******St. Mary’s Primary School**

**Standards and Quality 2023-24**

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| **Context of the Establishment** |
| **Our Establishment**  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. We currently have 255 pupils over 10 classes, three of which are composite. 28% of our pupils reside in SIMD 1&2 and FME levels are 18%. 17% of our pupils can be identified as New Scots and 17% have a recognised Additional Support Need.  The staffing level allocated to the school this year has been 14.2 teachers (13.6 core and 0.6 PEF/recovery). The senior leadership team is made up of the Headteacher, one Depute Headteacher and an Acting Depute Headteacher upgraded through PEF(Substantive post as Principal Teacher). The school is also supported by eight pupil support assistants, 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 have use of our computer suite for learning core IT skills, access to a laptop caddy for IT across the curriculum and each class has an interactive smartboard. There is also a large dining hall and a separate hall for PE and assemblies. Outside, we have a multi-use games area (MUGA) and a play area with climbing frames and balance beams.  **Vision and Values**  In St. Mary’s Primary School, we aim to develop the faith, knowledge and skills of all learners to prepare them to have a happy, successful and prosperous life in the 21st century.  As a Catholic Primary School, a strong emphasis is placed on developing our Christian faith and promoting the Gospel values. Through the support of our families, and with continued support from our parish, we aim to develop a genuine love of God and an understanding of social justice in our children’s lives.  **Agreed Core Values**   * Happiness * Respect * Kindness * Ambition   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. |

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| **Establishment priority 1: Play and Outdoor Learning** | |
| NIF Priority  Improvement in children and young people's health and wellbeing  Closing the attainment gap between the most and least disadvantaged children and young people  Improvements in attainment, particularly in literacy and numeracy  NIF Driver  School Improvement  Teacher professionalism | HGIOS/ELC QIs  2.2 Curriculum  2.3 Learning, teaching and assessment  3.2 Raising attainment and achievement  UNCRC  Article 28: (Right to education):  *Article 29 (Goals of education):*  Developing in Faith  Developing as a community of faith and learning |
| **Outcome:**  **Play Pedagogy**  Improved engagement in P1 & 2 through play based pedagogy and outdoor learning will result in almost all children being on track in their learning and attainment at the end of the academic year 23/24.  **Outdoor Learning**  All pupils in P1-2 will increase the number of personal skills through a monthly outdoor learning experience until January then weekly through to June 24.  Pupils in P3-7 will enjoy an increase in outdoor learning activities starting with monthly until January then twice per month through to June 24.  (Baseline and targets to be agreed).  **Progress and impact of outcomes for learners:**  **Play Pedagogy**       * In September TPJ, Primary 1 attainment was 70% on track across Reading and Writing. With the balance of formal learning approaches, play based learning, outdoor learning and targeted support/early intervention, this increased to 100% on track across all areas of the curriculum by June 24. * Attainment in primary 2 saw a very slight decrease in reading and writing from end of primary 1 data for the cohort, however this was impacted by a changing cohort during this academic year. Despite this, almost all children remain on track in all areas of the curriculum in primary 2. * Observations by teachers show an increase in personal skills and development of meta skills through outdoor learning experience in primary 1 and 2. Both stages planned for weekly experiences outside of the school in the local community. * The implementation of loose parts play saw all class enjoying outdoor activities which built to weekly experiences. Pupil feedback was extremely positive and our Young Leaders of Learning Group took ownership for the progression of playground developments alongside this.   Our school review highlighted the following strengths related to this priority:  *‘Play pedagogy has been effectively developed in Primary 1 with opportunities for loose parts play throughout the school. This should continue to be planned for to allow regular play experiences for all children.‘*  *‘The ongoing focus on outdoor learning and loose parts play which is impacting positively on the children’s creativity and motivation to learn.’*  *‘The significant impact of the work of the Young Leaders of Learning group to develop the playground and outdoor learning experiences.’*  *‘The creative use of outdoor spaces promotes wellbeing and positive relationships.’* | |
| **Next steps**   * Play pedagogy should continue to develop in Primary 2 and staff should continue to support one another through their play journey. * Continue to plan for early intervention in collaboration with colleagues in early years establishments. | |

