**St John’s Primary School & Nursery Class**

**Standards and Quality 2024-25**

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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 306 pupils across 12 classes, including 24 in our Nursery Class.  St John’s Primary School and Nursery Class is within an area of regeneration. We have 56% of pupils living within SIMD 1-2 with 44% living within SIMD 3-10. Around 27%3 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 in the past and have used our Pupil Equity Funding to further enhance additional support for those pupils whose attainment and wellbeing 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 0.6FTE Nurture Teacher. The school is supported by 8.6FTE Pupil Support Assistants (2 PEF funded), 2 Clericals and a Janitor.  In our Nursery, we have 24 pupils with 15 of them transitioning to Primary 1. 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.    **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** | |
| NIF Priority  Closing the attainment gap between the most and least disadvantaged children and young people  Improvements in attainment, particularly in literacy and numeracy  NIF Driver  Assessment of children's progress  School Improvement | HGIOS/ELC QIs  3.2 Raising attainment and achievement  3.2 Securing Children's Progress    UNCRC  Article 28: (Right to education):  *Article 29 (Goals of education):* |
| **Outcome:**  **Writing**   1. By June 2025, the Poverty Related Attainment gap for pupils in SIMD 1+2 in writing will be below 10%. 2. By June 2025, attainment in writing will exceed 85% across the school and nursery. 3. In Primary 4 and 5, by June 2025, writing attainment will exceed 80%.   **Reading**   1. By June 2025, we will become a Gold Reading School.   **Attendance**   1. By June 2025, attendance will exceed 94% across the school. 2. By June 2025, attendance will improve by 10% for a targeted group of pupils.   **Nursery**   1. By June 2025, Listening and Talking attainment will exceed 90%. 2. By June 2025, authority trackers for literacy, numeracy and health and wellbeing will be fully implemented by all staff.   **PEF used to support closing the gap: [This may differ from your planned spend. Delete if no PEF spend]**   1. **1.4 PSA to support interventions across school (£24,000).** 2. **0.3FTE Teacher to support interventions across school (£19,500).**   **Progress and impact of outcomes for learners:**  **Writing**:   1. With a focus on writing interventions throughout the school, we have endeavoured to ensure support is timely and targeted, especially with our pupils in SIMD 1+2. This has proven successful in most stages with an overall reduction in the Poverty Related Attainment Gap of 7.2% from 12.9% in 2023/24 to 5.7% in session 2024/25. Interventions have been delivered by class teachers, additional teaching staff and additional PSA hours allowing for widespread support. Although the overall gap has reduced, there are still gaps of concern, especially in P3 where the gap is 23.5%. This can be explained by staffing absence in Term 3 and term 4 which impacted on our timetabling of additional support. 2. While positive steps have been taken towards closing the PRAG in writing, the desired outcome of exceeding 85% in writing attainment across the school has not been met. We were able to achieve this outcome in Primary 3, 5 and 7, however not achieving this in the other stages. This again can be explained through staffing absence in Term 3 and 4 which impacted on availability of addiotnal staff to support this. Staff evaluations also show that confidence in assessment is lower than expected and some addiotnal moderation will need to take place within the cluster and wider authority. 3. With Primary 5, we were able to make the desired progress with attainment in writing increasing from 78.6% in session 2023/24 to 83.3% in session 2024/25. This positive increase can be related back to class make up and targeted support which was not disrupted by absences. On the other hand, Primary 4 attainment in writing shows a slight decrease and remains below the target of 80%. It is worth noting that 2 new pupils, both behind expectation, have joined this cohort.   **Reading:**   1. Our journey towards becoming a Gold Reading School remains in process. It is anticipated that this will be realised in Term 1 of session 2025/26. This was being led by our PT but, due to absences, has had to delay the submission of final paperwork. Reading remains a priority and reading attainment remains high across the school at 85% with a PRAG of only 4%.   **Attendance:**   1. Mrs Cannon completed a collaborative action research project focussed on attendance which proved to have a positive impact on our understanding of good practice in attendance management. With a relentless focus on late coming and speaking with parents of those at risk on a regular basis, we have positively impacted on attendance throughout the school. Session 2023/24 shows an attendance rate of 92.1% with a PRAG of 4.8% whereas session 2024/25 shows an increase in attendance of 2.7% to 94.8% with a gap of 2.7%. This increase takes us above the target figure and gives us our best attendance rate since 2020/21. 2. As mentioned, the attendance rate for SIMD 1+2 is now 93.6%, with a gap of 2.7%. Our targeted group of children have all exceeded their target attendance rate.   **Nursery:**   1. In the Nursery, Talking and Listening attainment shows that 91.7% of pupils are on track/beyond, achieving our target of beyond 90%. Of the 2 pupils who are behind expectation, all of them are preschool transfers from other establishments and have not completed a full 2 years at St John’s Nursery unlike their peers. Of the children who completed 2 full years at St John’s Nursery, 100% are on track/beyond for Talking and Listening. 2. In session 2024/25, the implementation of the new authority trackers for Literacy, Numeracy and Health and Wellbeing has been successful. These are now fully embedded in practice, having been audited and adapted to suit our environment. | |
| **Next steps**   * A focus on writing attainment, intervention and support will need to remain into the next session. * A focus on the PRAG in writing, as well as other core subjects, will remain in the next session. * Gold Reading Schools journey will remain into next session. * A relentless focus on attendance will remain with positive relationships with targeted families prioritised. * A focus on the tracking of the wider curriculum will allow the nursery to deepen its coverage of the whole curriculum. | |

