

St. Mary's Primary School

Standards and Quality 2020/2021

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 2019/2020, we had 296 pupils, over 11 classes. The staffing level allocated to the school (including Pupil Equity Fund support) was 16.0 teachers. This included the Headteacher, one Depute Headteacher and a Principal Teacher, ten full-time teachers and eight 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 has recently undergone an extensive modernisation and we now have a very modern, well-equipped building which is fit for education in the 21st century.

All classes benefit from the use of our computer suite and each class has an interactive smartboard. There is also a large dining hall and a separate hall for PE. Outside, we have a multi-use games area (MUGA) and look forward to increased playground space next session, due to the inclusion of Kelly Street Nursery as part of our grounds.

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.

Our attainment:

Due to the schools being closed in the summer term of 2020, we do not have comparative national or local authority data. However, reflecting back on the data of 2019, it is clear that our school was performing well in comparison to national and local authority figures.

Teacher Professional Judgements against National results – June 2019

In Primaries 1, 4 and 7, our pupils achieved well above the national average in all four areas of Talking and Listening, Reading, Writing and Numeracy. In particular, attainment in P4 was consistently high in comparison to the national average.

	Listening/Talking %		Reading %		Writing %		Numeracy%	
	St. Mary's	National	St. Mary's	National	St. Mary's	National	St. Mary's	National
P1	97	87	97	82	97	79	93	85
P4	96	85	98	78	94	73	98	77
P7	94	86	88	80	86	74	88	76

Teacher Professional Judgements against Inverclyde – June 2019

In all areas, our teacher professional judgements were higher than the Inverclyde average. Again, our P4 cohort was making particularly good progress in comparison to our local authority average.

	Listening/Talking %		Reading %		Writing %		Numeracy%	
	St. Mary's	LA	St. Mary's	LA	St. Mary's	LA	St. Mary's	LA
P1	97	90	97	87	97	83	93	89
P4	96	87	98	80	94	76	98	80
P7	94	86	88	82	86	74	88	78

Teacher Professional Judgements June 2021

Since 2019, whole school attainment has remained fairly stable, with a difference of only one or two percent from two years ago.

Whole school attainment on SEEMIS	Talking and Listening	Reading	Writing	Numeracy
2019 – 310 pupils	96%	92%	91%	90%
2021 - 272 pupils	94%	93%	93%	89%

Although this may not seem much improvement, it is still a positive picture as the children have experienced two lockdowns since then, which could have significantly affected their attainment.

P1, P4 and P7 attainment levels - June 2021

2021	Talking and Listening	Reading	Writing	Numeracy
P1- 22 pupils	91%	91%	86%	91%
P4 – 34 pupils	97%	97%	91%	94%
P7 – 48 pupils	96%	96%	94%	90%

The percentage of pupils achieving the appropriate curriculum for excellence levels in P1, P4 and P7 is 90% or above, with the exception of Writing in P1. With this being a much smaller year group, one child can make a big difference in the figures, which may give the impression that attainment has fallen by a lot in this year group.

Moderation

Unfortunately, due to covid restrictions, we have been unable to bring staff together to moderate as a cluster this year. However, staff in school have planned very effectively together and moderated standards, particularly in relation to remote learning.

We will continue to work on this as a school and across our cluster.

Review of progress from August 2020 - June 2021

PRIORITY 1: PLANNING FOR SOCIAL DISTANCING/HEALTH AND SAFETY

Strategies

- Risk assessment carried out and implemented to ensure the building is safe for all users.
- Classes set up to adhere to current regulations.
- Training of pupils to adapt to new procedures.
- Information shared with parents about new procedures.
- Individual and school risk assessments to be reviewed and changes implemented in order to ensure the building is safe for all users.

Progress

School and vulnerable staff risk assessments have been completed and are regularly reviewed.

Information has been shared with parents and children are given regular reminders about the new procedures.

Impact

Strategies in place have been effective in helping to keep staff and pupils safe in school.

Although 3 classes have had to self-isolate this year (P3, P5/4 and P6), the excellent support given by Education Headquarters and Inverclyde Health and Safety Team ensured that we followed the correct procedures to stop further spread of the virus within the school.

Where classes had to self-isolate, we quickly returned to remote learning, which helped to minimise any negative impact on children's progress.

Next Steps

Continue to review risk assessments and adhere to the most up to date guidance.