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| **Establishment priority 2: Reading for Pleasure** | |
| 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  Performance information | HGIOS/ELC QIs  1.5 Management of resources to promote equity  2.2 Curriculum  2.3 Learning, teaching and assessment  UNCRC  Article 28: (Right to education):  *Article 31 (Leisure, play and culture):*  Developing in Faith  Developing as a community of faith and learning |
| **Outcome:**  -Improved engagement with reading and higher levels of motivation for reading leading to an increase in the regularity of reading and the number of words children read in primary 4-7, in particular those impacted by poverty  -Almost all learners impacted by poverty will make at least a year of progress in reading by June 24.  **PEF used to support closing the gap:**  Accelerated Reader Programme Subscription for 3 Years- £5093  **Progress and impact of outcomes for learners:**   * Almost all learners impacted by poverty made at least a year of progress in reading in this session resulting in 93.4% of pupils residing in SIMD 1-2 on track or beyond. Of those behind expectations and residing in SIMD 1-2, most (75%) made at least a year of progress in this session. * Almost all learners have achieved or exceeded expectations in reading in the session 2023-2024- 94.6% across the school which can be broken down to 59.5% on track and 35.1% Beyond Expectations. * Our school library is being used on a daily basis and has motivated our pupils due to the variety of books, the levels being clearly identified for them and their views being heard as to which books they would like to see. * All pupils from Primary 4-7 know their ZPD level and reading age as they have a record to keep and know how to choose books at an appropriate level for them. * Almost all pupils in P4-7 enjoy 20 minutes reading for pleasure time every day. * Pupils take STAR reading assessments 3 times per year to track progress in reading. * Pupils can talk about their progress in reading and next steps * Almost all learners have made a year or more of progress in reading this session. | |
| **Next steps**   * Refresh approaches used in accelerated reading with staff in August to make the most effective use of the programme to improve opportunities to read for pleasure and develop reading skills. * Continue to promote reading at all levels to increase the regularity of reading for pleasure and aim to increase the number of children beyond expectations, particularly those impacted by poverty. | |

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| **Establishment priority 3: Partnership Working and Transitions** | |
| NIF Priority  Placing the human rights and needs of every child and young person at the centre of education  Improvement in children and young people's health and wellbeing  NIF Driver  Teacher professionalism  School Improvement | HGIOS/ELC QIs  2.2 Curriculum  2.7 Partnerships  3.1 Ensuring wellbeing, equality and inclusion    UNCRC  Article 2 (Non-discrimination):  Article 15 (Freedom of association):  Developing in Faith  Developing as a community of faith and learning  Celebrating and worshipping |
| **Outcome:**  **Diversity and BRL Curriculum Development**  Through our revised curriculum design and collaborative working between P7 teaching staff across both schools, 5% of the P7 curriculum will be dedicated to, high quality learning and teaching experiences which will explore a range of topics including faith, race, sectarianism and diversity within Greenock and the West of Scotland which will lead to a greater awareness in all pupils.  **Transitions**  Through our planned collaborative pre-transition events, parents will see an improved partnership within our school communities and will feel more supported with the transition and registration process. Catchment area pupils will experience a more consistent approach, pre-registration leading to an improved transition programme. Partnerships and relationships between families and schools will increase during the pre-school year.  **Progress and impact of outcomes for learners:**  **Diversity and BRL Curriculum Development**   * Due to staffing related issues, collaborative working with Ardgowan Primary in Diversity and BRL was unable to progress this year. We were able to progress this within our own school through a focus in both classes in their literature. Both P7 class teachers planned for a topic related to Divided City which was successful in exploring all targeted topics. * P7 teachers reported a good level of awareness in our pupils around diversity and equality with personal projects used to share information about the range of backgrounds and cultures within our classes. * We established an Equalities Group this year who explored what racism is and started to build a shared understanding of appropriate language to use when discussing race.   **Transitions**   * Partnership working with Ardgowan SLT led to 3 successful pre-transition events to provide parents with in depth information ahead of school enrolment including: A registering for school event, Curriculum for Excellent and Transitions event and a Play Pedagogy event. These were very well attended and parents reported that they felt supported and informed ahead of the registration process and school based transitions. * Enrolment for our school increased this year following the transition sessions to our highest number in 7 years.   Our school review highlighted the following strengths related to this priority:  ‘*Effective partnership working within the cluster supports successful transitions at key points (Nursery – P1 and P7 – S1).’*  *‘Transitions at key points nursery to P1, P7- S1 and year on year are well supported and enhanced by close working relationships across the cluster, meeting children’s needs and supporting wellbeing. Partners feel strongly that their service is valued and that the school works closely with the local parish to support the children’s faith journey.’*  *‘Staff’s clear understanding of the recent changing demographic, where diversity is celebrated.’*  *‘Staff plan learning opportunities across the curriculum for children to explore diversity.’* | |
| **Next steps**   * Our equalities group will progress next year to sharing information at whole school level and driving forward activities for all classes to be involved in. * Continue to build an understanding of diversity and equality by developing a strategic overview to support well planned learning opportunities * Build partnership working further in the community by have shared celebrations with Ardgowan such as carol concerts and sport events. * Continue to plan partnership transition events with Glenpark ELC. | |