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| **Establishment priority 2** | |
| NIF Priority  Placing the human rights and needs of every child and young person at the centre of education  Choose an item  NIF Driver  School Improvement  Choose an item. | HGIOS/ELC QIs  1.3 Leadership of change  3.1 Ensuring wellbeing, equality and inclusion    UNCRC  Article 2 (Non-discrimination):  *Article 4 (Protection of rights):* |
| **Outcome:**   1. By June 2025, all staff will be trained in Building Racial Literacy, positively impacting on pupils’ experience. 2. By June 2025, most pupils will be able to articulate the role in which they can play in developing racial literacy. 3. By June 2025, most families will have an increased awareness of Racism and its effects in our community and wider society. 4. By June 2025, all families will have the opportunity to engage in trauma informed information sessions to increase community awareness. 5. By June 2025, all children will access weekly play sessions both indoors and outdoors. 6. By June 2025, all children will have access to a calm/quiet area to regulate their emotions (Zen Den)   **Progress and impact of outcomes for learners:**   1. All staff have undertaken a full suite of training on Building Racial Literacy, led by DHT Leanne Cannon. Mrs Cannon led this training due to her accreditation of being an Education Scotland trained BRL training deliverer. These staff sessions allowed staff to fully appreciate the impact racism and inclusivity has across our curriculum and how we can ensure our children see themselves in our offer. Examples of change have included Primary 6 and Primary 7 studying Africa as a topic and linking this to their novel study of “journey to J’burg”. 2. Most children are able to talk about racism and its effects on society and our community. Primary 7 led a meaningful whole school campaign centred on racism and the educational opportunities thy can create. Primary 7 also led several assemblies with the focus of discrimination and racism. As a school and nursery, we also focussed on many different aspects of our diverse community such as celebrating different festivals, cultural days and national priorities. 3. We have not been able to gather information on this priority but will consider its impact in session 2025/26. 4. Through questionnaires, we gained an insight into parents’ knowledge of trauma across our cluster. We had planned on hosting a cluster wellbeing event with a focus on trauma. For various reasons, this event has been postponed until session 2025/26. 5. The Zen Den was part of a funding bid with Tesco which allowed the Nursery to gain £1500 towards its development. Nursery Staff now have the funding and are in talks with Inverclyde Council Architects over its development as we grapple with planning permission and location issues. Although the Zen Den has yet to be created, staff have been utilising other techniques to promote wellbeing within the Nursery Class including continued use of the indoor calm area. | |
| **Next steps**   * Continue to embed our BRL journey and ensure all staff are kept abreast of all important and necessary information. * A focus on curricular development to ensure all areas of the curriculum are de-colonised and focus on all aspects of history. * Ensure all children and families are fully aware of racism, inclusivity and the role they play in this. * Ensure the full implementation and use of the ZenDen and other wellbeing initiatives in the Nursery Class as necessary. | |