Ensure new staff and pupils in August are aware of safety procedures.

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

Strategies

- Curriculum planning to focus on Wellbeing at the beginning of term.
- Regular wellbeing check-ins with staff.
- Staff training to support children's wellbeing:
 - Bereavement, Loss and Change
 - Trauma Informed Practices
 - PATHS
 - Nurture Principles
- Liaison with other professionals to support pupils and staff who are experiencing bereavement, anxiety or trauma.

Progress

A survey was sent out to pupils prior to returning to school in August to assess their concerns about returning to school after lockdown. This allowed staff to work collaboratively to make appropriate plans to support the children's wellbeing on their return.

Whole staff training was delivered for Nurture Principles and Trauma Informed Practices, however the other two training events had to be postponed due to lockdown. Authority information re Bereavement, Loss and Change was also shared with staff.

Impact

Despite being away from school from March to June 2020 and then January to February/March 2021, our children have shown themselves to be resilient and adaptable to change.

At the beginning of the school session, there was a clear focus on Wellbeing, however it quickly became clear that the children were happy to be back and ready to start learning again. This allowed us to focus on assessing the children and beginning our recovery work.

Staff training in aspects of children's wellbeing has been effective in enhancing their knowledge and ensuring a caring and supportive environment for all children within the school.

A small number of pupils have required more specialist support from Educational Psychology or Action for Children and we can see that this has had a positive impact on their emotional wellbeing.

Next Steps

Continue to access authority training re children's wellbeing and specialist support for children who need it.

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

Strategies

- Additional support to be targeted towards pupils who have not been engaging in learning at home.
- Liaise with the local authority and other agencies to improve IT access for disadvantaged pupils.

Progress

SMT and class teachers closely monitored children's engagement and progress with learning over both periods of school closure (through Teams, uploaded work and returned paper packs).

Parents' and pupils' views were gathered about the effectiveness of online learning.

Additional support for parents and children at this time was provided through regular phone calls, IT support to get online, weekly paper copies of online work, individualised programmes of work and, where appropriate, part time placements in school.

When the children returned to school, assessments were quickly carried out and focused support put in place from PEF/recovery staff to help get identified children back on track.

Training was provided for new ASNs to build up their confidence and skill in supporting particular children in Literacy.

An audit was carried out to identify pupils without access to IT, which resulted in devices being provided by the Education Authority for a number of our P6 and P7 pupils.

Impact

Regular communication with families during lockdown helped to identify and address barriers for children who were struggling to access home learning.

Through gathering stakeholders' views, we made a number of improvements to online learning, including adding daily timetables to the packs, a greater focus on wellbeing and more live check-ins with teachers.

The impact of school closure was also minimised for the children who were in the hub through good communication among staff and personalised programmes of work.

Identified children continued to benefit from the additional support provided by PEF/recovery teachers and ASNs when they returned school. Feedback from staff and pupils was positive in terms of pupil engagement and this helped a number of children to quickly get back on track.

There is also greater equity for our P6 and 7 pupils who previously did not have access to devices to support online learning.

Next Steps

Continue to liaise with the local authority and other agencies to improve digital equity for disadvantaged pupils.

Continue to support those pupils who lost time and learning during lockdown.

PRIORITY 4: PLANNING FOR CONTINUITY OF LEARNING

Strategies

- Collaboration among staff to plan for blended learning.
- Audit of staff confidence in using ICT to support home/school learning - further training provided as needed.
- Support provided for parents who have struggled with home learning.
- Training for staff re the use of Clickview to support home learning.
- Training for staff re Differentiation and Planning for Assessment.
- Training for staff re planning for outdoor learning.

- Introduction of Laudato Si (Change for Good) programme across the school – covers RE, Health and Wellbeing, Global Citizenship etc.

Progress

Teachers worked with stage partners to plan for remote learning and create learning packs during the second lockdown. A TEAMS page was set up to allow the sharing of materials and teachers had access to all the other class packs to ensure consistency across year groups.

Training for Clickview and Planning for Assessment was provided for staff and in-house support was given by the Digital Literacy champions. Staff also made their own power point presentations and videos to support children's learning.

Advice for outdoor learning activities was provided by Active Schools and, when allowed, our Active Schools Coordinator delivered demonstration lessons for class teachers.

