can be actioned and monitored. * Work collegiately with the school to update shared values that reflects our nursery users, our staff ethos and wider community. Include parents, children and partners in the development of this with interactive consultation, promotion and commitment. * Children lead their learning more effectively through using a floor book approach. |

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| 2.3 Learning, teaching and assessment **Good** |
| Key Strengths:  School/ELC Nursery class   * Teachers ensure pupils are involved in their learning and consistently use AIFL strategies across the school. * Use of the range of assessment data ensures that appropriate interventions are put in place to support all children. * Identified pupils have been supported in small groups to individualise their learning needs. * Children show they are leaders of their own learning and progress in the zone of proximal development together, facilitating play and learning from each other. * There is high interaction between children of all ages. * Care Inspectorate stated that staff ensure that play experiences provide challenge, fun and support to develop language, literacy, creativity and numeracy skills.   Key Priorities:  School/ELC Nursery class   * Focus on developing and enhancing reading skills across the school. * Further embed Play Pedagogy in Primary 1 & 2 * Focus on language of assessment early in the new term. * Develop whole school approach to managing challenges within the classroom to ensure a more inclusive environment to learning. * Secure the robustness of tracking children’s development in a timely fashion by supporting staff to differentiate the learning to provide support and challenge at the right time. * Review staff’s pedagogy and flexibility within the approach to develop a curriculum framework in which children are able to ebb and flow across the use of national guidance and early level curriculum. |

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| 3.1 Ensuring wellbeing, equity and inclusion **Very Good** |
| Key Strengths:  School/ELC Nursery class   * Through professional dialogue and training the staff have a shared understanding of wellbeing and this underpins our approach and how we nurture children to ensure they feel safe. * A wide range of strategies are used to ensure the wellbeing of all pupils. * Strong partnerships with other agencies ensures there is support for all pupils and barriers are addressed in an equitable way. * Individual children’s needs are met by using a Play Therapist and other agencies. * Through engagement with the PATHS programme, children have made significant improvements in their ability to cooperate and show a basic level of empathy towards others. They have the emotional vocabulary to assist them. * There is an increase in children’s involvement using the Leuven’s scale which is due to a high level of wellbeing. * Care Inspectorate stated that staff provide nurturing interactions with the children in the form of praise, encouragement, cuddles and reassurance. * Staff are fully informed of children’s Personal Plans resulting in them experiencing the right care and support to meet their needs.   Key Priorities:  School/ELC Nursery class   * Implement new initiatives to help support the wellbeing of pupils. This would be led by a staff Focus Group. * Continue to build on developing a climate of mutual respect and positive relationships between staff and pupils. * Staff will support pupils by co-regulation with a view to establishing self-regulation. * Implement Compassionate and Connected Classrooms throughout the school. * Integrate UNCRC into all aspects of the nursery with a more intentional and explicit focus through the articles across the year. |

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| 3.2 Raising attainment and achievement/Securing children’s progress **Good** |
| Key Strengths:  School/ELC Nursery class   * All staff have high expectations for all pupils. * Effective use of Recovery teacher & PSAs has ensured attainment has been raised for the majority of identified pupils. This is the areas of literacy and numeracy. * The use of regular assessments, tracking tools together with regular progress meetings and dialogue ensures interventions are put in place in a timely manner to support learners. * Achievements within the school and out with are recognised and shared with staff, peers and family members. * Children demonstrate the ability to be responsible at an age appropriate level and help their peers become more responsible. * An achievement wall is displayed at children’s height to celebrate achievements they make within and out-with the setting. * Care Inspectorate stated that both playrooms create environments that motivate children to make choices thus enabling them to engage in a wide variety of play and learning activities on their own, in small or large groups.   Key Priorities:  School/ELC Nursery class   * Collegiately, staff will develop a more creative approach to outdoor learning. * Continue to focus on raising attendance throughout the school. * More intentional interventions regarding speech & language linked to communication delays. * Further develop numeracy awareness and ability to regulate emotions in a developmentally appropriate way. |

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| **Other quality indictors evaluated from 3 year plan:** |
| 2.7 Partnerships |
| Key Strengths:  School/ELC Nursery class   * We have a range of supportive partnerships and work very effectively with them. They understand the context of our school and work very well to support our children and families. * Relationships with all partners are strong with an agreed focus on ensuring positive outcomes for our children and families. * The work of our partners has supported identified children to engage more readily in their learning. * Partnership agreements are established and work is regularly reviewed to assess impact. * A large increase in parental participation within the setting during stay and play events, fundraisers, nursery trip and celebrations. Positive parental feedback given. * Effective partnerships with 3rd party agencies, i.e., Barnardos & Speech and Language has made a positive impact on children’s literacy and emotional skills.   Key Priorities:  School/ELC Nursery class   * More opportunities for collaborative learning together with a focus on leadership. * Work to further enhance parental engagement in the life of the school. * A focus to increase progress of learning within the home and the community ensuring continuity and consistency. Planned targeted showcase sessions in relation to speech development, wellbeing, literacy and numeracy to be delivered. |

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| **Key Achievements of the Establishment** |
| * Our extremely generous school community raised £611.00 for MacMillan Cancer Care in September at a coffee afternoon. * The whole school took part in an APP design competition with Make it Happen. The winner from P7 got his design made into an APP. * Celebration café re started and has been very well attended by parents. Engagement has been high. * Our sports team made it through to the Sports Hall athletics final. * Our netball team won the first winter Netball tournament. * All of our P4-P7 pupils took part in the Benedetti Foundation Residential Music Week. * We were successful in achieving our Core Level of the Reading School’s Accreditation. * We had an extremely successful Christmas Fete which raised £3041 for school funds. * We were able to perform a long awaited Christmas concert for parents. This raised £1143. * All pupils walked a mile to raise funds for Missio and SCIAF in March. We raised £361 * All pupils had the chance to come to a Spring Disco run by our Parent Council. This was a great success. * P4 took part in a retreat in the church hall in preparation for their Sacraments. * P7 travelled to Carfin for a special retreat in preparation for Sacrament of Confirmation. * Primary 4 received the Sacraments of Reconciliation, First Holy Communion. * Primary 7 received the Sacrament of Confirmation. * Our Primary 6 pupils took part in Bikeability and all were successful in receiving their Second Level. * Primary 7 pupils experienced an outdoor education residential trip to Dalguise in Perthshire. * 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. * The nursery had a very successful visit from the Care Inspectorate in November ’22. Our nursery was evaluated:  1. How good is our care, play and learning? – 4 - GOOD 2. How good is our setting? – 4 – GOOD 3. How good is our leadership? – 4 GOOD 4. How good is our staff team? – 4 – VERY GOOD  * In the nursery, home visits were initiated with our new children entering in to the 3-5 room, this includes children who already attend in the 2-3 room who are moving through but have never experienced a home visit. * New enlarged outdoor secure environment 2-5 years old – All children share the outdoor space which is challenging and developmentally appropriate. Children facilitate learning for each other and all age ranges benefit from this exposure. * Several fundraising/sponsored events - All events and monies raised have enhanced experiences for the children and the parents/carers have attended very well. * 2-3 lunches - Previously children in the 2-3 playroom would travel to the canteen for lunch. This now takes place in the playroom where lunches are unhurried and children fall asleep, personal care needs being responded to more timely. * Halloween parade with the whole school and party. * Christmas concert. * King’s Coronation party * Stay and Play sessions * Extra-curricular visitors e.g. Boogie Bugs Betty & Hatching chicks * Tuff Mudder – All children took part in an adventure course set out in the grounds of the school. |