

St. Mary's Primary School

Standards and Quality 19/20

and Recovery Action Plan

Autumn 2020/21

Context of the school:

St. Mary's Primary is a denominational school which serves the west end of Greenock and also part of the central area of the town.

In session 2018/2019, we had 310 pupils, over 11 classes. The staffing level allocated to the school (including Pupil Equity Fund support) was 16.3 teachers. This included the Headteacher, one Depute Headteacher and a Principal Teacher, eleven full-time teachers and nine part-time teachers. The school was also supported by four classroom assistants, three additional support needs auxiliaries (two full-time and one part-time), three clerical assistants (one full time and two part-time) and the school janitor.

Our school is a well-established local landmark, which was opened in 1909 as a secondary school and refurbished in 1975 to create a primary school. The building is currently undergoing an extensive modernisation and we have spent the last two years in temporary accommodation. All classes benefit from the use of our computer suite and each class has an interactive smartboard. There is also a large general purpose hall for PE, assemblies, lunches etc.

Vision and Values

We are committed to upholding and providing the moral teaching, faith, tradition and sacramental life of the Catholic Church. In our daily work, we live by the Gospel Values of: “**Faith in God, Belief in Ourselves, Love for One Another and Hope for our Future**”. Our aims and values are reviewed regularly in order to ensure that they remain relevant and central to the work of our school community.

Agreed Core Values

- Respect
- Honesty
- Tolerance
- Faith

All members of our school community are valued equally, as is their right to be themselves and to excel in different ways. Regardless of sex, race or creed, everyone is offered the same opportunities to participate in the life of the school.

Aims

In order to equip the children to achieve their full potential, we aim to:

- Provide a happy, safe and welcoming environment where each member of our school community feels valued and respected.
- Provide the highest quality learning experiences which support and enhance each child’s potential for success and life-long learning.
- Develop as a community of faith, through the promotion of Christian values, celebration and worship, and service to others.

Review of progress for session Aug 2019- March 2020

Priority 1 Improvements in attainment, particularly in literacy and numeracy		
<p>NIF Driver</p> <p>Assessment of children's progress Performance information Teacher professionalism School leadership School improvement</p>	<p>HGIOS?4</p> <p>1.2 Leadership of learning 1.3 Leadership of change 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement</p>	<p>Other Drivers</p> <p>RRS</p> <p>Article 28: (Right to education):</p>
<p>Strategies</p> <ul style="list-style-type: none"> • Increase opportunities for staff to share good practice in teaching and learning through moderation activities, team teaching and peer visits. • Introduce North Lanarkshire/Active Literacy Reading approaches across the school. • Further develop teachers' skill and confidence in using SEAL and Number Talks to improve children's mental agility. 		
<p>Progress</p> <p>On the in-service day in August 2019, teachers from Notre Dame cluster attended collaborative training on effective reading approaches. Further training for St Mary's staff was arranged with the Literacy CMOs for March, but this had to be cancelled. Support staff also received training on Active Literacy from the Attainment Challenge Team on the October in-service day.</p>		

Most staff attended at least one Numeracy twilight course this session. At the beginning of session, our infant teachers shared their knowledge and skill of SEAL with the rest of the school. Teachers received further support from one of the Numeracy CMOs through a twilight session on SEAL and Number Talks, which was then followed up with demonstrations in classes.

One teacher participated in the Improving our Classrooms programme through Glasgow City Council, and two members of the senior leadership team trained as mentors for teachers in other schools. As part of this programme, they were able to visit other schools to observe teaching and learning.

Teachers have had a number of opportunities to participate in moderation activities, both within school, at cluster level and on a wider basis. Cluster moderation for Literacy and Numeracy took place in October for all teachers and two teachers attended Inverclyde's Moderation event in November. We were also invited to send a member of staff to a national event for Talking and Listening and were due to participate in West Partnership moderation before Easter but this was cancelled.

Impact

Staff have benefited from the range of opportunities provided to share good practice in teaching and learning through moderation activities, team teaching and peer visits.

