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|  | **St John’s Primary School and Nursery Class**  **Standards and Quality 20/21** |

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| Context of the school: |
| **Our School**  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 pupils. The school roll has risen steadily over the past 14 years, from 167 pupils in 2006 to the current roll of 266 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 poverty related 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. As a result the Nursery has liaised with Inverclyde Education Department to further develop the outdoor learning providing quality learning experiences for all pupils.  Following a recent Self Evaluation visit by our link 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.  ***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*** |

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| **Our attainment:** |
| During sessions 19/20 and 20/21 Covid-19 had a major impact on the ability to provide face-to-face teaching and learning. As a result, we have witnessed a slight dip across the whole school in levels of attainment achieved in all core curricular areas.  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. Reports have ensured that pupils’ targets match their learning  SMT identified that overall pupil attainment is good. All stages demonstrate above Inverclyde average attainment in Literacy and Numeracy.  Overall, the combined attainment in Literacy for St John’s Primary 2020/21 (77%) is stronger than the Inverclyde Average 2020/21 (73.9%) and is also stronger when comparing Numeracy – St John’s 2020/21 77.9% - Inverclyde Average 2020/21 (72.4%).  Overall Stage Comparison Data:   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | Listening/Talking % | | | | Reading % | | | | Writing % | | |  | Numeracy% | | | | | |  | 18/19 | 20/21 | % Change | Inverclyde Average  20/21  % | 18/19 | 20/21 | % Change | Inverclyde Average  20/21  % | 18/19 | 20/21 | % Change | Inverclyde Average  20/21  % | 18/19 | 20/21 | % Change | Inverclyde Average  20/21  % | | P1 | 97.8% | 90.9% | -6.9% | 84.7% | 89.1% | 86.4% | -2.8% | 79.7% | 80.4% | 81.8% | 1.4% | 76.1% | 89.1% | 81.8% | -7.3% | 81.5% | | P4 | 81.8% | 79.5% | -2.3% | 79.4% | 81.8% | 66.7% | -15.2% | 71.1% | 72.7% | 64.1% | -8.6% | 61.8% | 78.8% | 76.9% | -1.9% | 68.4% | | P7 | 88.9% | 83.2% | -6.1% | 78.3% | 79.3% | 70.0% | -9.3% | 72.4% | 79.3% | 70.0% | -9.3% | 64.8% | 79.3% | 73.3% | -6.0% | 68.4% | | Combined  P1, 4 & 7 | 88.9% | 83.2% | -5.7% | 80.6% | 84.3% | 75.2% | -9.1% | 74.1% | 77.8% | 72.6% | 5.2% | 67.1% | 83.3% | 77.9% | -5.5% | 72.4% | |  | | | | | | | | | | | | | | | | | |

