

**St. John’s Primary School and**

**Nursery Class**

**Standards and Quality 2022/23**

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| Context of the Establishment: |
| **Our Establishment**  St John’s Primary School and Nursery Class is the oldest Primary School in Port Glasgow serving Lower Port Glasgow, the East of Greenock and the Parish of St John the Baptist. The school roll continues to rise steadily, from 190 pupils in 2017 to the current roll of 285 pupils across 11 classes.  St John’s Primary School and Nursery Class is within an area of regeneration. We have 55% of pupils living within SIMD 1-2 with 41% living within SIMD 3-10 (4% of pupils have an unassigned SIMD rating). Around 25% of our pupils are in receipt of Free School Meals which contradicts the numbers of SIMD 1-2 pupils. This may be explained by the recent regeneration within the catchment area.  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 those pupils whose attainment is impacted by poverty.  We have 15.2 members of teaching staff, including the Head Teacher, Depute Head Teacher, Principal Teacher, Class Teachers, 0.5FTE Learning Support teacher and 0.8FTE Nurture Teacher. The school is supported by 9 Pupil Support Assistants (2 PEF funded), 2 Clericals and a Janitor.  In our Nursery, we had 24 pupils, unusually all of whom were pre-school children. We had 1 child accessing wrap around care with all children attending nursery on model 1. They were supported by the Depute of the Nursery Class, 3 EYECOS, 1 EYSA and a Clerical.  Our Cluster includes St Stephen’s High School, St Michael’s Primary School, St Francis’ Primary School and Nursery Class, Gibshill Children’s Centre and Rainbow Family Centre.    In session 2022/23, we refreshed our vision and values through consultation with our pupils, staff, families and wider community.  **Vision**:  Learning and growing together through faith, hard work and love, to go safely on our way.  **Values**:   Respect, Ambition, Love, Patience, Honesty  **Aims**:  Together we will:   * Respect each other, all faiths and the world around us. * 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. * Create a caring and happy environment where we can develop our God given talents. * Demonstrate patience and understanding to all in a supportive way. * Establish an ethos of honesty in our words and actions. |

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| **Establishment priority 1**: **Improvements in Reading** | |
| NIF Priority  Improvements in attainment, particularly in literacy and numeracy  -  NIF Driver  Teacher professionalism  Parental engagement  Assessment of children's progress | HGIOS/ELC QIs  3.2 Raising attainment and achievement  3.2 Securing Children's Progress  2.2 Curriculum  UNCRC  Article 3 (Best interests of the child):  Article 28: (Right to education):  Developing in Faith  Developing as a community of faith and learning |
| **Outcomes:**   1. By June 2023, reading attainment for targeted learners who are behind expectation will decrease by at least 5% on average across the school. 2. Almost all learners will make at least a year’s worth of progress in reading across the year. 3. All Nursery pupils will have access to a P5 reading buddy every fortnight.   **PEF Used:**   * Catch Up Literacy Training for 4 PSAs and 1 SfL Teacher - (£1949).   1 additional PSA - (£17,500).  0.2FTE Teacher for targeted intervention - (£9315)  **Progress and impact of outcomes for learners:**   1. Due to the development of pedagogical approaches to reading across the school, results have shown the desired decrease in learners who are behind expectation in all year groups, except P2 (see comparison table). P2 had a 3 new pupils joining the cohort which has had an impact on results. The Support for Learning Teacher and 3 PSAs were trained in Catch up literacy, which allowed them to be timetabled effectively to support targeted intervention groups in reading. There was a whole school approach to support all staff to use a 6 weekly intervention tracker, to ensure they were tracking and planning for change across the class, particularly focussing on those children behind expectation or at risk of falling behind expectation.  |  |  |  |  | | --- | --- | --- | --- | | Cohort Attainment Results in Reading | | | | | Current Year Group | Children behind expectation in 2021-22 | Children behind expectation in 2022-23 | Cohort % difference | | P2 | 7.5% | 8.9% | -1.4% | | P3 | 22.2% | 18.6%% | +3.6% | | P4 | 22.2% | 10.5% | +11.7% | | P5 | 17.4% | 8.5% | +8.9% | | P6 | 21.1% | 15.8% | +5.3% | | P7 | 12.5% | 11.9% | +0.6% |  1. Almost all learners benefitted from at least a year’s worth of progress, with an average increase in reading attainment of 4.8% across the school. 2. All nursery pupils had access to a Primary 5 reading buddy regularly. This had a positive impact for both the nursery children and Primary 5 learners. All nursery learners had increased opportunities to engage with different texts, while building positive relationships with buddies. P5 pupils had increased opportunities to select texts and read for an audience. Primary 5 pupils also had the opportunity to use investigative skills to gain more information about jobs by applying for the role of the buddy, interviewing for the post and undertaking training opportunities. Almost all nursery learners are on track or beyond for reading. This is a 4% improvement on previous data. There is a 4% poverty related attainment gap between the most and least disadvantaged children which equates to one child within the nursery. | |
| Next steps:   * Use of reading screening to identify pupils who need additional support. * Continue to target groups of learners in each stage who are behind expectation and plan effective interventions with a focus on SIMD 1-2. * Ensure Buddy system between P5 and N4/5 continues and evolves to include higher order questioning based on texts being shared. | |

