

Context of the establishment:

Vision: Learning together through our faith, hard work and love to go safely on our way

Values: Honesty, Respect, Love, Patience, Ambition

Aims: Together we will:

- *Establish an ethos of honesty in our words and actions*
- *Respect each other, all faiths and the world around us*
- *Create a caring and happy environment where we can develop our God given talents*
- *Demonstrate patience and understanding to all in a supportive way*
- *Provide opportunities to develop pupils' personalities, talents and physical abilities in a variety of settings allowing them to reach their fullest potential in school and the wider Community*

St John's Primary School and Nursery Class is the oldest Primary in Port Glasgow serving Lower Port Glasgow and the Parish of St John the Baptist. It was recently Refurbished and the school has gone through a successful decant and return. The school has benefited from a new nursery which accommodates 24/24 pupils. The school roll has risen steadily over the past 12 years, from 167 pupils in 2006 to the current roll of 254 pupils, matching a rise in staff within the school and the nursery. In parallel with the schools increasing roll, the school saw an increase in pupils requiring support with English as an additional language. St John's Primary School and Nursery continues to have a positive reputation within the Community.

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.

The Nursery was visited by a Care Inspectorate Officer in February 2017 who evaluated the overall performance of the Nursery as "Good." The Nursery require to improve Outdoor Learning ensuring pupils have opportunities for free play in risk assessed situations.

Following a recent Self Evaluation visit by the Education Officer, the following areas were identified as strengths of the school:

- The school has developed strong relationships between staff, the pupils, their families and the local community. The pupils and staff clearly display and reflect strongly the values of the school.

- Staff demonstrated high expectations of their pupils and that there was stronger reference towards the aspects of assessment and visible learning techniques
- Evidence of a wider range of learning activities being used and pupils were able to speak about their learning with greater confidence.
- Children were actively engaged and could talk openly about what they were learning.
- Nursery staff made good use of language to ensure that the children were supported in their learning activities.
- Senior managers are involved in monitoring the quality of learning and teaching and this is being carried out in an open and supportive way, which staff value.

Our attainment:

In viewing the recent Data information from Education HQ and in dialogue with Class Teachers we have evaluated pupil progress and attainment over this session. We have also gathered data on SIMD 1 + 2 comparing attainment with SIMD 3 – 10 pupils, ASN pupils and LAC/LAAC pupils. New Reports have ensured that pupils targets match their learning

SMT identified that overall pupil attainment is good. All stages demonstrate above average attainment in Literacy and Mathematics. Numeracy is stronger than Literacy.

Overall Stage Comparison Data

	Listening/Talking %		Reading %		Writing %		Numeracy%	
	17/18	National Average 17/18	17/18	National Average 17/18	17/18	National Average 17/18	17/18	National Average 17/18
P1	91%	87%	91%	81%	87%	78%	89%	85%
P4	90%	85%	80%	77%	80%	72%	93%	76%
P7	76%	84%	76%	79%	76%	73%	71%	75%
Combined	86%	85%	82%	79%	81%	74%	85%	78%

Numeracy:

Almost all stages are making above average attainment. Early Intervention from use of SEAL (Stages of Early Arithmetic Learning) strategies, support from Scottish Attainment Challenge (SAC) through Coaching and Modelling Officers (CMO's) and quality training have ensured that attainment in Numeracy has risen. Through effective data interrogation during the year we have been more able to track pupil progress and identify pupils requiring additional support. The SAC outreach team provided additionality which impacted positively on attainment especially in the early years. The introduction of Number Talks have supported pupil progress at 2nd level.

The use of Numeracy targets for pupils have provided a clear focus for improvement for pupils. Attainment in P4 is well above the national average with P1 and P7 attainment remaining around the National Average. This is indicative of the early intervention strategies employed and a change in approaches. Pupil progress indicates that the majority of pupils are making better than average progress.