Feedback from teachers about the training session on Reflective Reading was very positive. Class visits have shown that many of the teaching strategies introduced at the session have now been adopted as part of reading lessons and teachers have reported that this has had a direct impact on children's reading skills and their engagement in activities.

The training in SEAL and Number Talks has given teachers greater confidence and a clearer focus on when and how mental skills and strategies should be taught. This has resulted in a more coherent approach throughout the school and improved teaching and learning for pupils. Teachers have indicated that their children are now more confident and capable at sharing their thinking during lessons and willing to learn from their mistakes.

Moderation activities have given teachers greater confidence in agreeing standards/levels for Literacy and Numeracy. It has also helped to ensure a clearer understanding among teachers of the link between learning, teaching and assessment.

Next steps

Continue to provide opportunities for moderation at school, cluster, authority and national level, whenever available.

Continue to develop teachers' skill and confidence in using a wide variety of learning techniques to motivate and challenge learners.

Continue to access support and training from Literacy and Numeracy CMOs, particularly for new and inexperienced staff.

Priority 2 Closing the attainment gap between the most and least disadvantaged children

NIF Driver	HGIOS?4	Other Drivers
School Improvement Parental engagement Assessment of children's progress	2.5 Family learning 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement	RRS Article 28: (Right to education):

- Strategies**
- Work in collaboration with the Parent Council to improve parental engagement in children’s learning.
 - Continue with Visible Learning training, with a particular focus on consistency of written feedback.

Progress

Initial discussions have taken place with the Parent Partnership about reviewing home learning. A parental survey was also carried out with all parents in May, with 92 responses received. Home learning packs for each class are produced on a weekly basis – these are emailed to parents, posted on Teams and delivered to about 50 families who have requested them.

Visible Learning has continued to be a focus within the school. Sarah Philp, Visible Learning Tutor, visited the school in November to meet with the Senior Leadership Team but, unfortunately, the training on Solo Taxonomy, which was due to take place in May, was cancelled.

An audit of children’s understanding of what feedback is and what works best was undertaken in February. As a result, each class chose a target to work on in order to improve the impact of feedback they give and receive.

Impact

Due to the lockdown, home learning has become a much greater priority for the school and for parents. Teachers have worked extremely hard to provide a range of home learning activities which motivate pupils and help to consolidate previous learning, and there has been positive feedback from parents about the quality of materials provided. Of the parents who responded to the home learning survey, 85% said that their children had engaged well with the home learning. Also, 92% felt we had given enough in the way of resources and ideas to keep children learning during the school closure.

Teachers have also engaged with pupils and parents through Microsoft Teams, and closely monitored children's online learning. This has shown a clear divide in the level of engagement across the school, with about one third of children not regularly engaging in online learning or sharing work on Teams. The impact of this will be clearer when we return to school, however we are very conscious that additional support will be necessary to ensure that children who have not had the same opportunities as others to engage in home learning do not suffer long term disadvantage because of this.

Class audits for Visible Learning showed that children already have a good understanding of what feedback is and how this can improve their learning. Through focusing on a class target, teachers have reported that the children are developing a better understanding of which type of feedback is most beneficial for them.

Next steps

Build on positive feedback from parents when planning for blended learning next term.

Provide additional support for parents who have struggled to engage their children in home learning.

Continue to focus on improving the quality of feedback the children give and receive, particularly with new and inexperienced staff.

Priority 3 Improvement in children and young people's health and wellbeing		
<p>NIF Driver</p> <p>School Improvement School leadership Teacher professionalism</p>	<p>HGIOS?4</p> <p>2.2 Curriculum 3.1 Ensuring wellbeing, equality and inclusion</p>	<p>Other Drivers</p> <p>RRS</p> <p>Article 2 (Non-discrimination): Article 12 (Respect for the views of the child):</p> <p>Developing in Faith</p> <p>Developing as a Community of Faith and Learning</p>
<p>Strategies</p> <ul style="list-style-type: none"> • Liaise with Inverclyde's Children's Rights and Information Officer to embed the principles of the UN Convention on the Rights of the Child into the ethos and curriculum of the school. • Arrange cluster training and an agreed plan for implementation of SCES's Equality and Inclusion Learning and Teaching resources 		
<p>Progress</p> <p>Class teachers have received training from Inverclyde's Children's Rights Officer. Children have been actively involved in devising class, bus and lunch-time charters, related to the United Nations Convention on the Rights of the Child. Children's Rights are regularly discussed at assemblies, Development Groups and included as part of class topics.</p> <p>Equality and Inclusion Training took place for all Inverclyde Catholic Primaries during the February in-service day. There is also an agreed plan in place for delivering an Equality and Inclusion programme at key stages across the school.</p>		