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| **Establishment priority 4: Assessment, Tracking & Monitoring and Targeted Support** | |
| 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 leadership  Assessment of children's progress  Performance information | HGIOS/ELC QIs  1.3 Leadership of change  2.3 Learning, teaching and assessment  3.2 Securing Children's Progress  UNCRC  Article 28: (Right to education):  Article 29 (Goals of education):  Developing in Faith  Developing as a community of faith and learning |
| **Outcome:**  -Almost all pupils in primary 3-7, particularly those impacted by poverty will become “assessment capable learners” who can talk about their level in learning, next steps and targets for improvement by Term 4.  - By June 24, targeted pupils residing in SIMD 1-2 who are on track in learning will move to Beyond Expectations resulting in:   * An increase of 5% Beyond in Listening and Talking across the school for pupils residing in SIMD 1-2 * An increase of 5% Beyond in Reading across the school for pupils residing in SIMD 1-2 * An increase of 10% Beyond in Writing across the school for pupils residing in SIMD 1-2 * An increase of 10% Beyond in Numeracy across the school for pupils residing in SIMD 1-2   At the very least, all pupils who are currently on track and impacted by poverty will continue to progress as on track.  - By June 24 a targeted group of primary 3 pupils, including those impacted by poverty, who are behind expectations in reading and will make greater than a year of progress with targeted support and will move onto on track, raising attainment in these areas by 6% to 90.6% on track or beyond.  - Targeted group of pupils in primary 2 and 3, most of whom are impacted by measures of poverty, to receive support in numeracy to move to on track increasing attainment in numeracy at Primary 2 by 2.9% to 97.5% and at Primary 3 by 9% to 90.8%  -Targeted group of pupils impacted by poverty, who are attaining all aspects of literacy except Talking and Listening will make greater than a year of progress to move to on track across Literacy by June 24 resulting in: an increase of 3% achieving all areas of literacy at P3 (90%), an increase of 4% achieving all areas of literacy at P4 (88.5%) and an increase of 3% achieving all areas of literacy at P7 (94.5%).  **PEF used to support closing the gap:**  PT to DHT Upgrade- £5906  Additional 0.4 staffing to release DHT and increase targeted support- £25k  Additional reading assessment materials- £400  **Progress and impact of outcomes for learners:**   * During observations and pupil focus groups, it has been identified that most pupils are developing an improved understanding of where they are in learning and how to improve. * Pupils residing in SIMD 1-2 and moving to Beyond Expectations increased by: * 5.6% in Listening and Talking resulting in the gap narrowing to 24.8% from 28.6% in 2022-2023 * 8.4% in Reading resulting in the gap narrowing to 16.6% from 23.4% in 2022-2023 * 13.3% in Writing resulting in the gap narrowing to 13.2% from 22.7% in 2022-2023 * 16.7% in Numeracy resulting in the gap narrowing to 9.5% from 23.3% in 2022-2023 * Almost all pupils have achieved or exceeded expected levels in primary 2. * Within the targeted group of 3 pupils impacted by poverty or circumstance, most have moved to on track in reading and most have moved on track in numeracy with ongoing support required to continue progress moving forward. The targeted group in P2 have moved to on track in Numeracy. Attainment in those stages is now as follows: * P2: Numeracy- 97.1% * P3: Numeracy-91.9% Reading- 94.6% Writing- 86.5% * While none of the target group of Primary 3 pupils have moved on track in writing, progress is encouraging and, with further support, in the next session they will be identified as targets to move on track. * In talking and listening, some of the targeted pupils moved out of the school in term one and with the remaining pupils now confidently on track. Attainment in Literacy overall at identified stages is now as follows: * P3: 86.5% (5.2% increase from last session for the cohort) * P4: 88.5% (3.9% increase from last session for the cohort) * P7: 91.2% (0.2% decrease from last session for the cohort)   Changes in the cohort at P7 impacted on targeted achievement of Literacy levels  with pupils joining during the school year with gaps in learning.  Our school review highlighted the following strengths related to this priority:  *“Formative assessment strategies are well embedded in almost all classes. This is supported effectively by the newly developed AIFL document. Learning intentions are shared appropriately in almost all lessons. Almost all teachers are confident at co-constructing success criteria, and children understand what they are required to do to achieve.”*  *“Accountability is a strength in almost all lessons and teachers use ‘no hands up’ and ‘lollipop sticks’ to support this. A variety of feedback is used effectively to inform children of next steps and children are given regular opportunities to self-assess and peer-assess.”*  *“A variety of assessment approaches are used effectively to demonstrate what children are learning. This is supported by the newly developed assessment calendar. Assessments also provide detailed information at key milestones including transitions from one year group to the next and from nursery and into high school.*  *Teachers use assessment data to inform professional judgements during termly planning meetings with senior leaders.”*  *“Robust systems are in place to ensure that all staff have a sound knowledge of children facing barriers to learning. Almost all children facing a barrier to learning, including poverty, are making a year’s progress for a year’s learning.”*  *“The SLT have moderated and adapted tracking and monitoring systems to ensure that teacher professional judgements are now more secure and accurately reflect children’s progress and achievement.”*  *“Children who are at risk of not achieving attainment targets receive support through well planned interventions. Individual targets are reviewed by SLT and teachers at termly tracking meetings and adjusted accordingly.”* | |
| **Next steps**   * Further develop quality assurance procedures to ensure rigorous systems are in place to measure Pupil Equity Fund (PEF) and targeted interventions which are appropriately monitored for the desired impact. * Continue to review and develop assessment processes to ensure support is targeted most effectively. | |