Literacy:

P1 and P4 attainment is above the National Average across all aspects of Literacy. Engagement with quality CPD opportunities delivering Active Literacy and phonological awareness training has had a major impact on the overall attainment of P1 pupils at the end of session 17/18. To support further development and target entry level vocabulary, we have engaged fully with our feeder nurseries in a transition programme focusing on development of early phonological awareness and literacy skills. This is further enhanced through our engagement with CMOs on Reciprocal Approaches at nursery level and the embedding of Story Grammar and Reciprocal Approaches. P7 attainment is below the National Average for Listening and Talking, however is above for Reading and Writing. Literacy remains strong throughout the school with reciprocal strategies and dialogic teaching making a positive impact on attainment and pupil progress. North Lanarkshire approaches have been rolled out to the remainder of the school to improve the quality of learning that takes place. We identified that there was a dip in attainment in P7 in Literacy. This will be monitored carefully to ensure that it does not become a trend.

Health & Wellbeing:

Health and wellbeing progress remains on track for the majority of pupils. We have introduced Nurturing principles across the whole establishment including support for pupils through a mindfulness programme.

How are our gaps being addressed (impact of PEF)?

- Targeted interventions from additional ASNA's (Additional Support Needs Auxiliaries) in classes
- Whole school engagement with Nurturing principles
- Use of SAC to target pupils through SEAL/Active Literacy in the Early years
- Use of Literacy Toolbox to support/challenge P6 & P7 pupils
- Detailed interrogation of Data to identify pupils requiring additional support, trends and areas of strength
- Continued use of new Maths resource to support learning
- Continued use of new Literacy Resources to support learning
- More robust quality assurance procedures tracking pupil progress and attainment
- Use of Boxall Profiles to support Nurture interventions
- Use of Health and Wellbeing Coach to work with external agencies to support Family Fitness and Learning to increase and improve the quality of Family engagement
- Use of Health and Wellbeing Coach to model and support targeted pupils

Attendance:

When comparing attendance we have identified that the majority of SIMD 1 + 2 pupils have good or better attendance. (February 2018 data) We will continue to address attendance issues for all pupils using Inverclyde Policy on Attendance/Absence Management.

Impact:

We have increased efforts to discuss learning with all pupils both in formal and informal settings and as a result have seen an improvement in the use of the language of learning. We have delivered workshops focusing on staff and pupil expectations in relation to positive engagement in learning leading to improved outcomes for pupils.

All staff have agreed a consistent approach to ensuring that pupil engagement is key to the delivery of good teaching and learning. All staff have also agreed a consistent approach to ensuring that the language of learning is used effectively throughout learning opportunities ensuring that all pupils know what they are learning and why. This positive approach has been observed throughout the school and the nursery.

All staff are now interrogating Data more effectively to support their judgements and this data forms the main point for discussion at Progress Meetings.

We regularly monitor, check pupil progress and interrogate Data gathering the story of attainment and pupil progress throughout the school.

Review of progress for session 2018-19

Establishment priority 1:

- **To continue to develop pedagogy leading to sustained improvements**
- **To continue to improve Teaching & Learning across the school and the nursery**
- **To further develop leadership at all levels across the school and the nursery**

NIF Priority

Improvements in attainment, particularly in literacy and numeracy

NIF Driver

School Improvement

Teacher professionalism

HGIOELCC? QIs

2.3 Learning, teaching and assessment

2.6 Transitions

Strategies:

In session 2018/19 we:

- *Revisited the new Vision statement, Values and Aims to evaluate relevance and impact*
- *Revisited the Curriculum Rationale which underpins our key values for learning and the development of the whole child promoting and sustaining an aspirational vision for our curriculum to evaluate relevance and impact*
- *Updated the strategic direction focusing on improving the quality of Planning and Quality Assurance procedures across the school and nursery*
- *Updated Policies which provide clarity of expectations and guidance – Homework, Planning, Quality Assurance*
- *Improved the quality of teaching and learning across the school and the nursery ensuring that all lessons observed are deemed to be at least “Good”*
- *Ensured that teachers’ judgements are supported by accurate data analysis and appropriate moderation activities*