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| **Establishment priority 2**: **Play Pedagogy** | |
| NIF Priority  Improvement in children and young people's health and wellbeing  NIF Driver  Teacher professionalism  Assessment of children's progress  Performance information | HGIOS/ELC QIs  3.2 Securing Children's Progress  2.3 Learning, teaching and assessment    UNCRC  Article 3 (Best interests of the child):  Article 28: (Right to education): |
| **Outcome:**   1. By June 2023, the number of stages using play pedagogy to increase pupils’ readiness to learn will be extended to P2, making increased use of outdoors. 2. By June 2023, all classes throughout the school will have weekly experiences in playful approaches using, but not limited to, “Butterfly Challenge” and Discovery time.   **PEF used to support closing the gap:**  1 additional PSA - (£17,500).  **Progress and impact of outcomes for learners:**   1. As a result of the development of Play Pedagogy across our establishment, we have found that staff confidence of play pedagogy has increased. Play is embedded and evolving in P1 with staff becoming more skilled in their delivery. Play has been extended to P2 with staff building upon the work of P1 staff to ensure a continuity of approach whilst being responsive to the needs analysis of the cohort. All P1 and P2 Staff have engaged in CLPL to increase their confidence in play pedagogy and they have actively sought support from Play CMOs, other colleagues and the wider play community. Attainment in comparison to last session has decreased slightly.  |  |  |  |  |  | | --- | --- | --- | --- | --- | | Primary 1 Data | | | | | | Year | T&L | Reading | Writing | Numeracy | | 2021/22 | 97.5% | 92.5% | 87.5% | 95% | | 2022/23 | 96.7% | 83.3% | 86.7% | 93.3% | | % change | -0.8% | -9.2% | -0.8% | -1.7% |   Although there has been a slight decrease in all areas of Literacy and Numeracy, it is worth noting a significant difference between stage number with 44 P1s in 2021/22 and 30 P1s in 2022/23.   1. All classes across the school now engage in weekly Discovery Time, dedicated play time with a variety of adult/child led and initiated play opportunities. We have also developed the Butterfly challenge, a play based challenge set by Nursery and P1 pupils that encourages our Learning Power of Creativity during a playful challenge e.g. use loose parts to create a symmetrical design. All classes have engaged in outdoor learning. | |
| Next steps:   * Continue play pedagogy within P1 and P2 and progress this to P3, taking account of the needs of the cohort. * Develop a shared understanding of how play pedagogy can be used to support IDL across the whole school curriculum. * Develop a whole establishment Play Policy. * Develop use of outdoor learning in both playgrounds, utilising Nursery expertise. | |