Impact

Children have a clear idea of Children's Rights and are also aware of how they can help to promote the rights and dignity of others. The impact is evident in the behaviour of our children

Cluster training has given staff the necessary knowledge and skill to teach Equality and Inclusion in accordance with the Catholic Church's teaching. This has resulting in greater confidence among staff, particularly in relation to more sensitive aspects of Equality and Inclusion.

Next steps

Curriculum planning to focus on Wellbeing at the beginning of term.

Regular wellbeing check-ins with staff.

Review principles of Nurture with all staff.

Liaison with other professionals to support pupils and staff who are experiencing bereavement, anxiety or trauma.

Priority 4 Improvement in employability skills and sustained positive school leaver destinations for all young people

NIF Driver	HGIOS?4	Other Drivers
School Improvement Assessment of children's progress	1.2 Leadership of learning 2.2 Curriculum 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability	RRS Article 28: (Right to education): Article 12 (Respect for the views of the child):

- Strategies**
- Further develop opportunities to work with a range of local partners, with an increased focus on their contribution to developing employability skills.
 - Further develop children’s understanding of the range of skills needed within the workplace and how their learning in school helps to prepare them for the future.
 - Review opportunities across the curriculum for pupils to develop creativity and enterprise skills.
 - Liaise with the Digital Literacy Coaching and Modelling Officer to improve teaching and learning across the curriculum.

Progress

We have continued to work with a wide range of partners in order to enhance children's learning across the curriculum. Some examples of this include the RBS Moneysense programme, Drug Awareness and Boozebuster sessions, author/librarian visits and class visits to the Maritime Museum to find out about renewable energy.

A CPD session was delivered by Inverclyde's Enterprise and Employability Officer in November. Following this, staff worked collegiately to review key literature and draw up a coherent plan for career education and employability. Our Developing the Young workforce Group also led an assembly for their peers about employment qualities and stereotypes.

An audit was carried out by two members of staff to determine staff training needs in relation to ICT. As a result, a CPD session on Glow was delivered by the Digital Literacy Officer. Two other courses on Coding and Teams were planned for April but had to be cancelled.

Impact

Children have an increased understanding of the range of skills they are learning in different subjects, how these can be transferred across the curriculum and their importance to daily life. They are able to share their knowledge of various professions and explain the skills that are needed in order to be effective in these roles. The training provided by the Enterprise and Employability Officer was well received and staff now have a clearer understanding of how to teach Career Education and a progressive programme is now in place.

Teachers have developed greater confidence in using information technology to facilitate home learning. They have benefited from Glow training provided by the Digital Literacy Officer and really appreciated the ongoing support from more skilled colleagues around the use of Microsoft Teams. This has been a steep learning curve for many teachers, but they all agree that they have improved their skills in a very short time, which has resulted in improved learning opportunities for our children during the lockdown.

Next steps

Continue to liaise with Digital Literacy Officer to further enhance the skill and confidence of staff to improve teaching and learning across the curriculum.

Continue to provide opportunities for skilled staff in school to support those who are less confident with digital technology.
Continue to liaise with the authority and other agencies to improve digital access for disadvantaged pupils

National priority: How we are ensuring Excellence and Equity?

Brief commentary on context and identified barriers to learning which affect progress and attainment

In 2018/2019, 26% of our pupils lived in SIMD areas 1&2. However, some of our vulnerable families live in rented accommodation within the west end of Greenock, which may not be apparent in the figures. With this in mind, we also consider free meal entitlement when making decisions about closing the poverty related attainment gap.