- *Provided increased opportunities for Staff to share good practice through engaging in a Peer Learning Community and Practitioner Enquiry*
- *To continue to improve transitions between Pre-5 Establishments and Primary 1 focusing on progression in Literacy and Numeracy*

Progress:

During session 18/19 we actively sought the views of all stakeholders regarding the new Vision Statement, Values and Aims of the school. The feedback supported the recent changes and identified that all stakeholders were aware of the changes and believed that the Vision Statement, Values and Aims truly reflected what we as a school community were about. The Curriculum Rationale was also updated to reflect the uniqueness of the school. Staff engaged in the Visible Learning programme delivered by Osiris and reflected on the quality of Learning and Teaching throughout the school. Staff had initially identified what a “Good” lesson looks like and what quality pupil engagement should also look like. Through professional dialogue and sharing good practice staff were able to identify more clearly the learning dispositions that would ensure quality in learning, teaching and pupil engagement. The use of this profile in conjunction with lesson visits by Senior Management ensure that the majority of lesson observed were good. Staff and Senior Managers worked collaboratively to update existing policies to ensure clarity of direction. Staff also worked closely with parents and pupils to update the Homework Policy. Staff engaged with Inverclyde Education Officers to use the new SEEMiS Progress and Achievement data programme ensuring that accurate data of pupil progress could be input and interrogated effectively leading to more robust Teachers Professional Judgements. Staff engaged in Moderation activities at School, Cluster, Authority and Inter-Authority level with a focus on the quality of learning and teaching and also the achievement of levels. Staff commented on the value of these activities leading to increased confidence in making their professional judgements of where pupils are on their learning journey. Staff had opportunities to share good practice across all levels however further work is required to ensure these opportunities have the desired impact on practice. Transitions continue to improve as staff engage with cluster colleagues to support activities giving pupils a consistent experience.

Impact:

In evaluating the impact of Establishment Point 1 we have made very good progress in identifying the uniqueness of the school and developing a clear strategic direction. Across the school and the Nursery we have improved the quality of Learning and Teaching and increased Pupil Engagement. As a school, we have become better at telling the story of pupils’ progress and attainment.

Next Steps:

In session 2019/20 we will:

- Continue to engage in the Visible Learning programme, identifying key aspects of learning that have a major impact in pupil progress and attainment. We will continue to embed quality Learning and Teaching strategies leading to improved outcomes for all pupils
- Continue to use data effectively to support Teachers Professional Judgements leading to better quality reporting on pupil progress
- Provide increased opportunities to further share and identify good practice from within and out-with the establishment

Establishment priority 2:

- **To strengthen leadership at all levels across the school and the nursery**

NIF Priority

Improvements in attainment, particularly in literacy and numeracy

NIF Driver

Assessment of children's progress

School leadership

HGIOELC? QIs

2.4 Personalised support

2.3 Learning, teaching and assessment

Strategies:

In session 2018/19:

- *All staff engaged in Practitioner enquiry supporting improvements in practice*
- *Increased leadership roles within the school and the nursery*
- *Increased opportunities for pupils to participate in leadership roles*
- *Increased opportunities for pupils to lead learning with stakeholders – presentations/workshops*

Progress:

During session 18/19 staff actively sought opportunities to adopt leadership roles within the school and the Nursery. Staff in the Nursery identified areas where they could utilise their expertise to support improvements. Staff focused on Literacy and Nature/Nurture to lead and develop. The introduction of Story Grammar, Reciprocal approaches and developing a nurturing environment through Nature has led to pupils being engaged and participating in quality learning experiences. Through engaging in the Visible Learning Programme 2 staff became Impact Coaches to further develop the support available for staff. Staff led pupil groups effectively ensuring impact on the

Impact:

In evaluating the impact of Establishment Point 2 we have made good progress in developing leadership across the school. Staff have ensured that leadership impacts positively on practice and will continue to work collegiately to enhance the Early Level Curriculum. Further improvements in supporting transitions will be a priority next session.