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| **Establishment priority 3**: **Improvements in Numeracy** | |
| NIF Priority  Closing the attainment gap between the most and least disadvantaged children and young people  -  NIF Driver  Assessment of children's progress  Teacher professionalism  Performance information | HGIOS/ELC QIs  3.2 Raising attainment and achievement  3.2 Securing Children's Progress    UNCRC  Article 3 (Best interests of the child):  Article 28: (Right to education): |
| **Outcome:**   1. By June 2023, Overall Numeracy achievement for the school will exceed 85%. 2. By June 2023, all N5 pupils will have engaged in SEAL activities within the Nursery.   **PEF used:**   * 0.2FTE Teacher for targeted intervention (£9315) * SumDog Subscription (agreed through Participatory Budgeting) (£1100)   **Progress and impact of outcomes for learners:**   1. As a result of Targeted interventions from Class teachers, Recovery teachers, SfL and PSAs, we were able to achieve an average of 86.6% of children being on track/beyond expectation in Maths and Numeracy across the school. Staff were able to identify children behind expectation by using Benchmarks and being more data conscious in order to inform their intervention groups.  |  |  |  |  | | --- | --- | --- | --- | | Cohort Attainment Results in Numeracy | | | | | Year Group | Session 2021-22 | Session 2022-23 | Cohort % difference | | P1 | 95% | 93.3% |  | | P2 | 95% | 93.3% | -1.7% | | P3 | 80% | 83.7% | +3.7% | | P4 | 83.3% | 86.8% | +3.5% | | P5 | 89.1% | 76.6% | -12.5% | | P6 | 81.6% | 86.8% | +5.3% | | P7 | 82.5% | 88.1% | +5.6% |   Whilst the information across the school is positive, there is a reduction of 12.5% in Primary 5. Results show that 11 children are behind expectation and should be a key priority into Primary 6.   1. SEAL is fully immersed within the spaces, experiences and interactions within the nursery. Staff refreshed their understanding of SEAL processes and audited the environment, both indoors and outdoors, to ensure opportunities to learn through SEAL were available. All learners are on track for numeracy (75% on track and 25% beyond expectation). There has been a 21% increase for the number of learners who are beyond expectation. All children are pre-school learners. | |
| Next steps:   * Target SIMD 1-2 v 3-10 groups to close the gap. * Target groups of children behind expectation and closer tracking of these children with a key focus on Primary 6. * Staff should increase their confidence in making informed professional judgements by planning with progression pathways and benchmarks, undertaking moderation activities across early level and participating in termly progress meetings to impact pupil attainment. Staff should take account of the fact that all pupils in session 2023/24 will be new children. | |

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| **Establishment priority 4**: **Readiness to Learn and Wellbeing** | |
| NIF Priority  Improvement in skills and sustained, positive school-leaver destinations for all young people  -  NIF Driver  Assessment of children's progress  Teacher professionalism | HGIOS/ELC QIs  3.2 Raising attainment and achievement  3.2 Securing Children's Progress  3.3 Increasing creativity and employability    UNCRC  Article 3 (Best interests of the child):  Article 28: (Right to education):  Developing in Fath  Serving the common good  Developing as a community of faith and learning  Promoting Gospel values |
| **Outcome:**   1. By June 2023, the number of incidents referred to SLT will reduce over time (Baseline to be established). 2. By June 2023, Partnership working will engage parents in techniques to increase their child’s readiness to learn and wellbeing, resulting in less phone calls and conversations with SLT about this subject. 3. By June 2023, all pupils from Nursery to P7 will engage in workshops and lessons to give them tools to support emotional literacy and resilience resulting in more engagement in classes and reduced incidents outdoors.   **PEF used to support closing the gap**   * 0.2 Nurture Teacher (£10,432) * Live N Learn Well-being workshops (£1740) * Families Connect (£2000)   **Progress and impact of outcomes for learners:**   1. Due to a number of factors, a baseline was never established for this intervention to be tracked. We continue to work as a team to address appropriate and timely interventions based on a number of reasons. 2. All parents were invited into Live N Learn workshops aimed at raising parental confidence in dealing with self-esteem, mind-sets, resilience and working together. All parents were also sent an online catalogue of e-workshops to access at their own leisure. Over the year, we successfully engaged with 8 families through the Families Connect programme. These families have gone on to develop a parent’s group who have organised our new “Brekkie and Blether” sessions. These sessions involve a family breakfast club with a different focus each time. These have included a generic “blether”, ASN focus and a bereavement focus. 3. In nursery, all staff have completed their second year of coaching and modelling with Barnardo’s using the PAThS programme. This has resulted in all children having weekly direct input with their keyworker and the opportunity to access extension activities linked to that week’s focus through their play. Parents were kept up to date during the year with newsletters and were included in stay and play sessions directly linked to PAThS’ key objectives, ensuring the learning continued at home. Due to the success of the implementation of PAThS, the nursery has been put forward to be recognised as a “Model PAThs pre-school”. In school, all pupils engaged in workshops and lessons with Live N Learn aimed at emotional literacy and resilience. Parents were offered the same workshops. Uptake was low so these workshops were emailed out for wider access at home. | |
| Next steps:   * Establish a baseline of referrals and identify a hierarchy of intervention. * Continue to develop an approach to mind-set and readiness to learn based on the nurturing principles. * Engage in PAThS training for P1 and P2 staff to develop our use of this programme. * Engage in Root of Empathy training to allow for empathy training at P7 level each year. * Work alongside cluster to audit trauma informed practice and develop shared goals. | |