At 94.1%, our attendance for 2018/2019 was slightly lower than our family group.

There has been a slight drop in attendance each year over the past 5 years, which may partly be due to increased numbers of families taking holidays during term time (just under 2% of absences last session were unauthorised). Although we do not have figures for last session, over 130 days were lost between August and the end of November due to term-time holidays.

In 2018/2019, overall attendance for pupils in SIMD 1 & 2 was the same as that for pupils in SIMD 3-10 (94.1%), which is an improvement from the previous two years.

Across the school, 85% of our pupils had over 90% attendance. However, this figure was considerably lower for those children entitled to free meals, with only 48% achieving 90%+ attendance. Attendance is better for children living in SIMD 1 & 2 areas but still below expectation in that only 75% of this group achieved 90%+ attendance last year.

Attendance is monitored closely in line with Inverclyde guidelines. We also work in collaboration with School Health, Barnardo's, Social Work and the Children's Reporter to support families where attendance is an issue.

There have been no exclusions at St Mary's Primary since 2014. This is reflective of our commitment to providing an inclusive and nurturing environment and partnership working to ensure that we meet the needs of all learners.

How PEF funding has been used

- Acting DHT appointed for the identification and assessment of vulnerable pupils, accessing appropriate resources, target setting, training support staff and monitoring the impact of interventions.
- Class teacher appointed to release Depute Head and Acting Depute Teacher to provide learning support for pupils and share best practice among teachers. This was targeted support for those children entitled to free meals and other identified children who were working below the expected levels in Literacy and Numeracy.
- Additional classroom assistant appointed to provide early intervention/reinforcement activities for those children in P1 who were at risk of not attaining the expected levels in Literacy or Numeracy.
- Whole school training on Visible Learning – focus on upskilling teachers to be able to provide high quality teaching for all children, including the targeted children.
- Additional resources purchased to support improved teaching and learning in Literacy and Numeracy.

Impact

Evaluation of Progress – data taken from SEEMIS levels in February 2020

Across the school, almost all pupils are on the expected SEEMIS level for their year group for Talking and Listening (97%), Reading (95%), Writing (96%) and Numeracy (94%). In comparison to last year's figures, Reading has dropped by 1% and Numeracy by 2%, but Writing has increased by 3%.

The variation in school numbers makes it more difficult to compare progress, although we can see that the biggest improvement in pupil numbers achieving was in Writing this year, where only 11 children are not on track, in comparison to 21 this time last year.

Whole school - % of pupils on track

	Listening and Talking	Reading	Writing	Numeracy
2019 – 311 pupils	97%	96%	93%	96%
2020 – 296 pupils	97%	95%	96%	94%

Whole school - Number of pupils not on track

	Listening and Talking	Reading	Writing	Numeracy
2019 – 311 pupils	10	13	21	13
2020 – 296 pupils	8	14	11	17

At present, we have 53 pupils entitled to free school meals (17.9% of our pupils). Among this group, attainment is 92% for Listening and Talking, 85% for Reading, 94% for Writing and 83% for Numeracy. When comparing these children against whole school attainment, there is still a gap – Listening and Talking (5%), Reading (10%), Writing (2%) and Numeracy (11%). In comparison to last year’s FME attainment figures, there has been a drop of 3% for Listening and Talking and 10% for Reading and Numeracy. However, there has been an increase of 6% for Writing.

Again, it is difficult to compare attainment accurately, as the number of pupils entitled to free meals has risen since 2019, despite the overall school figures dropping. However, it shows that more children are now requiring support to close the poverty related attainment gap, particularly in Reading and Numeracy.

FME pupils - % of pupils on track

	Listening and Talking	Reading	Writing	Numeracy
2019 – 42 pupils	95%	95%	88%	93%
2020 – 53 pupils	92%	85%	94%	83%

FME pupils - Number of pupils not on track

	Listening and Talking	Reading	Writing	Numeracy
2019 –42 pupils	2	2	5	3
2020 –53 pupils	4	8	3	9

Over the past year, we have also carefully tracked the progress of 67 children in our school who live within SIMD areas 1 and 2 (just under 23% of our school population). Almost all of these children are on the expected SEEMIS levels for Listening and Talking (93%) and Writing (94%), with most achieving the expected levels in Reading and Numeracy (88%). Again, attainment is lower for this group in comparison to whole school attainment - there is a difference of 4% for Listening and Talking, 7% for Reading, 2% for Writing and 6% for Numeracy.