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| **Establishment priority 5: Curriculum Rationale** | |
| NIF Priority  Improvement in children and young people's health and wellbeing  Improvement in skills and sustained, positive school-leaver destinations for all young people  NIF Driver  School leadership  Parental engagement  School Improvement | HGIOS/ELC QIs  1.3 Leadership of change  2.2 Curriculum  2.7 Partnerships  3.3 Increasing creativity and employability    UNCRC  Article 12 (Respect for the views of the child):  Article 28: (Right to education):  Article 29 (Goals of education):  Developing in Faith  Developing as a community of faith and learning  Serving the common good |
| **Outcome:**  By the end of term 1, almost all learners will be able to identify the four values of Happiness, Kindness, Respect and Ambition, discuss the importance of each and give examples of how they are lived every day in St. Mary’s Primary.  By June, almost all learners and stakeholders will have a shared understanding of the reason for our curriculum design and will have had their say in ensuring the curriculum will be relevant to skills required in this particular context.  **Progress and impact of outcomes for learners:**   * The focus on our values and the importance of them in our school is recognised by pupils, staff, parents, partners and visitors. It was commented positively on throughout our school review in May 2024 and was recognised during our Rights Respecting Schools Gold visit. Almost all children can discuss them thoroughly and they are visible in every class through a child friendly poster, at our school entrance, in the playground and at the front of the assembly hall which gives them prominence in the school. * All stakeholders had a say in what makes our school unique this session in order to plan to the development of a rationale which fits this context. * Pupil voice, parents and collegiate working led to the development of a curriculum rationale which meets the needs of our school community and puts a strong focus on the meta skills of; Collaborating, Creativity, Critical Thinking, Adapting and Initiative. * Observations are demonstrating that children are beginning to discuss and understand skills being developed as a result of the curriculum rationale development.   Our school review highlighted the following strengths related to this priority:  *‘The SLT, staff and children model and celebrate the school’s recently revised values, which are underpinned by the gospel values shown through highly positive, respectful relationships.’*  *‘All children, parents and staff have been involved in the recently revised vision, values and aims of the school. The impact of this work is visible throughout all areas of the school and evident in dialogue with children, staff and parents. Children and staff model kindness, happiness, ambition and respect throughout the school. The recently created curriculum rationale reflects the drive to develop life-long learners who are equipped with the skills required for a happy, successful and prosperous life in the 21st century.’*  *‘The school has created a very welcoming, nurturing, inclusive environment with strong and supportive relationships sitting at the heart of all that they do. The vision and values are embedded and almost all children shared that they are treated with respect.’*  ‘*An emerging use of skills is evident throughout the school.’* | |
| **Next steps**   * Further embed the development of meta-skills throughout the school. * Plan for how the curriculum rationale will be used to develop the curriculum next session and beyond by exploring the 4 contexts for learning and the “hidden curriculum”. * Plan for skill development related to DYW and skills for life, learning and work. | |