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| **Additional PEF Spend** | |
| NIF Priority  Closing the attainment gap between the most and least disadvantaged children and young people | HGIOS QIs  3.2 Securing Children's Progress  3.1 Ensuring wellbeing, equality and inclusion  UNCRC  Article 31 (Leisure, play and culture):  Article 28: (Right to education): |
| **Spend:**   * Cost of the school day: £5000 for to reduce costs for Primary 6 and Primary 7 Residential Trips. Removing the barriers of the high cost of an extra-curricular trip was identified and agreed. Transport was paid to allow all learners to have a joint experience.   **Progress and impact of outcomes for learners:**  Almost all pupils in Primary 6 and 7 attended the residential trip with those who didn’t attend choosing not to for other reasons and not financial. Discussion with pupils afterwards confirmed that they appreciated the experience, fell more confident, have increased self-esteem and will consider future trips. . | |
| Next Steps:   * Continue to consult all stakeholders on PEF spend which increases experiences without increasing the cost of the school day. | |

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| Data |
| **Key Strengths**   * Attainment in Listening and Talking has increased in almost all cohorts with all year groups achieving above 90% except Primary 6. * Reading attainment in Primary 3-Primary 7 has increased on last year with Primary 4 showing the biggest increase of 11.7% compared to last session. * Writing attainment has increased in Primary 2, Primary 4, Primary 5 and Primary 7 while maintaining on the same level in Primary 6. * Numeracy attainment has increased in Primary 3, Primary 4, Primary 6 and Primary 7.  |  |  |  |  | | --- | --- | --- | --- | | Cohort Attainment Results in Reading | | | | | Year Group | Session 2021-22 | Session 2022-23 | Cohort % difference | | P1 |  | 83.3% |  | | P2 | 92.5% | 91.1% | -1.4% | | P3 | 77.8% | 81.4% | +3.6% | | P4 | 77.8% | 89.5% | +11.7% | | P5 | 82.6% | 91.5% | +8.9% | | P6 | 78.9% | 84.2% | +5.3% | | P7 | 87.5% | 88.1% | +0.6% |  |  |  |  |  | | --- | --- | --- | --- | | Cohort Attainment Results in Listening and Talking | | | | | Year Group | Session 2021-22 | Session 2022-23 | Cohort % difference | | P1 |  | 96.7% |  | | P2 | 97.5% | 100% | +2.5% | | P3 | 88.9% | 95.3% | +6.5% | | P4 | 94.4% | 94.7% | +0.3% | | P5 | 93.5% | 91.5% | -2% | | P6 | 81.6% | 86.8% | +5.3% | | P7 | 90% | 90.5% | +0.5% |  |  |  |  |  | | --- | --- | --- | --- | | Cohort Attainment Results in Writing | | | | | Year Group | Session 2021-22 | Session 2022-23 | Cohort % difference | | P1 |  | 86.7% |  | | P2 | 87.5% | 91.1% | +3.6% | | P3 | 82.2% | 79.1% | -3.2% | | P4 | 83.3% | 86.8% | +3.5% | | P5 | 84.8% | 87.2% | +2.5% | | P6 | 73.7% | 73.7% | - | | P7 | 80% | 85.7% | +5.7% |  |  |  |  |  | | --- | --- | --- | --- | | Cohort Attainment Results in Numeracy | | | | | Year Group | Session 2021-22 | Session 2022-23 | Cohort % difference | | P1 |  | 93.3% |  | | P2 | 95% | 93.3% | -1.7% | | P3 | 80% | 83.7% | +3.7% | | P4 | 83.3% | 86.8% | +3.5% | | P5 | 89.1% | 76.6% | -12.5% | | P6 | 81.6% | 86.8% | +5.3% | | P7 | 82.5% | 88.1% | +5.6% |  * Most pupils residing in SIMD1-2 are on track across the school.  |  |  |  | | --- | --- | --- | | SIMD 1-2 Average Achievement in School | | | | **Curricular Area** | **% On track** | **% Behind** | | L&T | 92 | 8 | | Reading | 84 | 16 | | Writing | 80 | 20 | | Numeracy | 84 | 16 |  * In Nursery, almost all children are on track for their learning in all areas of Literacy and Numeracy.  |  |  |  | | --- | --- | --- | | Attainment Averages in Nursery | | | | **Curricular Area** | **% On track** | **% Beyond** | | L&T | 96% | 0% | | Reading | 88% | 8% | | Writing | 88% | 8% | | Numeracy | 75% | 25% |   **Key Priorities**   * Focus of Principal Teacher to raise attainment in Literacy with a key focus on Writing across the school but particularly in P4 and P7. * Raising attainment in Listening and Talking and Reading. * Raising attainment in Numeracy with a focus on P4 and P6. * Aiming to reduce the PRAG across all curricular areas through data analysis, prioritisation of support and PEF spending. * Raising attendance figures to meet or exceed the family and local authority average, especially in those children behind expectations. * Using moderation in Nursery, staff should seek to ensure children are on the correct pathway and better capture those who are beyond expectation. |

National Improvement Framework Quality Indicators

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| 1.3 Leadership of change **Very Good** |
| **Key Strengths**   * Teachers’ confidence has increased in making accurate teacher professional judgements. This has been a result of a strategically planned quality assurance calendar with a clear focus on progression and consistency. * SLT have embedded our approach to Quality Assurance and staff are becoming more skilled at discussing pupils, their learning journeys and the associated planning and delivery involved in interventions. * Pupils, Parents, Staff and Partners were actively involved in our refreshed Vision and Values, which reflect our aims for the School and Nursery Community and focuses on improvements in outcomes for all. * There is a strong sense of ownership around our vision and the identity of our school and nursery. * Staff are more confident in using the Data Dashboard to ensure they understand the school and nursery context and that of their own learners. * Data is regularly shared with staff to ensure they have a clear understanding of strengths and development needs of the school, and this information is used to plan for improvements. * Pupils, staff and parents have been fully involved in self-evaluation throughout the year leading to changes in the school and nursery, including developing a shared understanding in planning, learning & teaching and assessment. * Pupils and staff have refreshed our “Learning Powers” ensuring there is a shared understanding around these and they are fully embedded throughout the school. * Play Pedagogy continues to develop and strengthen in P1 and P2. Play throughout the school has also developed, with staff having a good understanding of the benefits of learning through play. * Senior leaders have encouraged the autonomy of play throughout the school with staff making decisions, based on evidence based research, about changes using a play pedagogy. * Senior leaders in the nursery have encouraged autonomy with the development of woodwork, nurturing nature, outdoor learning and Numeracy home learning packs. * Senior leaders encourage creativity and innovation reflecting the strengths of the staff including, but not limited to, music, outdoor learning, woodwork and sporting opportunities for learners. * All staff and pupils added to the new “St John’s Star Standard”, shared expectations in all aspects of Nursery and School life.   **Key Priorities**   * Embed “St John’s Star Standard” to ensure high expectations and consistency of approach in all aspects of Nursery and School life. * Continue to embed a robust quality assurance calendar that allows for staff to continue developing their skills in making accurate teacher professional judgements, interpreting data and making improvements. * Involvement in Young Leaders of Learning programme. |