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| **Literacy:**  When comparing Literacy Attainment it is important to note that the most reliable data source to compare with is Session 18/19. The overall data (P1/4/7 combined) for literacy indicates a slight dip of around 6% for all aspects of Literacy for all cohorts. Attainment in Primary 1 across the early Level Literacy is still strong with Writing demonstrating an increase of 1.4% from the 18/19 data. Primary 4 Literacy attainment is also strong across Listening and Talking and Writing. Reading attainment however, shows an increased gap and one that will be targeted through interventions to support improvements. Primary 7 Literacy attainment is also strong with attainment being above 70% for all aspects of Literacy.  A strong focus on delivering the core Literacy skills during lockdown ensured that the dip remains slight and allows opportunities for targeted interventions to support recovery. Effective use of the North Lanarkshire Literacy Programme, further development of Word Aware and a focus on writing development will lead to improvements across all aspects of Literacy.  Overall Literacy attainment is mostly above the Inverclyde average for all aspects of Literacy and through targeted interventions using the Recovery processes we are confident we will see improvements across Literacy attainment in the coming session.  **Numeracy:**  When comparing Numeracy attainment it is important to note that the most reliable data source to compare with is Session 18/19. The overall data (P1/4/7 combined) for Numeracy indicates a slight dip of around 6% for all aspects of Numeracy for all cohorts. Attainment in Numeracy is strong across Primary 1, 4 and 7 being above 70% and above the Inverclyde average. Primary 4 Numeracy attainment saw the least dip when compared to the 18/19 session data with Primary 1 and 7 demonstrating dips of around 7% and 6% respectively.  Continued focus on core skills and concepts during lockdown have supported pupil progress and ensured the dip in attainment remains slight. Targeted interventions during the remainder of session 20/21 has ensured that pupils continue to make progress. Effective interventions such as Number-Talks, SEAL and support from Scottish Attainment Challenge staff will ensure improvements in pupil attainment in Numeracy  Overall Numeracy attainment is above the Inverclyde average and through targeted interventions using the Recovery processes we are confident we will see improvements across Numeracy attainment in the coming session.  **Health & Wellbeing:**  Health and wellbeing progress remains on track for the majority of pupils. We are aware that Lockdown has had a significant impact on some children and families and have ensured that we have a clear process for identifying and supporting them. Effective use of external agencies i.e. Barnardo’s, Action for Children and Mind Mosaic have provided targeted support. We have further developed Nurturing principles across the whole establishment including support for pupils through a mindfulness programme.  **How are our gaps being addressed (impact of PEF and Recovery Staff)?**   * Effective interrogation of data to identify gaps in pupil progress * Targeted support for individual pupils using SfL Teacher & Recovery Teachers * Targeted support for SIMD 1 + 2 Early Level pupils via AC Outreach staff * Pupil Targets issued termly * Focus on reinforcing core skills in Literacy and Numeracy * Use of Homework activities to reinforce basic Literacy & Numeracy * Continued use of Recorded Content to support Homework Activities * Further ongoing Assessments to support pupil progress * Further interrogation of SNSA data to identify specific themes requiring support   **Impact:**  During Lockdown, we agreed an effective Remote Learning Policy to support learning out with the establishment. All staff participated in quality CLPL to improve their skills in delivering quality learning and teaching remotely and effectively tracked pupil participation and engagement. As pupils returned to school full time staff engaged in the recovery process of identifying gaps in learning, using assessments to support planning and effectively used targeted interventions to address these gaps. Staff also interrogated data to identify specific descriptors linked to pupil progress.  A particular focus on ensuring the positive Mental Health and Wellbeing of all pupils, families and staff was being addressed ensured specific support being available throughout lockdown as well as on the return to face-to-face education.  Throughout this session, it is evident that staff know the pupils and families really well. We were able to support them in many ways i.e. educationally, mentally, financially and physically. Staff ensured that continued learning progressed in very challenging circumstances and the feedback from parents/carers positively identified the role that was played in supporting them. |

