

Context of the school:

Our Vision, Values and Aims

Our Vision

At St Michael's Primary School, as a community of faith and learning, we aspire: Through a nurturing approach and high quality learning and teaching, to provide our pupils with the knowledge, skills and attributes they need for learning, life and work; to develop each person's unique, God-given talents, ensuring that every child exceeds what they believe their potential to be.

Our Values

The school community has identified the following values which reflect the important principles on which we base all our decisions: Respect, Honesty, Ambition, Compassion and Learning.

Our Aims

It is the aim of everyone in St Michael's to ensure that:

- There is a welcoming atmosphere fostering a commitment to a sense of identity and pride in the school
- A strong partnership with parents exists and that we strive to keep parents fully informed and involved in their child's education
- Every child's needs are met – intellectual, physical, spiritual, social and emotional, through teaching and learning experiences of the highest standard
- All staff are committed to their ongoing professional development and there is a strong commitment to teamwork amongst staff
- As a Catholic school, Gospel Values permeate throughout all of school life and spiritual formation develops in partnership with the home and parish
- Respect for each other, co-operation, self-discipline and positive attitudes are encouraged
- We reach out to develop links with our local community and other agencies and establishments

St. Michael's has a school roll of 179, with 68% of children living in SIMD Bands 1 and 2. This increases to 78.7% when pupils living in SIMD Band 3 are included. 29% of our pupils are currently receiving free school meals. The school has been part of the Scottish Attainment Challenge for five years, aiming to raise the attainment of children and young people living in deprived areas, in order to close the poverty related attainment gap. Pupils at all stages of the school have benefitted from targeted interventions supported by staff funded from PEF in addition to support provided to children at the early stages by the Attainment Challenge outreach teachers. Staff capability and capacity has continued to be developed through engagement in high quality professional learning opportunities. We were inspected by HMIE in September/October 2019. The visit highlighted key strengths and areas for development <https://education.gov.scot/education-scotland/inspection-reports/reports-page/?id=4682>

Our attainment:

We use the following to validate teacher judgements

- Interrogation of SNSA data, SEEMiS data, SWST, Staging Posts, writing assessments, reciprocal reading assessments and SEAL assessments
- professional dialogue at progress meetings including analysis of learning in relation to the Benchmarks
- jotter monitoring
- Learning Conversations with pupils
- Review meetings
- Parental input

Due to COVID-19, there is no validated assessment data for session 2019/20. In session 2018/19 our pupils' attainment was as follows

- Most of our P1 pupils achieved Early Level in Reading, Writing, Listening and Talking and Numeracy
- Most of our P4 pupils achieved First Level in Reading, Writing, Listening and Talking and Numeracy
- Most of our P7 pupils achieved Second Level in Reading, Writing, Listening and Talking and Numeracy

Although achievement of a level has yet to be validated for session 2020-21, our in school data tells us the following about our over all achievement of a level:

CfE Level	Subject	Number of pupils in class achieving expected Level	Percentage of pupils achieving expected Level
P1 - Early+	Listening and Talking	17	94.4%
	Reading	17	94.4%
	Writing	17	88.9%
	Numeracy	17	88.9%
P4 - Level1+	Listening and Talking	17	81.0%
	Reading	15	71.4%
	Writing	14	66.7%
	Numeracy	15	71.4%
P7 - Level 2+	Listening and Talking	22	84.6%
	Reading	21	80.8%
	Writing	21	80.8%
	Numeracy	18	69.2%

Based on teacher professional judgements in June 2021 and comparing results of pupils in SIMD Bands 1 and 2 with SIMD Bands 3-10 the following gaps were identified:

CfE Level	Subject	Number of pupils residing in SIMD Bands 1 and 2 achieving expected Level	Percentage of pupils residing in SIMD Bands 1 and 2 achieving expected Level	Number of pupils residing in SIMD Bands 3-10 achieving expected Level	Percentage of pupils residing in SIMD Bands 3-10 achieving expected Level	Attainment Gap
P1 - Early+	Listening and Talking	12	92.3%	5	100.0%	-7.7%
	Reading	12	92.3%	5	100.0%	-7.7%
	Writing	11	84.6%	5	100.0%	-15.4%
	Numeracy	11	84.6%	5	100.0%	-15.4%
P4 - Level1+	Listening and Talking	12	85.7%	5	71.4%	14.3%
	Reading	11	78.6%	4	57.1%	21.4%
	Writing	10	71.4%	4	57.1%	14.3%
	Numeracy	12	85.7%	3	42.9%	42.9%
P7 - Level 2+	Listening and Talking	13	81.3%	9	90.0%	-8.8%
	Reading	13	81.3%	8	80.0%	1.3%
	Writing	13	81.3%	8	80.0%	1.3%
	Numeracy	12	75.0%	6	60.0%	15.0%