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| 2.3 Learning, teaching and assessment **Very Good** |
| **Key Strengths**   * St. John’s Primary School and Nursery Class has a positive, nurturing environment built upon on core gospel values of Respect, Ambition, Love, Patience and Honesty. * Positive relationships are at the heart of our Nursery and School and are imperative for high quality learning outcomes. * As a Gold Rights Respecting Establishment, children are involved in all aspects of school and nursery life. * Through the development of our “Learning Powers”, pupils are confident, engaged and have an increased understanding of the skills needed to be a successful learner. * Our “St John’s Star” awards recognise pupil achievements in and out of school with a very active Twitter account capturing this. * Staff have engaged in quality CLPL, with a focus this year on play pedagogy and whole school nurture, having a positive impact on their teaching and understanding. * Learning environments have improved through use of CIRCLE audits and Realising the Ambition. * The introduction of the “St John’s Star Standard” document is beginning to ensure consistency and high expectations for all. * After consultation with parents and staff, reporting to parents in the school has improved. The feedback from parents regarding this has been very positive. * Feedback from Nursery parents shows that reporting and communication of progress is a key strength. * Learners have opportunities to receive high- quality feedback in a variety of contexts and most learners can talk confidently about their progress and next steps. Senior Leaders seek opportunities to discuss learning with pupils in formal and informal contexts. * Senior leaders timetabled almost all stage partners to receive NCCT at the same time to allow for collegiate teaching, learning and assessment across classes. * Joint planning across stages has ensured curriculum content is appropriate and meaningful, with a focus on progress. This has provided moderation opportunities to naturally occur throughout the year between Nursery and School. * Opportunities are provided for learners to lead learning throughout the school including play pedagogy, the buddy system and new mediation group – Peace Keepers. * Improvements in planning has ensured planning is strategic and manageable with a clear focus on progress and coverage of Experiences and Outcomes. * A whole school assessment policy ensures consistency, and is effective in informing improvements and making judgements. * A robust tracking and monitoring system is fully embedded in the school and nursery and allows for staff to continue developing their skills in data analysis, focusing on improvement.   **Key Priorities**   * Continue to embed new planning format to ensure planning is proportionate and manageable with a focus on strategic planning. * Embed “St John’s Star Standard” to ensure high expectations and consistency of approach in all aspects of Nursery and School life. * Create tracker for wider achievement to identify children who would benefit from exposure to extracurricular activities and opportunities. * Develop a wider Pupil Leadership programme including representation at all levels. |