An Enrolment Prayer Service for Laudato Si was held in school in November and class teachers planned lessons around a common theme of Water as part of remote learning. As a school community, we also celebrated the anniversary of Laudato Si through a week of celebrations in school, including a daily prayer service, class activities and a fundraising event to support the work of MISSIO.

Impact

Feedback from teachers indicates that collaborative planning for remote learning was very successful and reassuring for staff. Through planning together, they were able to ensure that year groups focused on the same areas of learning, which particularly helped with recovery work.

The support given by the authority and by our Digital Literacy champions helped to improve staff confidence in providing high quality on-line learning.

Having access to other colleagues' learning plans allowed them to share good practice, ask each other for advice and moderate their work. Sharing resources also helped to reduce workload and free up more time for teachers to engage with and support pupils online.

Support from Active schools ensured that teachers were confident in delivering quality PE lessons, whilst also adhering to safety guidelines.

The activities undertaken to promote Laudato Si have raised awareness among staff, pupils and parents, and will be a good starting point for further development next session.

Next Steps

Continue to provide opportunities for teachers to share good practice and moderate standards.

Provide whole staff training re Laudato Si and review opportunities to incorporate this across the curriculum.

National priority: How we are ensuring Excellence and Equity?

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

The greatest barrier to learning for pupils has been the two school closures between March and June 2020 and again in January to March in 2021. Although provision was made for remote learning for all pupils in school, a small number of children found it difficult to engage in this, either through lack of digital equipment or difficult family circumstances. However, good communication with families ensured that, where possible, we were able to provide alternative support for the children.

There are currently 58 pupils entitled to free school meals and 71 pupils living in SIMD 1&2 areas. Although the school roll has decreased by nearly 40 over the past two years, the number of children entitled to free school meals has increased by 16. Although not confirmed, we are aware that this may partly be due to people's changing circumstances because of lockdown.

Comparison of FME/Non-FME attainment (2021)

FME (58 pupils)	53 on track 91% 5 not on track	49 on track 84% 9 not on track	47 on track 81% 11 not on track	43 on track 74% 10 not on track
Non-FME (214 pupils)	204 on track 95% 10 not on track	203 on track 95% 11 not on track	205 on track 96% 9 not on track	193 on track 90% 21 not on track
Gap	4%	11%	15%	16%

Comparison of SIMD Levels 1&2 and 3-10 attainment (2021)

SIMD 1&2 (71 pupils)	63 on track 89% 8 not on track	62 on track 87% 9 not on track	62 on track 87% 9 not on track	56 on track 79% 15 not on track
SIMD 3-10 (201 pupils)	194 on track 97% 7 not on track	190 on track 95% 11 not on track	190 on track 95% 11 not on track	185 on track 92% 16 not on track
Gap	8%	8%	8%	13%

Our June 2021 SEEMIS data shows that there is still an attainment gap for those children entitled to free school meals or living in SIMD areas 1 &2.

The biggest gaps are in Writing and Numeracy, which is not surprising as these subjects rely so much on teacher input, and these are areas that we would normally have provided additional in-school support had it not been for lockdown.

At present, 95% of our pupils have over 90% attendance for this session, however, this figure is lower for those children entitled to free meals (88%). This will continue to be a priority for improvement over the coming year.

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 hours to provide early intervention/reinforcement activities for those children across the school who were at risk of not attaining the expected levels in Literacy or Numeracy.

Impact

Our increased staffing levels have allowed all identified children to receive appropriate support, which has helped to reduce the possible effects of poverty on their learning.

The impact of lockdown has been reduced for children as extra staffing has allowed us to quickly identify gaps in learning and provide additional small group teaching sessions to help get children back on track.

Once again, Catch Up Literacy sessions provided by support staff have had a very positive impact on identified children's reading ages, confidence and enjoyment of reading.

Training for our new support staff has increased their confidence and skill, resulting in improved learning experiences and support for pupils.

Identified pupils have individual programmes to help them progress at their own level. These are carefully monitored and provide good evidence of children's progress at their own level.

Careful tracking of the progress of interventions and good communication among staff have ensured that support is flexible and quickly directed to where it is most needed.

Focused support with Numeracy and Writing in the upper school has resulted in improved skill and confidence among children in these areas. It has also helped us to plan ahead for who needs further recovery support next session.