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| **Establishment priority 3** | |
| NIF Priority  Improvements in attainment, particularly in literacy and numeracy  Closing the attainment gap between the most and least disadvantaged children and young people  NIF Driver  School Improvement  School leadership | HGIOS/ELC QIs  1.3 Leadership of change  2.2 Curriculum    UNCRC  Article 29 (Goals of education):  Choose an item. |
| **Outcome:**   1. By June 2025, we will have a new curriculum rationale that reflects everyone in our community and links to our vision, values and aims. 2. By June 2025, almost all pupils will be able to articulate the meta-skills needed to support successful learning.   **Progress and impact of outcomes for learners:**   1. Various consultations were carried out throughout the session, including through BRL input, to understand what our curricular offer looks like and how reflective this is for our community. Building upon our strong vision, values and aims, we have drafted a curriculum rationale that pulls together all aspects of our establishment. It will be necessary to refine this work to ensure all voices have contributed to this and that all views are heard. 2. With a focus on meta-skills, almost all teacher are confident in their use in class for all areas of the curriculum. Examples of success include at Primary2, 3 and 4 with children being able to articulate meta-skills, their importance and effects on participation in learning. Specific lessons around met-skills have been devised and a whole school approach is ready to be rolled out establishment wide for session 2025/26. | |
| **Next steps**   * Whole community consultation around Curriculum Rationale to ensure it is fully reflective of our diverse community. * Ensure the inclusivity and diversity is apparent within the curriculum. * A whole establishment approach to meta-skills following the recently developed progression framework, linked to our well established learning powers. | |

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| **Data** |
| **Key Strengths:**  **School/Nursery class**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Percentage of Pupils On Track/Beyond | | | | | | | Class/Subject | L&T | Reading | Writing | Literacy | Numeracy | | Primary 1 | 91.2% | 85.3% | 82.4% | 82.4% | 88.2% | | Primary 2 | 83.7% | 74.4% | 72.1% | 67.4% | 83.7% | | Primary 3 | 100% | 86.7% | 86.7% | 86.7% | 90% | | Primary 4 | 95.6% | 80% | 75.6% | 75.6% | 80% | | Primary 5 | 90.5% | 88.1% | 83.3% | 81% | 85.7% | | Primary 6 | 82.9% | 82.9% | 82.9% | 82.9% | 85.4% | | Primary 7 | 95.5% | 95.5% | 93.2% | 93.2% | 88.6% | | Overall | 91.3% | 84.7% | 82.3% | 81.3% | 85.9% | | Nursery | 91.7% | 91.7% | 91.7% | 91.7% | 79% |  * For session 2024/25, attainment remains high within all organisers across literacy and numeracy. * Attainment across Literacy and Numeracy exceeds the local average, the family group average and the national average when using a virtual comparator. * In Listening and talking, almost all pupils are on track or beyond. * Most children have made very good progress in their learning in literacy and numeracy. * In SIMD 1-2, most pupils are on track for their learning and making very good progress against last session’s data. * The Poverty Related Attainment Gap averages on or below 5% in each area of literacy and numeracy. * In Nursery, almost all children are on track or beyond across all organisers in Literacy with most children on track in Numeracy. * Ongoing high expectations have ensured that some pupils remain beyond expectation across all 4 tracked curricular areas across the School and Nursery. * Attendance has increased by 2.7% in session 2024/25 to 94.8%.   **Key Priorities:**  **School/ Nursery class**   * Although the PRAG has closed across all areas on average, a focus on particular year groups will be necessary especially in Primary 4 and Primary 5 of next session. * Intervention work and targeted PEF support will focus on those children in SIMD1+2 who are behind expectation. * Overall Literacy attainment in next session’s Primary 3 will be a priority. * Attendance will be closely monitored, especially for targeted pupils in SIMD1+2 and those children with attendance lower than 80% to ensure all supports necessary are in place in order to make expected progress. * Interventions will remain a key priority, using data to identify support for key groups of children in Nursery and Primary using research based pedagogies and tools. * Nursery trackers will be used to ensure progress across all areas of literacy and numeracy. * A specific focus on Numeracy in the Nursery will be necessary. |