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| 3.1 Ensuring wellbeing, equity and inclusion **Very Good** |
| **Key Strengths**   * There is a shared understanding of wellbeing across the school and nursery, and we recognise how wellbeing underpins children’s ability to be successful. * In St John’s, there is a strong sense of community and belonging. Everyone within our community is treated with respect and love and SLT ensure we look out for the wellbeing of all within our community. * Our termly GIRFEC screening meetings are fully embedded within our quality assurance calendar. The wellbeing of our learners is discussed at every data meeting to track wellbeing and ensure we have the correct procedures and support in place. * Our school and nursery nurtures an inclusive environment where every voice is listened to and respected. * As a Gold Rights Respecting Establishment, children are involved in all aspects of school and nursery life. * There is a shared sense of responsibility for ensuring we improve the lives of our pupils and work with external agencies to support with this. * In Nursery, Primary 1 and Primary 2 children enjoy a stimulating outdoor experience daily. * Primary 3 to Primary 7 are engaging in more outdoor learning with all Primary 6 and Primary 7 pupils engaging with Belville Community Gardens. * The Nursery are fully committed to the Nurturing Nature approach ensuring children are able to enjoy the benefits of outdoor learning in different environments, building upon key skills for life. * All Nursery staff have participated in coaching and modelling from Barnardo’s on the PAThS programme. This practice has become fully embedded within the nursery and has been recognised as a model for other preschool establishments. Children are able to discuss their thoughts, feelings and emotions with increasing confidence. * Whole establishment collegiate sessions ensure the most up to date information and requirements around wellbeing and ASN are shared, agreed and acted upon where necessary. * Children have a good knowledge of diversity and inclusion through class learning and assemblies. * Children are confident to challenge discrimination and learn about this through RE, Novel Studies and IDL. * Through data analysis, staff are able to target support and interventions where appropriate. * A core group of families worked together on the “Families Connect” programme alongside CLD and DHT. * We developed “Brekkie and Blether”, a shared family breakfast club where families can enjoy breakfast together. * At “Brekkie and Blether” families are able to engage with SLT and invited guest to discuss topics such as ASD, Bereavement and School/Nursery Improvement.   **Key Priorities**   * Strengthen links with agencies to help with promotion of Outdoor Learning. * Develop “Brekkie and Blether” and include it in Parental Engagement Calendar. * Continue to develop approaches to using wellbeing indicators with pupils and staff. * Review of curriculum diversity at all stages. |

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| 3.2 Raising attainment and achievement/Securing children’s progress **Very Good** |
| **Key Strengths**   * Most children in St. John’s primary achieve expected levels in Literacy and Numeracy with almost all children achieving appropriately in the Nursery.  |  |  |  | | --- | --- | --- | | Attainment Averages in School | | | | **Curricular Area** | **% On track** | **% Beyond** | | L&T | 93.6% | 29.3% | | Reading | 87.3% | 33.2% | | Writing | 84.5% | 27.6% | | Numeracy | 86.6% | 34.3% | | Attainment Averages in Nursery | | | | **Curricular Area** | **% On track** | **% Beyond** | | L&T | 96% | 0% | | Reading | 88% | 8% | | Writing | 88% | 8% | | Numeracy | 75% | 25% |  * St John’s has a significant % of children who are achieving above their expected levels across all areas of Literacy and Numeracy. * St John’s Primary outperformed all virtual comparator schools in all areas of Literacy and Numeracy at P1, P4 and P7 for session 2021/22. This is an improvement on previous years. * Data shows that most year groups have improved upon achievement levels since last session with P4 and P7 improving in all 4 assessed areas. * Moderation of achievement across the Nursery and School ensured we are getting our professional judgements correct and pupil achievement is recognised appropriately. * Termly GIRFEC and data meetings allow for progress and attainment to be tracked and appropriate support and challenge identified to ensure our learners continue to grow and progress appropriately. * Children are involved in discussions with SLT on the learning journey, planning process and experiences in class. This is used to feedback to staff and make improvements where necessary. * Children’s successes and strengths are recognised and nurtured through a very active school life. * Personal achievements are recognised through the “St John’s Star” awards with all Nursery and School children benefitting from these awards. * Due to the inclusive ethos within the School and Nursery, there were no exclusions in session 2022/23, a continuation of previous years.   **Key Priorities**   * Embed approaches to moderation, assessment and data analysis to ensure high expectations for all. * Clear focus on targeting intervention on Primary 6 Numeracy, Primary 4 Writing and Primary 3 Numeracy and Reading. * Embed new “St John’s Star Standard” across Nursery and School to ensure consistency of expectations. * Key focus on raising attendance figures across the school. * Continue to develop pupil voice and leadership opportunities through Young Leaders of Learning programme and new Pupil Leadership Groups. |