Next Steps:

In session 2019/20 we will:

- Seek further opportunities to be involved in Practitioner Enquiries leading to improvements in practice
- Seek further opportunities for pupils to lead learning across the school and nursery

Establishment priority 3:

- **To improve the quality of Relationships within the school and nursery**

NIF Priority

Improvements in attainment, particularly in literacy and numeracy

NIF Driver

Teacher professionalism

HGIOELC? QIs

2.3 Learning, teaching and assessment

1.2 Leadership of learning

Strategies:

In session 2018/19 we:

- *Embedded the Nurturing Principles in all our actions*
- *Improved the quality of relationships across the school and nursery*
- *Increased Parental engagement within the school and the nursery*
- *Improved the quality of Parental engagement across the school and nursery*
- *Increased partnership working to improve outcomes for all*

Progress:

Throughout session 2018/19 all staff participated in the PRPB working group focus of delivering and embedding Nurture Principles. The PRPB working group gathered evidence and worked collegiately to identify the key principles of Nurture that required the initial focus. The PRPB working group planned, implemented and evaluated a programme to meet the needs of pupils and staff. Staff accessed training to ensure a consistent approach across the school and nursery. Feedback indicates that the changes and focus are delivering better, quality relationships.

Impact:

In evaluating the impact of Establishment Point 3 we have made very good progress in

Next Steps:

In session 2019/20 we will:

- Continue to participate fully with the Visible Learning programme
- Develop robust quality assurance procedures to support evaluations of the quality of Teaching and Learning.
- Continue to develop Reporting systems which provide clarity of pupil progress against agreed targets
- Further develop moderation of Learning in a cluster context
- Further embed quality Learning and Teaching through robust quality assurance procedures
- Increase pupil engagement in their learning

National priority: How we are ensuring Excellence and Equity

During this session a major priority for the school was to promote Equalities in a variety of ways. The school focused on the promotion of Gender Equality and Race Equality. Both aspects were promoted successfully through a variety of approaches.

Gender Equality:

- Encouraging pupils to participate in mixed sporting events, e.g. Football/Netball/Athletics/Basketball/Badminton
- Through Homelink involvement Primary 5 – 7 pupils participated in Emotional Literacy sessions which encouraged pupils to be more aware of each other and their emotions as they progressed from Primary to High School
- Through appointing a Health & Wellbeing Coach improvements in participation rates both at the Breakfast Club and the After-school activities have increased
- Through the support of external agencies pupils participated enthusiastically in all events.

Race Equality:

- Values Assemblies which focus on the Rights of the child (UNICEF)
- Involvement with “Show Racism the Red Card” – P6
- Use of RE Programme of Study (This Is Our Faith) to raise awareness of Other Faiths & Cultures

The Council provided Equality Posters which are on display throughout the school. These posters outline the Council’s overarching Equalities statement for Education.

These activities were enhanced by the Catholic Ethos within the school which promotes Respect, Tolerance and Understanding.

Gaps in attainment:

There is a gap between the attainments of pupils the in SIMD 1 & 2 compared to those in SIMD 3-10. In evaluating the gap we have observed that the majority of pupils are making expected or better than expected progress in most areas of the curriculum. The gap in Literacy throughout the school highlights a need for the school to target Talking and Listening and Writing skills development. This will be an action point for next session. The Numeracy gap, whilst less defined remains constant as pupils’ progress through the school.