Despite the challenges faced by two lockdowns, the children at these stages have continued to make positive progress. Targeted interventions put in place following both lockdowns have been effective. However, on analysis of attainment data across all other stages of the school it is evident that some pupils have been more significantly affected and our PEF and Recovery interventions for Session 21/22 will address this. Attainment in writing and numeracy has been impacted more than reading and listening and talking.

Target cohorts have been identified across the school through analysis of a range of data: SIMD, FME, CfE levels, attendance, teacher professional judgement and standardised assessments.

Fuller information regarding attainment is available at [School Information Dashboard - Primary | Tableau Public](#)

Review of progress for session 2020-21

School priority 1: Improvements in attainment, particularly in literacy and numeracy	
<u>NIF Priority</u> Improvements in attainment, particularly in literacy and numeracy <u>NIF Driver</u> Assessment of children's progress Teacher professionalism	<u>HGIOS?4 QIs</u> 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.2 Curriculum
<p>Strategies, progress and impact:</p> <p>Strategies (as outlined in SIP 2020-21)</p> <ul style="list-style-type: none">• Through effective moderation, have universal understanding of progression through a level, leading to consistent teacher professional judgement• To develop clear understanding of differentiation ensuring learner needs are met through appropriate planning to ensure pace and challenge• To look at our curriculum offer and adapt as necessary, maximising use of outdoors for learning• To develop IDL approaches to maximise learner engagement, motivation and progress• To engage in professional learning that leads to a consistent blended learning approach• To further develop approaches to home learning which will benefit learners regardless of attendance pattern at school <p>Progress</p> <ul style="list-style-type: none">• We have taken a close look at attainment in writing and have analysed data to identify trends and patterns. Staff have also met to moderate their 6 weekly planning cycle, discussing targets with colleagues from across their CfE level. Although conducting collegiate sessions remotely has made it more difficult for staff moderate, some progress has been made.• In February 2021, staff met remotely with their cluster stage partners to discuss their remote learning offer. This had not formed part of our original plan.• All teaching staff engaged in professional learning in differentiation provided by the CMO team.• On returning to school in August following the first lockdown, staff had a strong focus on Health and Wellbeing, Literacy and Numeracy in order to address some of the challenges that lockdown had brought for the children. Our curriculum offer was reduced in order to achieve the priority of raising attainment. More lessons took place outdoors which most pupils have responded to very positively. Most staff attended professional learning offered by Clyde Muirshiel and Belville Community Garden staff which focused on outdoor learning.• With our curriculum offer being reduced, it was important that staff used IDL in order to provide children with learning experiences beyond the core subjects of Literacy, Numeracy and Health and Wellbeing.• On returning to school in August there was no requirement for blended learning. However, as we entered the second lockdown, staff worked to develop a consistent approach to the delivery of remote learning.• Our home learning has moved to a model which is predominantly online. The IT skills the children developed during the second school closure made the transition to this model of home learning a logical progression.	

Impact

- Staff have identified patterns and challenges in writing across the levels. This will inform next steps for the new session. With more regular meeting to discuss 6 weekly planning in the new session, we will further enhance our understanding of achievement throughout a Level.
- Staff found the cluster moderation session to be most helpful. They were able to share and learn from each other's good practice. New connections were made among colleagues which led to further sharing online. This online sharing enhanced pupils' learning experiences as their teachers implemented alternative resources and recommendations in class.
- The CMO session in differentiation has helped to clarify what differentiation means and directed staff to further professional reading, "The Differentiated Classroom" by Carol Ann Tomlinson.
- With the change of curriculum and targeted support, most children made positive gains in their learning. Had January not brought a second lockdown, most children who's learning had been affected the initial closure would have been on track with their learning once more.
- Through IDL and effective use of novel studies, our pupils have been able to have a wide range of learning experiences. The use of novel studies during lockdown enabled the children to engage in further IDL experiences whilst at home. This was most effective as most lessons were taught discretely with limited opportunities for bundling Experiences and Outcomes which impacted on pace of learning.
- With all staff following the same format for remote learning, families were able to support their children better. The consistent model gave clear guidance, support and all the resources that were required. Pupil engagement levels with remote learning were significantly higher during this second period of school closure; at some stages we noted an increase of almost 30%. Online check ins and lessons with class teachers had a very positive impact on the children.
- Most of our pupils are able to share their home learning online with their teachers. Most of our pupils are motivated by online learning and are keen to engage. An increase in use of digital technology in classes at the upper stages of the school is showing a positive impact in attainment in spelling and numeracy, for example, in Primary 6, 41% of pupils made over 1 year's progress, 17% made over 2 years' progress and 18% made over 3 years' progress in spelling when using the online programme. In numeracy, 5% had an accuracy rate of over 70%, 56% had an accuracy rate of over 80% and 35% had an accuracy rate of over 90% when using an online programme.