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| **Other quality indictors evaluated from 3 year plan:** | |
| 1.4 Leadership and management of staff/practitioners  2.2 Curriculum | |
| **Key Strengths**  **1.4 Leadership and Management of Staff**   * Clearly defined roles with SLT and across all other staff within the school and Nursery has allowed for roles and responsibilities to enhance provision. * Development of Quality Assurance calendar and framework ensures clear vision and expectation of high quality CLPL and collegiate work to ensure maximum impact on school improvement and pupil experience. * Staff wellbeing is key with a culture of inclusivity across the establishment ensuring staff feel comfortable to talk, are listened to and supported where necessary. * Development of “St John’s Star Standard” ensures new and temporary staff are supported to achieve our shared expectations.   **2.2 Curriculum**   * Staff knowledge of our pupils, their families and the needs of the community add to the high quality curriculum on offer at St John’s. * The Catholic ethos of the school is evident and links with the local Parish are strong. * Pathways in literacy and numeracy allows clear progression across stages and range of resources allows autonomy for teachers in how to approach lessons. * Curriculum development has been a focus with IDL and Play being considered together to ensure children at all levels are able to learn through enquiry, creativity and in innovative ways. This is most evident in Expressive Arts, Social Studies and Science and Technologies. * Outdoor Learning in the Nursery is strong and has led to developments in Primary 1 and Primary 2.   **Key Priorities**    **1.4 Leadership and Management of Staff**   * Ensure any new remits are clearly communicated to all. * St John’s Star Standard will be shared and discussed on each In-service day (or 1st working day for any temporary staff). * Ensure consistency of approach in relation to Attendance Management procedures across Nursery and School.   **2.2 Curriculum**   * Develop whole school rationale including the voice of all stakeholders. * Gather contacts to build links with partnerships in the wider community. * Develop Pupil Leadership groups that will impact on different curricular areas. * Build upon successes of Nursery/P1/P2 Outdoor Learning. |

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| **Key Achievements of the Establishment** |
| At St John’s Primary School and Nursery Class, we are extremely proud of our achievements. We work hard at creating an environment where success is celebrated by all and every member of our community pas a vital part in that success.   * A thorough programme of Parental involvement including Meet the Teacher, Parents Nights, Review Meetings, Play Sessions, Showcases, Sporting events, Masses and Breakfast Meetings. * The development of the new “St John’s Star Standard”. * Very successful transition programme for all N5 and P7 pupils. * The development of the Nursery spaces, experiences and interactions. * St John’s Nursery Class recognised as a PAThS model Nursery. * The development of Buddy Programme between Primary 5 & Nursery, Primary 6 & Primary 1 and Primary 7 & Primary 2. * Successful implementation of Play in Primary 2. * Primary 4 pupils received the Sacraments of Reconciliation and Eucharist. * Primary pupils received the Sacrament of Confirmation. * All Primary 4 pupils had swimming lessons. * Almost all Primary 6 pupils enjoyed a residential trip to Ardentinny. * Almost all Primary 7 pupils enjoyed a residential trip to Largs. * Athletics team finished second in Inverclyde at the first heat. * All classes in school involved in fundraising for SCIAF and MISSIO. * Sporting success for our athletics team who are ranked 3rd out of all Primary Schools in Inverclyde. * Sporting success for our Boys’ Football Team who placed 1st in the football Tournament. * Sporting success for our Girls’ Football Team who placed 3rd in their section at the football tournament. * Sporting success for our P5-7 pupils who retained the Port Glasgow/Kilmacolm interschools shield by winning events across basketball, netball and football. * Musical success for our Glee Club who placed 1st in their Category at the Inverclyde Music Festival. * Successful Christmas Showcase for Parents. * A strong showing of Faith at our Cluster Catholic Education celebrations. * Various Masses, ked by all upper classes. * Every class, including nursery, led an assembly throughout the year. * P6 Euroquiz team represented Inverclyde at the National Finals in Edinburgh. * An active Parent Council. * Whole establishment trip to Kelburn Country Park. * Successful Sports Day. |