**Remote Learning Evaluation:**

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| **Evaluative Comments:** |
| During Sessions 19/20 and 20/21, because of Covid-19, all schools across Scotland were closed to pupils and we entered a phase of lockdown. During that initial phase of Lockdown, all establishments worked to support pupils learning via a combination of on-line activities and physical packs. As we entered the second lockdown, we learned lessons from the previous one. In order to ensure quality of provision and maintain pupil’s entitlement to quality education, staff worked with parents, families and pupils to continue new learning in ways more suitable for children to engage in.  A Remote Learning Policy was agreed with staff and shared with the Parent Council and the parent body. This outlined the expectations of the school and all stakeholders. The Policy focused on new and continuous learning with reinforcement built in. The school and nursery provided physical packs that were the same as the on-line versions to ensure equity. The nursery pack focused on play pedagogy with appropriate resources included. Learning packs demonstrated a consistent approach to learning with quality experiences being provided across all curricular areas and a wide range of experiences being delivered. Staff planned collegiately to provide quality Learning Experiences and engaged in moderation activities to ensure a consistent approach that was quality assured.  Live Check-ins by staff every morning outlined expectations for the day ahead and live face-to-face check-ins for smaller groups provided key opportunities for pupils to express their feelings in a safe environment. Live, face-to-face teaching was established and the use of recorded content from E’sgoil, West OS and Clickview supplemented the quality learning and teaching experiences for the pupils and their families.  SMT collated data gathered from TEAMS Insights; Physical Packs uplift, BugClub and pupil engagement in daily activities in the HUBs to track pupil engagement and participation. This information was shared with staff to crosscheck accuracy. SMT followed up with phone calls to families of pupils not engaging in either on-line learning or the physical packs. The calls were supportive and focused on what we could do to assist engagement. Families commented on the positive outcomes of the calls and the support offered.  Key aspects of the Remote Learning process that made a positive impact are outlined below:   * Effective use of Clickview/Inverclyde recorded content to support pupils * HT Weekly Assemblies to support Families – focus on Vision, Values and Aims and linked to Learning Dispositions * Effective use of Staff deployment to support the Hubs and now in-school Learning * Data interrogation effectively used to identify pupils requiring additional support – not only ASN pupils * HT Weekly Assemblies to support Families – focus on Vision, Values and Aims and linked to Learning Dispositions * Input from Barnardo’s supporting specific families * Use of Wellbeing Wednesdays with a focus on supporting mental health and wellbeing and faith * Transition videos created to support a return to school and nursery * Learning Packs include Learning Intentions and Success Criteria and key instructions for pupils regarding activities * Physical Packs and Packs on TEAMS are the same * Focus of SMT to follow-up any lack of engagement – phone calls/visiting families (Door stepping) * Tracking of Packs uplifted/Access to TEAMS using Insight data/In-school engagement/Phone calls to families ensuring engagement if no evidence available/Pupils emailing work to staff/Pupil work uploaded on TEAMS * Nursery Staff provided Fortnightly calls by Key Worker to Group * SMT collation and interrogation of the data * Weekly tracking pack communicated to staff via email * SMT accessing TEAMS to view engagement and quality of work being uploaded * SMT accessing TEAMS to view quality of feedback provided by Staff * SMT contacting families every week who have not engaged to offer support and advice * Positive Parental Feedback regarding Remote Learning   **Week 4 of Lockdown (Sample): Nursery**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | w/b | Collected pack | Photos on Twitter | Opened email with recorded content | Fortnighly check in call | Accessed Hub | |  |  |  |  |  |  | |  |  |  |  |  |  | | 11.01.21 | 23 | 12 | 21 | 0 | 2 | | 18.01.21 | 21 | 13 | 21 | 23 | 3 | | 25.01.21 | 21 | 12 | 24 | 1 | 3 | | 01.02.21 | 24 | 17 | 22 | 21 | 3 | | 15.02.21 | 22 | 10 | 24 | 21 | 5 |   **Week 4 of Lockdown (Sample): Primary**   |  |  |  |  | | --- | --- | --- | --- | | **Class** | **Engaged (%)** | **Non engaged (%)** | **Pack Uplift (%)** | | **P1a** | **100** | **0** | **82** | | **P1b** | **82** | **18** | **73** | | **P2** | **92** | **8** | **81** | | **P2/3** | **84** | **16** | **64** | | **P3** | **83** | **17** | **76** | | **P4a** | **84** | **16** | **74** | | **P4b** | **95** | **5** | **90** | | **P5** | **91** | **9** | **82** | | **P5/6** | **100** | **0** | **86** | | **P6** | **96** | **4** | **86** | | **P7** | **93** | **7** | **77** | | **Average** | **91** | **9** | **79** | |