Proposed Spending of PEF 2021-2022	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 due to deprivation.	August 2021-June 2022	£55,000 – 1FTE Aug 2021-June '2022 <i>(Christine Combe – 0.2 Jenna Boyd – 0.4 Malcom Reynolds – 0.2 and Recovery teacher 0.2)</i>	<ul style="list-style-type: none"> • Termly professional dialogue with teachers, pupils and support staff will provide evidence that the strategies in place are appropriate and leading to ongoing improvement in attainment for the identified children. • Direct observation of pupils during class visits and reviewing class work will show that the identified children are engaged in learning and receiving appropriate support and challenge.
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 2021-March 2022	£8,000 August 2021-March 2022	<ul style="list-style-type: none"> • Data from a range of assessments e.g. individual targets, SEAL, Staging Posts, Writing, Spelling, SNSA and other standardised assessments will provide evidence of improvement in attainment among the identified children and show progress in closing the poverty related attainment gap.
Additional pupil support assistant to provide early intervention/reinforcement activities for those children in P1-7 who are at risk of not attaining the expected levels in Literacy or Numeracy.	August 2021-June 2022	£6,000 10 hours per week (August 2021-June 2022)	<ul style="list-style-type: none"> • Attendance figures will demonstrate that engagement with parents is having a positive impact on an identified group of children's ability to attend school regularly.
Homework clubs to improve attainment among identified pupils who do not have access to support at home.	Sept 2021 - June 2022	£1,000 (staff costs/resources)	<p>Total = £70,000</p>
*The allocation is £78,000 but there may be a shortfall to cover from 2020/2021.			

Key priorities for improvement planning 2021/2022

What is our capacity for continuous improvement?

We consider we have very good capacity to improve:

Our teaching and support staff have very high expectations and aspirations for our pupils.

We are wholly committed to the principles of Closing the Gap and Getting it Right for Every Child.

We know our children very well (their strengths, talents, needs and individual personalities).

Teaching staff engage in Professional Review and Development meetings, with a clear focus on our School Improvement Plan and a commitment to improving their teaching skills for the benefit of the children.

We gather and take on board the views and suggestions of our stakeholders about how to improve our school through questionnaires, professional dialogue and meetings.

We have very supportive parents who are committed to working cooperatively with the school for the benefit of their children.

We analyse a wide range of data in order to identify current strengths and emerging issues, and to ensure appropriate challenge and support for our pupils.

We regularly review our practice in order to ensure the best possible teaching and learning environments for our pupils.

Our effective partnership working with a range of other professionals ensures best outcomes for our pupils.

NIF quality indicators

Quality Indicator	School Self Evaluation	Key priorities for session 2021/2022
1.3 Leadership of change	Very Good	Play pedagogy Digital Literacy
2.3 Learning, teaching and assessment	Very Good	Play pedagogy Digital Literacy
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Closing the poverty related attainment gap Laudato Si Children's Rights Pupil Voice
3.2 Raising attainment and achievement	Very Good	Play Pedagogy Closing the poverty related attainment gap Digital Literacy

Key Achievements of the school

Due to covid restrictions, we have not been able to take part in the usual range of sporting or cultural events. However, it is important to recognise the many successes we have had at this very difficult time.

Although it has been difficult, our staff and children have responded very well to all the restrictions and routines put in place to keep everyone safe. As a result, we did not have serious outbreaks in school when a few staff and children tested positive for covid-19 and we have only had to send three classes home to self-isolate.

Our return to our newly refurbished building in October was completed efficiently, through the hard work of staff. As a result, there was very little disruption to the children's learning.

Most children worked hard and responded well to remote learning. When the children returned to school in February/March, they settled back into learning very quickly, which has allowed us to focus on recovery work for those who need it.

Staff quickly rose to the challenge of providing effective remote learning during lockdown. This was achieved through their commitment to upskill themselves and by working collaboratively to share knowledge and skills. We received lots of very positive comments from parents about how much they appreciated the support given by teachers.

Our Parent Partnership has been very proactive in ensuring the children did not miss out on treats this year. They also made a substantial donation to the school for new PE equipment and additional reading resources, which has improved learning experiences for the children.

Online Parent Partnership meetings have been very well attended and promoted good communication between home and school.

Our children collected nearly £500 for MISSIO in May by giving up their own pocket money or doing jobs about the house.