Next Steps:

- Moderation of teaching and learning in writing at school, cluster level and local authority level
- Introduction and use of new tracking system to monitor pupil progress and plan for interventions leading to universal understanding of achievement across a Level.
- Introduce co-operative learning at all stages of the school
- Revisit Talk for Writing framework and adapt to create bespoke programme to meet our learners' needs
- Renewed focus on six weekly planning in literacy and numeracy with explicit links to other curricular areas facilitating IDL and ensuring pupils have a broad range of learning experiences
- Development of play pedagogy at P1-P4
- Parental engagement strategies piloted at Primary 1 and Primary 4

School priority 2: Closing the attainment gap between the most and least disadvantaged children

NIF Priority

Closing the attainment gap between the most and least disadvantaged children

NIF Driver

Assessment of children's progress
Teacher professionalism

HGIOS?4 QIs

2.3 Learning, teaching and assessment
2.4 Personalised support
3.1 Ensuring wellbeing, equality and inclusion

Strategies, progress and impact:

Strategies (as outlined in SIP 2020-21)

- To engage with a range of assessment data to ensure effective planning and interventions maximise learning

Progress

- Staff analysis of attainment data in Terms 1 and 2 led to key interventions being implemented for pupils across the school
- All staff engaged with “Intensifying Support” training materials from CMOs
- On return from lockdown in February and March, staff revisited a range of assessment data and compared with previous results
- On analysing the assessment data, targeted interventions were provided by teaching staff
- Whilst working at home in Term 4, two of our teachers provided targeted support remotely to small groups of identified learners
- At the end of Term 2 plans were in place to implement play based pedagogy in Primary 3 to address wellbeing and learning needs. The plan was delayed in starting due to the closure of schools in January. On returning to school mid February the approach was implemented in two smaller class settings rather than one large class.

Impact

- By the end of Term 2 most pupils were making good progress through the recovery phase. During lockdown we were able to provide some additional support online for pupils who had been receiving additional support in school
- Staff have a clearer understanding of possible approaches to providing additional support
- By analysing pre and post lockdown assessment data, staff planned for targeted interventions to be implemented. For most pupils these interventions have been effective, meeting the targets that had been set.
- Analysis of observational data indicates that the play based pedagogy has had a positive impact for almost all learners
- Analysis of summative assessment data has shown an increase in attainment as follows: 17.86% increase in Reading, 14.28% increase in Writing, 14.29% increase in Numeracy.

Next Steps:

- Staff will engage in rigorous interrogation of data to track and monitor progress ensuring that differentiated planning addresses any identified poverty related attainment gaps

- Introduction and use of new tracking system to monitor pupil progress and plan for interventions leading to universal understanding of achievement across a Level
- Targeted interventions in Reading, Writing and Numeracy in Primary 4
- Targeted interventions in Reading and Numeracy in Primary 6
- Targeted interventions in Writing and Numeracy in Primary 7

School priority 3: Improvement in children and young people's health and wellbeing

NIF Priority

Improvement in children and young people's health and wellbeing

NIF Driver

School leadership

HGIOS?4 QIs

3.1 Ensuring wellbeing, equality and inclusion

2.7 Partnerships

Strategies, progress and impact:

Strategies (as outlined in SIP 2020-21)

- To have a whole school approach to creating a sense of belonging as pupils return to school after being with their families for a significant amount of time at home
- To take a values based approach to establishing positive relationships within the school and playground settings
- To reflect on nurture principles 2 (classroom as a safe base) and 5 (all behaviour is communication) to ensure that children's Health and Wellbeing needs are met
- To engage in professional learning on trauma informed practice.
- To continue to use PATHS, Emotion Works and Mindfulness on a daily basis to support development of wellbeing