**National Improvement Framework Quality Indicators**

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| **1.3 Leadership of change**  **Very Good** |
| **Key Strengths:**   * Children, staff, parents/carers and partners contributed to a review of the school and nursery vision, values and aims in 2022. The aims reflect the Gospel values and the school’s commitment to the Catholic faith. Almost all children show a high level of understanding of the school values and model them well. As a result, the school values are embedded in the life and the work of the school. The values are reflected in the ‘St John Star Standard’ which sets out clear expectations for positive relationships and approaches to learning and teaching. Staff and children are proud of their collaborative work in the creation and ongoing review of the ‘St John Star Standard’. This is supporting everyone to understand agreed high standards. * The school improvement plan reflects a clear strategic direction, aspirational aims and measures to support evaluation of progress. Senior leaders use a range of quantitative and qualitative data very well to identify and act on areas for improvement. Senior leaders carefully monitor work on school and nursery improvement priorities. This is ensuring that the pace of change is manageable and leads to sustainable improvements in outcomes for children. * Senior leaders have developed robust assurance processes to monitor the quality of teaching and learning. This includes regular class visits and holding termly tracking and monitoring discussions. Staff are provided with useful feedback to help improve their practice and approaches. As a result, quality assurance arrangements are helping to improve standards and promote a greater consistency in high-quality learning and teaching.   **Key Priorities:**   * As a new management team begin session 25/26, all staff will work together collaboratively to ensure continued progression. * Leadership groups will move to a class focus with each class having a responsibility across all groups. * In the Nursery, all staff leadership and development of the new tracker will be necessary. |

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| **2.3 Learning, teaching and assessment**  **Very Good** |
| **Key Strengths:**   * Staff effectively use the ‘St John’s Star Standard’, a set of shared expectations to support consistent approaches to high-quality learning and teaching. Building on this, staff recently worked together to create a learning visit proforma which forms part of quality assurance processes. This is helping teachers to be reflective practitioners who continually seek to improve their practice. * Children are well motivated by the range of interesting, creative contexts for learning which helps them develop a range of knowledge and skills. For example, children in P6/7 have engaged in contextualised learning experiences connected to rearing ducks. In a few classes, children have opportunities to lead aspects of their learning. In the nursery, Children have access to interesting, open-ended resources that promote curiosity, creativity, and inquiry, particularly outdoors. Practitioners plan for a wide range of interesting experiences to develop children’s early literacy and numeracy skills, often using targeted interventions. They promote real-life experiences including woodwork and cooking. * At the early level, children’s learning is successfully supported through play-based approaches. There is a good balance of child and adult-initiated learning. Spaces, interactions, and resources support learning effectively as set out in national guidance. This method of learning is being extended well into other stages. For example, play pedagogy is now being integrated very effectively into learning in P7. This approach is positively impacting on children’s enthusiasm and readiness to learn. In the nursery, children regularly choose to play in the well-resourced and stimulating outdoor area. Practitioners have thoughtfully developed the outdoor space to provide a stimulating environment that offers learning experiences across the curriculum. They work in a solution focused way to overcome challenges in accessing the outdoor space.   **Key Priorities:**   * Curriculum refresh will focus on de-colonising the curriculum and ensuring coverage of all aspects of race and inclusion are explicit. * The roll out of meta-skills linked to learning powers to ensure a deeper understanding of child development. |

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| **3.1 Ensuring wellbeing, equity and inclusion**  **Very Good** |
| **Key Strengths:**   * Children say that staff know them well and almost all say they know who to talk to if they are worried or upset. In addition, older children provide additional sources of support outside classes through their responsible roles as ‘buddies’ and peer mediators. Children support and help each other, which is contributing to a positive playground environment. This contributes to almost all children reporting they feel safe. * In nursery, Practitioners and senior leaders prioritise the wellbeing of children, their families and each other. Children are relaxed, confident, and feel safe and secure. There is a strong sense of family within the nursery and with the wider school community. This is underpinned by the very positive relationships evident between children, practitioners, families, and senior leaders. Relationships are a key strength of the nursery. * All staff have a good understanding of the wellbeing indicators and use them to track the wellbeing of all children. This information is used to plan wellbeing interventions at termly Getting it Right for Every Child screening meetings between senior leaders and the class teacher. A few teachers also use this data to identify patterns of wellbeing that are then addressed in class. As a result, almost all children’s wellbeing needs are being met by staff. * Senior leaders work closely with partners to support the wellbeing of targeted children. Pathways for bereavement and emotional support are in place to support the emotional wellbeing of children and families. * Attendance rates have increased significantly and are having a positive impact on children’s wellbeing and parental engagement.   **Key Priorities:**   * Continue focus on attendance to ensure progress made is maintained and strengthened. * New DHT to ensure a seamless transition of remit. |