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| **Establishment priority 6: Trauma Informed Practice** | |
| NIF Priority  Improvement in children and young people's health and wellbeing  Placing the human rights and needs of every child and young person at the centre of education  NIF Driver  School leadership  Teacher professionalism | HGIOS/ELC QIs  2.1 Safeguarding and child protection  2.7 Partnerships  3.1 Ensuring wellbeing, equality and inclusion  UNCRC  Article 3 (Best interests of the child):  Article 28: (Right to education):  Developing in Faith  Developing as a community of faith and learning  Serving the common good |
| **Outcome:**  -Almost all children will have an understanding of the 8 wellbeing indicators and be able to talk about them in relation to their own wellbeing by May 24.  -By May 24, most children will indicate on questionnaires that they are listened to, involved in decision making which affects them and are treated fairly in our school.  **Progress and impact of outcomes for learners:**   * All children had the chance to discuss the 8 wellbeing indicators on a termly basis through a wellbeing check-in which was analysed by DHTs and support discussed as necessary. Children are improving in their understanding of each indicator and what it means for them through a shared presentation which all classes use each term. * All staff completed trauma training modules this session which improved their understanding of trauma and the impact this can have on the children they work with. * In questionnaires in May 24: * Almost all pupils in p4-7 said the school listens to their views. * Almost all pupils in p4-7 said the school takes their views into account for decision making * Almost all pupils in p4-7 said staff treat them fairly and with respect.   Our school review highlighted the following strengths related to this priority:  ‘*The SLT have engaged with Educational Psychology to upskill and develop staff awareness of trauma and the importance of a trauma informed response in supporting children’s wellbeing. All staff recognise the importance of continuing to develop these practices across the school.’*  *‘The culture and ethos of the school is built on positive, nurturing relationships. Children are respectful, responsible and happy. All children can articulate that they feel safe, valued and respected and almost all children agreed that they have a trusted member of staff they can speak to. Staff also shared that they feel valued and listened to. All parents agreed that their children feel safe in St Mary’s and almost all agreed that the school supports their child’s emotional wellbeing.’* | |
| **Next steps**   * Continue to work with Educational Psychology to develop staff understanding and confidence in trauma informed practice and supporting pupils. | |

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| **Establishment priority 7: Embedding Digital Technology** | |
| NIF Priority  Improvement in skills and sustained, positive school-leaver destinations for all young people  Improvements in attainment, particularly in literacy and numeracy  NIF Driver  School Improvement  Teacher professionalism | HGIOS/ELC QIs  2.3 Learning, teaching and assessment  2.4 Personalised support  3.3 Increasing creativity and employability  UNCRC  Article 28: (Right to education):  Article 12 (Respect for the views of the child):  Developing in Faith  Developing as a community of faith and learning |
| **Outcome:**  -In line with Hattie’s research on use of technology to support writing, identified pupils with ASN will make minimum of a year of progress in writing by June 24.  -P5-7 pupils impacted by poverty or circumstances to increase basic skills in use of digital technology by June 24 through extra-curricular club.  **PEF used to support closing the gap:**  Additional Laptop Caddy and 20 Laptops- £17.5k  20 Fire 11 Max tablets and cases- £3800  **Progress and impact of outcomes for learners:**   * Within the targeted group of pupils with an ASN identified to use technology, we saw a minimum of a year of progress in writing for almost all. We also targeted support for those impacted by poverty by having the option of technology available to support writing and increased use of technology in planning for writing. Attainment in writing overall in the school increased this session by 1.8% from 90.3% to 92.1%. For pupils residing in SIMD 1-2 it increased by 7.4% from 81.7% in 2022-2023 to 89.1% in 2023-2024. * Due to staff absence, technology club did not start until late in term 4 resulting in limited data to measure the impact. Will be a target for next session. * Surveys from pupils in P4-7 demonstrated: * Almost all pupils have enjoyed using the new technology in class * Most pupils felt they had used digital technology more this session than in previous years * Most pupils feel more confident in using digital technology to support learning since we bought the new devices * Almost all pupils would like even more access to technology to support learning   **Authority review report (May 2024) comments linked to *embedding digital technology across the curriculum***  *“Digital technologies are used effectively throughout the school to enhance and extend learning. This is supported well by the newly developed digital technology planners.”* | |
| **Next steps**   * Continue to develop the use of IT to support and enhance all areas of the curriculum. * Continue to develop IT planners to ensure they are keeping up with changes in digital technology. | |