Although the number of pupils within SIMD 1 & 2 has fallen from 2019 to 2020, the only area where we have seen an improvement is in Writing, with a 3% increase. Talking and listening has fallen by 2%, and Reading and Numeracy has fallen by 6%.

SIMD pupils - % of pupils on track

	Listening and Talking	Reading	Writing	Numeracy
2019 – 80 pupils	95%	94%	91%	95%
2020 – 67 pupils	93%	88%	94%	88%

SIMD pupils - Number of pupils not on track

	Listening and Talking	Reading	Writing	Numeracy
2019 – 80 pupils	4	5	7	4
2020 – 67 pupils	5	8	4	8

Where attainment was lower for children entitled to free meals or living within SIMD bands 1 and 2, focused interventions were put in place to help close the poverty related attainment gap. In particular, groups in P3 and P4 benefited from a significant allocation of additional support for Reading and Numeracy. Although this is not showing in the Curriculum for Excellence attainment levels, the children were making good progress through our Literacy and Numeracy pathways. This was evident through feedback from teachers, improvement in jotters, improved reading ages etc.

Unfortunately, many of the targeted children have not engaged with learning whilst out from school, therefore we may not see the full benefit of the interventions put in place. However, it gives us confidence that these children, with continued support, will progress well in their learning once schools return to normal.

Response to Covid 19 Lockdown closure – March 2020 – June 2020

Following the announcement from the First Minister that the schools were closing early, staff worked collegiately to make up packs to facilitate home learning for the final two weeks of term. During this time, staff familiarised themselves with Microsoft Teams and these were set up after the Spring break. Staff have continued to make up weekly learning packs for their own class and these are emailed to parents, posted on Teams and delivered to over 50 families without access to digital devices. Throughout the week, staff provide very good support for pupils on Teams, which is evident from the positive feedback we have received from parents. On average, two-thirds of our pupils are engaging with Digital Learning through Teams, Sumdog or email at some point during the week, with a small group of children in each class being active online every day. Some parents have informed us that their children have struggled to engage with home learning and this will need to be addressed when we return to school.

During the lockdown, we have provided child care for over twenty key workers' children and vulnerable pupils, first at Clydeview Academy and now in our own school. Several of the staff in St Mary's have been willing volunteers in the hub, which has helped to share the workload for everyone. Feedback from the children is that they are enjoying the hub and we have noticed very positive benefits for some children in terms of building relationships and confidence. Social distancing has been very difficult for the children, although it has helped that the children have been able to spend a lot of time outdoors. It has been a new but very worthwhile experience for us to work with staff from Clydeview Academy and Ardgowan Primary, and we hope to build on this in the future, particularly with Ardgowan Primary.

We have communicated with families through Microsoft Teams and phone calls, as well as providing practical support in terms of requesting stationery, food packs and IT equipment for those in need. Regular contact with external agencies has continued for individual children and families, which has ensured the wellbeing and safety of our more vulnerable children.

AUTUMN TERM RECOVERY PLAN

PRIORITY 1: PLANNING FOR SOCIAL DISTANCING/HEALTH AND SAFETY

<u>Tasks / action</u>	<u>RAG of progress</u>			<u>Who is responsible?</u>	<u>Timescales</u>	<u>Partners / LA Links</u>	<u>Resources / CLPL</u>
	<u>S</u>	<u>O</u>	<u>N</u>				
1. Risk assessment carried out and implemented to ensure the building is safe for all users.				HT and all staff	June 2020	Building Services Health and Safety Team	Signage/ Cleaning materials
2. Classes set up to adhere to current regulations.				SLT Janitor Class teachers	June 2020		
3. Training of pupils to adapt to new procedures.				Class teachers	August 2020		
4. Information shared with parents about new procedures.				HT	August 2020		