How PEF funding has been used

- Visible Learning training for all staff
- HWB Coach
- ASN auxiliaries
- IT equipment
- Numeracy resources

Evidence of Impact

- Staff have a clear action plan for the school on how to move forward in developing their skills to enhance learning and teaching.
- There has been a reduction in the number of playground incidents at interval and lunchtime, resulting in pupils more ready to learn after a break.
- Targeted pupils show an observed increase in confidence in reading, writing and numeracy, resulting in improvements in reading, writing and numeracy at all levels as shown through assessment data, jotter monitoring and formal observation.
- The purchase of Numeracy and SEAL resources to support pupil learning has allowed teachers to fully engage in the programmes with a better understanding of progression, contributing to a rise in attainment as shown through assessment data.
- The ASN auxiliary has been trained in Active Literacy and SEAL and supports the delivery of these programmes.

Key priorities for improvement planning 2019-20

What is our capacity for continuous improvement?

We consider we have good capacity to improve and we will:

- Continue to work in a collegiate manner reflecting upon the identified action points
- Improve self-evaluation procedures ensuring an impact is evident
- Continue to further develop SEAL in Primary 1 & 2 and further develop number talks in Primary 3 - 7
- Continue to develop North Lanarkshire Literacy Programme throughout the school
- To audit our Digital Literacy Capacity and implement a programme to address any gaps
- To work with the West Partnership RIC on a small test of change
- Observe and identify good practice in other establishments to positively impact on school procedures

Our dedicated staff team are committed to Career Long Professional Learning. Teaching staff engage in Professional Review and Development meetings with a clear focus on our School Improvement Plan. Our annual overview clearly details our collegiate Professional Learning activities and details the focus of our weekly evaluations, clearly linked to the HGIOS 4 indicators.

We ensure that all stakeholders are consulted on the work of the school and how to improve, through questionnaires, professional dialogue, meetings and focus groups. A range of data is used to identify strengths and areas for support within our classes.

NIF quality indicators

Quality Indicator	Establishment Self Evaluation	Key priorities for session 2018/18
1.3 Leadership of change	Very Good	Improve Leadership across the School and Nursery
2.3 Learning, teaching and assessment	Very Good	North Lanarkshire Active Literacy Programme
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Health & Wellbeing Coach to support PRPB House System to improve consistency of Praise
3.2 Securing children's progress	Very Good	Increased used and interrogation of data to support professional judgement

Key achievements of the establishment

We are proud of the achievements of all our pupils. We believe that it is of the utmost importance for pupils to participate fully in the life of the local community. As well as being available as a valuable resource, involvement with the community enhances the quality of teaching, learning, attainment and progress. Working with our community allows our pupils to develop as responsible citizens and effective contributors.

Last session was a particularly successful:

Amongst our successes were:

Fairtrade Coffee Morning and Tuck Shop

ECO Group presentation to school and recycling events throughout the year

Riverside Homes Community Engagement Programme

Sacraments – P4 & P7

Buddies – P5 & P6

Participation in sporting and local events activities

Partnership with local business to support pupils

STEM Events

Festival Entries and Success

Pupil Groups impacting on school improvements

Positive partnership with our Parent Council/PTA

Supporting pupils through EAL

Sports Leaders – P6 & P7

Muddy Kitchen created for the Nursery

Outdoor Learning for the Nursery and the School enhanced

Increased attendance at the Breakfast Club
Macmillan Coffee Morning participation
Sportshall Athletics Finalists
Presentation of Christmas Show for local community
Attendance at the Christmas lights switch on in Port Glasgow
Primary 4 & 5 swimming participation
Port Glasgow Bulb Show event participation and winners
Primary 7 Residential experience to Largs
Primary 6 Residential experience to Ardentenny
Alcohol awareness training for Primary 6 & 7 pupils
Primary 7 DVD Premiere event
SCIAF/MISSIO Fundraising throughout the year
P7 attended St Stephen's as part of their induction programme
New Entrants attended St John's Primary as they prepare to become our new Primary 1 pupils
P6 & P7 attended Drug Awareness training
P6 & P7 received Cyberbullying training
P1 – P7 participated in a Sponsored Aerobics Session for LEPR
P1 pupils investigated our local area
All pupils provided opportunities to access After-school Clubs