**Review of progress for session Aug 2020 – June 2021**

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| **School priority 1**: *To monitor and support the Mental Health & Wellbeing of all pupils, parents and staff* | |
| NIF Priority  Improvements in attainment, particularly in literacy and numeracy  NIF Driver  School Improvement  Teacher professionalism | HGIOS?4 QIs  3.2 Raising attainment and achievement  1.4 Leadership and management of staff    **Other Drivers**  Developing in Faith  **RRS**    *Article 28: (Right to education):*  *Article 29 (Goals of education):* |
| **Strategies**  In Session 20/21 we:   * Completed Risk Assessments prior to staff and pupils returning to the school & Nursery and impact Action Points * Ensured all safety measures are in place and communicated to all stakeholders * Engaged with SW, Barnardo’s, Health Professionals and CAMHS to gain update on any changes with vulnerable families during the Summer break * Offered enhanced Transitions for targeted pupils – access to school and nursery prior to opening for reassurance and support * Used completed Forms data to support Recovery Planning – Key indicators * Ensured a strengths approach based on the 6 Nurturing Principles – (what have been the new skills and achievements of pupils during lockdown) – celebrate achievements * Ensured SMT monitored the support required, for pupils, staff and families, on a weekly basis initially – engaging in dialogue with all stakeholders based on Forms responses * Liaised with Inverclyde Psychological Services to identify key supports available for targeted pupils   **Progress**   * Risk Assessments have been completed and continue to be completed to ensure compliance with legislation and to ensure the safety of all. All staff completed individual Assessments which provided each staff member with a Covid-19 age allowing risk to be assessed and individual plans to be put in place for vulnerable staff * The School and Nursery have continued to reinforce all mitigations via a variety of media ensuring clarity of message * The school effectively gathered data from all stakeholders using Microsoft Forms questionnaires. This data allowed the school to plan to meet the needs of our stakeholders * All staff focused on a strengths based approach understanding that pupils learn in a variety of different ways and in different contexts. Staff identified the key strengths that pupils had developed during lockdown and used these to celebrate achievement increasing positive attitudes * SMT consistently engaged with families ensuring that no pupil or family was left behind. SMT gathered data and spoke with families on a weekly basis identifying need and providing support where necessary * SMT liaised with Inverclyde educational Psychologist and other external agencies to provide pathways for families and pupils to key support mechanisms   **Impact**  Through effective and robust use of Risk Assessments, clarity of advice and putting mitigations in place, we have ensured the safety of pupils and staff throughout the school and the nursery. Staff have engaged effectively in completing Risk Assessments ensuring all vulnerabilities have been identified and plans put in place to support staff. Through effective data gathering, we were able to support pupils, families and staff through meeting their needs both educationally and mentally. Providing a consistent approach to communication ensured that no child or family was left behind. Dialogue with families provided excellent opportunities to discuss appropriate support provisions required to meet the needs of pupils and families. Effective use of quality CLPL supporting the recovery Programme ensured that all staff were aware of what to look for. Staff engaged in meaningful Wellbeing Meetings with pupils providing opportunities for mental health to be discussed and supported. As a school and nursery, we have made good progress towards achieving improvements in Teaching & Learning across the school and the nursery. | |
| **Next Steps:**  We will:   * Continue to reinforce the mitigations through every channel * Continue to use Risk Assessments to support all staff and pupils ensuring safety is paramount * Continue to engage with Health & Safety to ensure we are doing all we can to provide a safe and secure environment * Continue to gather data from all stakeholders to be used to support establishment improvements | |