PRIORITY 2: PLANNING FOR HEALTH AND WELLBEING ON RETURN TO SCHOOL

<u>Tasks / action</u>	<u>RAG of progress</u>			<u>Who is responsible?</u>	<u>Timescales</u>	<u>Partners / LA Links</u>	<u>Resources / CLPL</u>
	<u>S</u>	<u>O</u>	<u>N</u>				
1. Curriculum planning to focus on Wellbeing at the beginning of term.				Class teachers	June/August 2020	EPS Attainment Challenge Team Active Schools	
2. Regular wellbeing check-ins with staff.				SLT	Ongoing		
3. Review principles of Nurture with all staff.				SLT	August/ September 2020	EPS Attainment Challenge Team ICOS Barnardo's	
4. Liaison with other professionals to support pupils and staff who are experiencing bereavement, anxiety or trauma.				SLT	Ongoing	EPS ICOS Barnardo's	

PRIORITY 3: PLANNING FOR EQUITY ISSUES/STRATEGIES FOR CLOSING THE GAP

<u>Tasks / action</u>	<u>RAG of progress</u>			<u>Who is responsible?</u>	<u>Timescales</u>	<u>Partners / LA Links</u>	<u>Resources / CLPL</u>
	<u>S</u>	<u>O</u>	<u>N</u>				
1. Additional support to be targeted towards pupils who have not been engaging in learning at home.				SLT Class teachers/Support for Learning staff	Ongoing		
2. Liaise with the local authority and other agencies to improve IT access for disadvantaged pupils.				SLT	August 2020	Education HQ Barnardo's	

PRIORITY 4: PLANNING FOR CONTINUITY OF LEARNING

<u>Tasks / action</u>	<u>RAG of progress</u>			<u>Who is responsible?</u>	<u>Timescales</u>	<u>Partners / LA Links</u>	<u>Resources / CLPL</u>
	<u>S</u>	<u>O</u>	<u>N</u>				
1. Collaboration among staff to plan for blended learning.				Class teachers	June/August 2020	Attainment Challenge Team	Access to IT
2. Support provided for parents who have struggled with home learning.				Acting DHT	Ongoing	Barnardo's	
3. Training for staff re the use of Clickview to support home learning.				SLT	August/ September 2020	Attainment Challenge Team	
4. Training for staff re differentiation.				SLT	August/ September 2020	Attainment Challenge Team	
5. Training for staff re planning for outdoor learning.				Acting DHT	August/ September 2020	Active Schools/All Saints Primary	

Proposed Spending of PEF 2020-2021 (Details of what you are doing and who you are targeting with additional intervention)	Timescale	Details of spend	How you will evidence improvement
Class teacher to release Depute Head and Principal Teacher to provide learning support for pupils and share best practice among teachers. This will be targeted support for those children entitled to free meals and other identified children who are working below the expected levels in Literacy and Numeracy.	August 2020-June 2021	£54,000 – 1FTE (August 2020-June 2021) Christine Combe – 0.2 Pauline Smith 0.3 Jenna Boyd – 0.3 Victoria Bonnar – 0.2	<ul style="list-style-type: none"> • Professional dialogue with teachers and other adults providing support • Direct observation of pupils during class visits • Reviewing children’s work • Standardised assessments • Individual targets • Progress of targeted children through curriculum pathways and individual programmes • Progress of targeted children in meeting expected CFE levels • Overall school attainment in comparison to targeted groups (closing the gap) • Feedback from pupils about their learning • Attendance figures, particularly among targeted groups.
Acting DHT post to be responsible for identification and assessment of vulnerable pupils, liaising with parents in relation to attendance issues, accessing appropriate resources, target setting, training support staff and monitoring the impact of interventions.	August 2020-June 2021	£8,000 (August 2020-March 2021)	
Additional classroom assistant to provide early intervention/reinforcement activities for those children in P1 who are at risk of not attaining the expected levels in Literacy or Numeracy.	August 2020-June 2021	£4,000 7.5 hours per week (August 2020-June 2021) Total = £66,000	