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| **3.2 Raising attainment and achievement/Securing children’s progress**  Choose an item.  **Very Good** |
| **Key Strengths:**   * Across the school, most children achieve national standards in literacy and numeracy. A few children at every stage are exceeding national expectations in literacy and numeracy. Children who require additional support with their learning make good progress towards individual targets. In nursery, almost all children are making very good progress in early language and communication and in numeracy and mathematics. * At early level, most children draw increasingly detailed pictures to illustrate their stories and ideas. Most children demonstrate their writing skills during play experiences and in discrete writing lessons. At first level, most children link sentences together using common conjunctions and use features of grammar to add interest to settings and characters. At first and second level, most children demonstrate a very good understanding of the style of different genres. At second level, children display creativity and expression in their writing during ‘free write’ Fridays. * At early level, almost all children read numbers, forwards and backwards to 20 and can add and subtract within 10. At first level, most children use the correct notation for common fractions. Most children record 12-hour time accurately. At second level, almost all children calculate simple percentages of a quantity, and use this knowledge to solve problems in everyday contexts, for example linked to profit and loss.   **Key Priorities:**   * Senior leaders should build on processes to monitor children’s progress across all areas of the curriculum as well as monitoring wider achievement and ensuring this informs planning across the year. * Staff will consider coverage and tracking of the wider curriculum and link this to play experiences and planning where appropriate. * SLT to ensure intervention work is targeted on closing PRAG and ensure that addiotnal staffing is used effectively. * In Nursery, staff should embed new trackers and seek to include tracking of the wider curriculum. |

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| **Other quality indictors evaluated from 3 year plan** | |
| 1.2 Leadership of learning  2.5 Family learning | |
| **Key Strengths:**  **School**  **1.2:**   * The development of Whole Establishment Meetings (WEMs) has allowed for a fully collegiate approach to professional learning and development to be taken resulting in the development of a continuous provision across Early level and into First and Second Level. * Staff are well embedded and have worked collegiately to develop a shared expectation document called “St John’s Star Standard”. This allows all staff across the Nursery and School to work together to ensure consistency of approach and maintain the highest possible standards. * With a mutually respectful ethos within the establishment has ensures staff feel confident to talk about the learning and they regularly offer reflections at WEMs to allow other staff to learn from them.   **2.5:**   * Following family need of tailored support in neurodiversity, we built upon our successes of our Brekkie and Blether sessions to include a dedicated ASN version which then developed to an ASN Family drop in session. This has been well attended throughout the session with families reporting increased confidence and understanding of ASN needs. * Tailored programmes for family learning has increased and strengthened relationships across the board which positively impacts on pupil outcomes.   **Key Priorities:**  **School**  **1.2:**   * All staff to ensure they are sharing their learning in a school wide fashion to ensure their learning impacts the wider establishment. * SLT to ensure there are measurable outcomes linked to school improvement to ensure impact is recorded.   **2.5:**   * Further work needs to be carried out to ensure all families are getting what they need in terms of family learning. * Working with minority ethnic families, we hope to reduce the barriers to home learning posed by multiple barriers. |

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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 has 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. * Very successful transition programme for all N5 and P7 pupils as well as pupil passports for all stages. * A very successful year for 24 new nursery children and their families. * Continuation of the successful Nurturing Nature programme in Nursery. * Successful “Dinky Diggers” programme with Belville Gardens in the Nursery, increasing parental engagement in outdoor learning. * The continuation of Buddy Programme between Primary 5 & Nursery, Primary 6 & Primary 1 and Primary 7 & Primary 2. * Play being used throughout the establishment in our successful Discovery Time sessions. * All school children and staff part of their own pupil voice group, affecting change at school and local level. * Primary 4 pupils received the Sacraments of Reconciliation and Eucharist. * Primary 7 pupils received the Sacrament of Confirmation. * Very Successful year of collaboration with new Parish Priest, Canon Joe. * Second successful year of Choral Music from Diocesan Choral Director of Music. * All Primary 4 pupils had swimming lessons. * Almost all Primary 6 pupils enjoyed a residential trip to Dalguise. * Almost all Primary 7 pupils enjoyed a residential trip to Largs. * Athletics team finished 2nd overall in Inverclyde Sportshall Athletics Championships. * Athletics team were Heptathlon Champions. * P7 Rugby team were Rugby Champions. * The retention of the Port Glasgow Shield for the 4th year. * All classes in school involved in fundraising for SCIAF and MISSIO. * Successful Christmas Showcase for Parents including a Nursery show and an upper school Pantomime. * A strong showing of Faith at our Cluster Catholic Education celebrations. * Various Masses, led by all upper classes. * An active Parent Council with various activities throughout the year. * Successful Sports Day with parents as part of our health week. |