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| **School priority 2**: *To access quality CLPL to support the recovery Curriculum* | |
| NIF Priority  Closing the attainment gap between the most and least disadvantaged children  NIF Driver  School leadership  Teacher professionalism  School Improvement | HGIOS?4 QIs  1.2 Leadership of learning  1.3 Leadership of change    **RRS**    *Article 28: (Right to education):* |
| **Strategies**  In Session 20/21 we:   * Ensured Staff completed a Needs Analysis of support they require to deliver the Recovery Curriculum * Identified quality CLPL to support staff engage with pupils and families * Ensured Staff attendance and participation at quality CLPL and provided opportunities to share good practice   **Progress**   * Audit complete and gaps identified * Staff participation in quality CLPL re Digital Literacy * Staff focusing on delivering learning via new resources – Bug Club/ Sum Dog and beginning to use TEAMS to support learning * Due to CoVid-19 staff have had to improve their practice in delivering quality learning opportunities for pupils and families via a digital platform. * SMT have monitored the digital offer from staff during CoVid-19   **Impact**  The school and nursery had already begun its journey towards using digital offers in a more effective way. Due to CoVid-19 we have moved at a greater pace to provide quality digital activities and engagement. Staff have quickly adapted to a new mode of learning and teaching and have demonstrated a confidence in utilising the platform to meet the needs of all the pupils in their class. Feedback from a recent FORMS Questionnaire regarding the effectiveness of the digital offer highlighted parental satisfaction and pupil engagement of this offer. Staff engaged with a variety of quality CLPL to support the Recovery Curriculum. A focus on Digital Literacy as well as Health & Wellbeing ensured a balanced approach to supporting pupils, families and staff. SMT effectively monitored the impact of the CLPL on the delivery of the Recovery Curriculum and observed that it positively impacted pupils, families and staff As a school and nursery, we have made very good progress in relation to improving the quality of Digital Literacy offered across the school and nursery. | |
| **Next Steps:**    We will:   * Continue to improve the quality of the digital offer throughout the school and nursery through accessing new resources and using them effectively * Continue to participate in quality CLPL to improve practice and share new resources * Access new resources to support on line learning – Clickview, E-sgoil and InVid * Use the feedback from parents and pupils to guide our actions | |

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| **School priority 3**: *To target Literacy & Numeracy to address gaps in learning* | |
| NIF Priority  Improvements in attainment, particularly in literacy and numeracy  NIF Driver  School leadership  Teacher professionalism  Parental engagement | HGIOS?4 QIs  1.1 Self-evaluation for self-improvement  3.1 Ensuring wellbeing, equality and inclusion    **Other Drivers**  Celebrating and Worshipping  Honouring Jesus Christ as the Way, the Truth and the Life  **RRS**    *Article 28: (Right to education):* |
| **Strategies**  In Session 20/21 we:   * Reviewed pedagogical approaches to support learning and teaching * Revisited AifL / VL strategies to ensure quality feedback supports pupil progress in their learning and informs teacher’s planning * Utilised the support of the recovery teachers to support progression in Literacy and numeracy * Engaged in using new resources to support Home Learning – ClickView, E-sgoil, InVid   **Progress**   * All staff engaged in a review of the pedagogical approaches used in the school to support learning and teaching * Teaching staff focused on developing a deeper understanding of AifL approaches and making learning visible for pupils. Through targeted approaches improved feedback on learning was able to be addressed * All Staff increased their awareness of Digital Literacy approaches and increased their skills in delivering an effective Digital Remote Learning offer using Live, and Recorded content to support pupil experiences in Literacy and Numeracy * All Staff engaged in evaluating pupil and family engagement during the remote Learning period through effectively monitoring participation rates and quality of engagement via TEAMS Meet Sessions   **Impact**  The school and nursery effectively reviewed pedagogical approaches to improve the quality of learning and teaching. Staff engaged in quality CLPL with a focus on using assessments to inform planning and ensure that targeted interventions had impact. Staff revisited AifL strategies to better support pupils throughout lockdown ensuring that pupils received quality feedback on their learning and engaged in quality live lessons focusing on core skills across all curricular areas. Staff quickly adapted to new ways of working ensuring their IT skills were improved. Parents/carers commented positively on the quality of the Remote Learning offer. On returning to face-to-face education, we effectively deployed the Recovery staff to implement targeted interventions to support pupil progress. | |
| **Next Steps:**  We will:   * Continue to develop our Digital Literacy Strategy * Continue to plan effectively to address identified gaps in learning * Engage with recorded content to support learning and teaching * Review staff deployment to further meet the needs of pupils requiring additional support | |