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| **Data** |
| **Key Strengths:**     * 90%+ attaining expected levels at all stages in Listening and Talking. * 90%+ attaining expected levels in Reading with Primary 4 88.5%. * 90%+ attaining expected levels in Writing with Primary 3 86.5% and Primary 4 88.5%. * 90%+ attaining expected levels at in Numeracy with Primary 6 81.3% and Primary 7 82.4%. * Almost all pupils residing in SIMD 1-2 are achieving expected levels in Listening and Talking (98.4%) and Reading (93.8%) and most in Writing (89.1%) and Numeracy (89.1%). * 32.4% of learners in the school are Beyond Expectations in Listening and Talking, 35.1% in Reading, 33.9% in Writing and 29.8% in Numeracy. * Attendance figures just below 95% target and among highest in the authority overall.   **Key Priorities:**   * Target pupils for challenge in order to move beyond expectations, particularly those impacted by poverty. * Continue to develop robust targeted intervention support for pupils who are behind expectations and ensure support is aimed at children identified for stretch aims. * Continue to ensure PEF is focussed on closing the PRAG, at both on-track level and beyond expectations level. * Continue to target an attendance level of 95% and focus tracking on those who have been below 90% in this session from the beginning of 24/25. * Continue to embed high quality teaching approaches in writing to raise attainment to the levels of Listening and Talking and Reading. |

**National Improvement Framework Quality Indicators**

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| **1.3 Leadership of change**  **Very Good** |
| **Key Strengths:**   * High standards are set across the whole school in terms of effort, achievement, behaviour and conduct. * The vision for the school has children at the centre and is ambitious and clear. * The whole school community was involved in the development of a new set of values which is reflected on every day and given a high level of importance. * All staff have an understanding of the social, economic and cultural context of the school. * Staff are consulted and engaged throughout the process of change and space is created to allow for professional discussions. * Culture of self-evaluation has developed to include parents and pupils using HGIOUR and staff continue to engage with QIs through 3 year calendar for HGIOUS. * Staff leadership is evident through the development of areas within the SIP and change can be seen through the school. * School Improvement Planning includes the voice of all stakeholders.   **Key Priorities:**   * Continue to encourage and identify opportunities for staff to lead improvement priorities. * Consider how to further develop the planning and monitoring of progress of school improvement priorities within existing quality assurance approaches. |

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| **2.3 Learning, teaching and assessment**  **Very Good** |
| **Key Strengths:**   * Positive relationships are evident across the whole school and at all levels. * We are a Rights Respecting School with Gold Accreditation recently awarded in June 24. * We have highly engaged children who take ownership for their learning and participate fully in class. * We have developed a culture where children are challenged and support is evident to ensure we meet all needs. * Pupil leadership is evident through House Captains, RRS Group, Equalities Group, YLL, Book Group and Eco Group. * The use of digital technology is evident in class observations and pupils are confident in the use of technology. * The school has an agreed policy for AIFL. Pupils are able to discuss their progress and know what they need to do to improve. * Assessment, tracking and moderation processes provide consistency across the school and ensure TPJ is supported by a robust data set. * Reporting to parents has changed after a consultation process to ensure parents know exactly where their child is in learning. This has been very well received and parents have a greater understanding as a result. * Teachers are well informed about those in their class who are impacted by poverty and those who are care experienced. Tracking processes ensure all children are discussed and improved outcomes are at the centre. * Staff have a clear understanding of the data for their class and wider school and collegiate sessions have provided space to analyse and discuss as a team.   **Key Priorities:**   * Further embed the development of meta-skills throughout the school. * Continue to develop play pedagogy within P2 and seek opportunities for children to learn through play within P3-P7. |