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| **School priority 4**: *To support outdoor learning activities* | |
| NIF Priority  Improvement in children and young people's health and wellbeing  NIF Driver  School leadership  Teacher professionalism  Parental engagement | HGIOS?4 QIs  1.1 Self-evaluation for self-improvement  3.1 Ensuring wellbeing, equality and inclusion    **Other Drivers**  Celebrating and Worshipping  Honouring Jesus Christ as the Way, the Truth and the Life  **RRS**    *Article 28: (Right to education):* |
| **Strategies**  In Session 20/21 we:   * Identified IDL opportunities to include outdoor learning opportunities for pupils * Identified quality CLPL re “Learning and Playing Outdoors” * Purchased quality resources to support outdoor learning activities * Evaluated the resources * Planned for future actions   **Progress**   * All Staff engaged in dialogue regarding opportunities for improving outdoor learning * Nursery staff engaged in quality CLPL enhancing their practice to support Outdoor learning opportunities for all pupils * The school purchased resources and supported improvements in the playground via grant funded projects * Staff have not yet had the opportunity to evaluate the resources – this will be completed in the next session * Staff will begin planning for future pupil experiences taking into account the Laudato Si programme   **Impact**  The school and nursery further developed its outdoor learning offer through accessing quality CLPL and improving practice to supporting the Health and Wellbeing of the pupils. Pupils actively engaged in activities in a planned approach to providing quality play experiences outdoors. Pupils and staff used de-escalation strategies to ensure the playground was a calm and happy outdoor environment. Staff accessed grants to support improvements in the outdoor space. The planting of trees and plants provided opportunities for improvements in outdoor learning relating to science and STEM. As a school and nursery, we have made good progress towards achieving improvements in the quality of relationships within the school and nursery. | |
| **Next Steps:**  We will:   * Engage in the Authority Pilot of improving play pedagogy * Continue to plan for progressive outdoor learning experiences * Employ a Principle Teacher to support the continued development of outdoor learning including play experiences for pupils in the Early Level | |

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| **National priority: How we are ensuring Excellence and Equity?** |
| **Context:**  St John’s Primary School is a denominational and co-educational School, which has a Nursery class attached. The school and nursery serve the lower Port Glasgow area, which incorporates Local Authority and Private housing.  The school has 11 Classes and 266 pupils with 24 pupils attending the nursery. The school has a staffing allocation of 13.9 FTE, including a Support for Learning Teacher (0.5) and 7 Support Staff members. The school also has 3 Clerical staff, a Janitor, catering and cleaning staff. The school benefits from music tuition (0.1) and support from an Active Schools Coordinator and a Home link Support Worker  **Rationale:**  Our rationale for school improvement is to continue to develop approaches to raise attainment and reduce the poverty related attainment gap. Gaps identified relate to poor vocabulary, comprehension and poor mental maths ability, especially in the early level. Mental Health support for pupils relating to poor social skills and building relationships would also be targeted through both Nurture support and Playground support. New resources in literacy and numeracy will enhance and motivate pupils to fully engage with their learning.  Through accessing support from the Scottish Attainment Challenge (SAC) team the school was able to improve pedagogy and use data more effectively to input interventions to improve outcomes for all. The use of Coaching and Modelling Officers (CMO’s) to work alongside teaching and support staff ensured improved quality and consistency.  **Aim and Expected Impact:**  The overall aim of the proposal is to improve the quality of learning and teaching impacting positively on pupil progress across Literacy, Numeracy and Health and Wellbeing, with particular emphasis on pupils in SIMD Bands 1 + 2 reducing the poverty related attainment gap and ensuring recovery.  PEF has therefore been used to:   * **Employ a Teacher (0.4) FTE** * **Employ a Teacher (0.1) FTE** * **Employ Additional ASN Staff x 3**   **Impact**   * Through employing additional Teaching staff, we have increased the number of classes resulting in smaller class sizes. Through this approach, we have been able to provide an increase in pupil/teacher contact through better ratios. This has had a positive impact on pupils with additional support needs. * Teaching staff have ensured that pupils needs have been met throughout the session especially when providing Remote Learning * Staff effectively interrogated data to identify aspects of recovery that targeted pupils required addressing. Staff implemented interventions to address these gaps leading to pupil progress * ASN Staff supported our most vulnerable pupils access the curriculum and provide small group and at times 1 – 1 support. They specifically focussed on Literacy and Numeracy support however many pupils required H & Wb support throughout the session. * ASN Staff provided CTs the opportunity to spend increased time with these pupils also while ASN supported other pupils. * ASN Staff attended quality CLPL ensuring they were skilled in supporting SEAL and NL programmes, they also had a focus on Nurture and Trauma informed schools. * Throughout this session, we focused the use of PEF to impact positively on the poverty related attainment gap. |

**Key priorities for improvement planning 2021-22**

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| **What is our capacity for continuous improvement?** |
| We consider we have very 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 * Revisit our Vision, Values & Aims statements across the Nursery and School to ensure they accurately reflect our context * Create a clear Curriculum Rationale which incorporates 1140hrs developments * Audit our process of change leading to sustained improvements for all learners based on relevant research * Improve the quality of Digital Literacy throughout the Establishment * Improve staff skills and effectively implement Digital Literacy across the School and Nursery * Increase pupil engagement in Digital Literacy Activities * Review our Quality Assurance processes to ensure that they demonstrate a collective responsibility for School/Nursery improvement * Involve all stakeholders in updating the Quality Assurance Policy * Continue to improve Teaching & Learning across the school and the nursery * Address any identified gaps in pupil learning through targeted support * Ensure effective transitions are in place to support pupil progressions through learning pathways * Effectively use Learning Journals to support pupils learning * Engage in Laudato Si - Ecological Education Programme   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.  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**

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| Quality Indicator | Establishment Self Evaluation | Key priorities for session 2021/22 |
| 1.3 Leadership of change | Very Good | * Develop Play Pedagogy in line with Local Authority Improvement Plan * Evaluate Quality Assurance procedures |
| 2.3 Learning, teaching and assessment | Good | * Improve Play pedagogy * Focus in impact of Recovery interventions * Data interrogation and professional dialogue to better target support |
| 3.1 Ensuring wellbeing, equity and inclusion | Good | * Recovery support for pupils requiring additionality relating to mental health & wellbeing * Improved play pedagogy leading to increased resilience and life skills * Tracking vulnerable pupils – LAC/FME/SIMD 1 & 2 |
| 3.2 Securing children’s progress | Very Good | * Increased use and interrogation of data to support professional judgement – Data Dashboard * Quality engagement with Education Officers regarding School Self evaluation * Engaging with Recovery Associates to support the recovery process leading to improved outcomes and closing the poverty related attainment gap * Working closely with external agencies to support our most vulnerable pupils and families |

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| **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 session, amongst our successes were:  Supported pupils through Lockdown periods to fully engage in new and reinforced learning  Supported vulnerable families to access community support during lockdown  Sacraments – P4 & P7  Partnership with local business to support pupils  STEM Events  Pupil Groups impacting on school improvements  Positive partnership with our Parent Council/PTA  Celebrating the successes and achievements of pupils out-with school  Supporting pupils through EAL  Outdoor Learning for the Nursery and the School enhanced  Primary 7 Digital Yearbook Premiere event  SCIAF/MISSIO Fundraising throughout the year  P7 attended St Stephen’s as part of their induction programme  P1 Transition Programme  P6 & P7 attended Drug Awareness training  P6 & P7 received Cyberbullying training  Mindfulness Programme across the school  Play Therapy sessions for targeted pupils and families  1140 Hours successfully implemented in the Nursery  Alternative Sports Day complying with all Covid-19 guidance  Charity fundraising |