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| **3.1 Ensuring wellbeing, equity and inclusion**  **Very Good** |
| Key Strengths:   * The whole school community puts all children at the centre and understands our responsibilities in Getting It Right for Every Child. * Rights are important in our school. All pupils, staff and parents understand children’s rights and we expect to become a Gold RRS this year. * We create a welcoming, nurturing, happy environment in which our pupils feel safe and secure and this has been evident through almost all pupils identifying that they feel safe in termly wellbeing check ins. * Expectations for nurturing approaches in the school are clear and high standards are expected from all staff which promotes the wellbeing of all. * We have created a culture and ethos where children have a trusted person they can go to with any worries or issues including teachers, office staff, PSAs and the Janitor. * Children and staff are knowledgeable about inclusion, diversity and equality and will challenge anything they feel is not fair or unjust. * Outdoor spaces have developed this year and continue to develop, led by our YLL, and allow for positive break times and opportunities for quality outdoor learning.   Key Priorities:   * Continue to build an understanding of diversity and equality by developing a strategic overview to support well planned learning opportunities, making relevant links across the curriculum and empowering children to challenge discrimination and prejudice. |

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| **3.2 Raising attainment and achievement/Securing children’s progress**  **Very Good** |
| **Key Strengths:**   * Learners in St. Mary’s Primary consistently make very good progress in learning, with almost all children achieving expected level in literacy and most (just under almost all) in numeracy. We also have almost 1/3 of learners Beyond Expectations in Literacy and ¼ in Numeracy. * We have evidence of consistently high levels of attainment over time and a strategy in place which is demonstrating an expected increase in attainment in areas this session. * We have consistency in our approach to assessments in the school and opportunities for formal and informal moderation activities which ensures an understanding of progress. * We have a robust tracking system together with effective, targeted interventions to ensure continuous progress. We have early intervention systems in place to ensure we support pupils to remain on track through reinforcement, consolidation and overlearning. * Our pupils are given a vast amount of opportunities to take on responsibilities, achieve success in a wide range of areas and to contribute to the school and wider community. * Our pupils represent our school exceptionally whenever they take part in activities out-with the school. * We have high levels of attendance and have improved this last year and again this year. We have also narrowed the poverty gap in relation to attendance. * We have high expectations for all children regardless of need, poverty, background etc. We have systems in place to track achievements for those impacted by external circumstances and ensure we provide a range of experiences for all. * We have a focus on SIMD 1-2 and others impact by poverty through tracking meetings and ensure we have steps in place for them to make appropriate progress.   **Key Priorities:**   * Further develop quality assurance procedures to ensure rigorous systems are in place to measure Pupil Equity Fund (PEF) and targeted interventions which are appropriately monitored for the desired impact. * Further develop tracking evidence of children applying and increasing their achievements of active participation both within school and the wider community. |

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| **Key Achievements of the Establishment** |
| * Every child had the opportunity to perform at the Inverclyde Music Festival across a variety of events. * First place trophies achieved for P5/4 in Group Verse, P1 in Singing Games, our Country Dance Team in the competitive P6-7 section and our Choir winning both sections they entered. * Top mark for Group Verse in the whole of the festival for P5/4. * Top mark for Country Dancing in the whole of the festival for our P6-7 team. * Outstanding Contribution Award at the festival for our school. * Meet the teacher event at the beginning of the year very well attended. * Great efforts by all who attended Cross Country event. * Almost all parents attended both Parents’ Evenings with positive feedback about the structure of it. * A successful year for our boys football team and girls football teams. * We had representatives at the Highland Games, Relay event, Rugby Festival and Boccia festival. We achieved Gold in two sets of events at the Relays. * Four fantastic, sold out shows at Christmas showcasing the singing, dancing and acting talents of all. * Several of our pupils showcased their talents at cluster events such as the Notre Dame Cluster Music Concert. * Five wonderful visits with our Christmas choir to local care homes and to EE to spread Christmas cheer. * Catholic Education Week helped to focus our minds on the theme of ‘Pilgrims of Faith’ and started so well with an extremely busy P7 Prayer Breakfast. * A lovely Advent Service led by Primary 4 to finish the term with the parish and family members. * The whole school enjoyed visits to the Waterfront Cinema and the Beacon Panto. * Wonderful experiences and memories made at our two residential trips- P6 in Largs and P7 in Ardmay. * Primary 6 and 7 pupils had a wonderful night at the theatre to see Wicked in Edinburgh. * P5/4, P5 and P6 had the chance to watch the Scotland National Team train at Hampden. * Primary 4 celebrated the Sacraments of Reconciliation and First Holy Communion. Primary 7 celebrated the Sacrament of Confirmation. Both class displayed reverence and maturity as they celebrated. * We had a successful Sports Day in June which was very well attended by parents. * Leavers’ Mass and Assembly was very well attended and received by parents. |