Progress

- On returning to school in August all classes engaged with learning relating to the book "Here we are" by Oliver Jeffers
- Staff have engaged with the work of Paul Dix, "When the Adults Change Everything Changes," reflecting on the 5 pillars of practice.
- Staff have focused on the content of Chapters 5 to 8 and have identified key messages
- Staff have shared with Nurture CMO their ideas for moving forward. These will be developed in the new session
- Lockdown impacted negatively upon our plans for developing a values based approach to establishing positive behaviour. Although values based assemblies were offered online not all families engaged therefore the message was not delivered consistently. Since returning to school and IT issues have been resolved, weekly virtual assemblies have focused on our school values.
- Formal self evaluation using Inverclyde's Nurturing Schools Toolkit has yet to take place although staff very much had a clear focus on nurturing principles 2 and 5 throughout the school year
- All staff engaged in a range of professional learning opportunities led by SMT and Educational Psychology in relation to trauma informed practice

- PATHS, Emotion Works and Mindfulness have been delivered in each class throughout the session

Impact

- Staff have reflected on their own practice and recognise the potential impact of their own responses to situations
- Since the introduction of whole school virtual assemblies there has been a clear focus on the school values and they are regularly referred to across the school. The school values form a central part of the award system of the school.
- All staff have awareness of the potential impact of trauma on children and how best to support them. They have engaged in crisis curve management planning to create working documents to support their pupils now and when they transition to the next stage.
- Staff have reported that Emotion Works has had limited impact and will be discontinued in the new session. Although most pupils were able to articulate the language of Emotion Works and appeared to understand it, they were then unable to apply this in their daily interactions. This was particularly evident in the interactions of some senior pupils.
- PATHS has provided some children with strategies for dealing with difficult situations. This has been most evident in children in the lower stages of the school. They are observed applying strategies when things go wrong.
- Mindfulness needs to have a more strategic approach in order to have any real impact.

Next Steps:

- Further work is required to establish “relentless routines” for our school and agreement reached regarding language to be used.
- Further work is required to establish appropriate consequences/sanctions when pupils are not responding to prompts/reminders regarding expectations
- Development of play pedagogy at P1-P4? leading to improved social and emotional skills enabling learners to form and sustain positive relationships in the classroom and playground
- Whole school focus on PATHS
- To further develop our values based approach to establishing positive relationships within the school and playground settings
- To revisit restorative conversations
- Whole school to engage in Laudato Si’ programme

School priority 4: Improvement in employability skills and sustained positive school leaver destinations for all young people

NIF Priority

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

NIF Driver

School leadership

HGIOS?4 QIs

3.3 Increasing creativity and employability

3.2 Raising attainment and achievement

Strategies, progress and impact:

Strategies (as outlined in SIP 2020-21)

- To develop staff and pupil digital literacy skills to support effective learning both at school and home

Progress

- Many of our laptops remained on loan to other establishments following the first lockdown for a significant part of the session; some have yet to be returned. This has had a negative impact for our pupils accessing digital learning at school.
- Staff digital literacy skills developed considerably during the second lockdown. Our pupils also developed skills that they are now utilising on their return to school.

Impact

- We had an increase in the number of pupils engaging online during remote learning. Where necessary, partner agencies were approached to gain devices for those pupils who had no access at home or had several family members sharing one device.
- Primary 3 pupils have further developed their use of Teams by learning how to upload photographic evidence of their play based learning for review with their class teachers.
- Most of our home learning is now completed online with pupils still accessing Teams at home.
- Pupils who have been self isolating have been able to continue with their learning through digital platforms

Next Steps:

- To further develop staff and pupil digital literacy skills to support effective learning both at school and home
- To create a whole school digital learning policy which includes the use of digital technology within play pedagogy including internet safety
- Engage in cluster STEM project
- Senior pupils (P7) to engage in Dynamic Youth Award
- Senior pupils (P6) to engage in John Muir Award
- Further development of the 1+2 programme

National priority: How we are ensuring Excellence and Equity?

Gaps in attainment

Target cohorts were identified across the school through analysis of a range of data: SIMD, FME, attendance, CfE levels, teacher professional judgement and standardised assessments. These children have received additional support through PEF interventions and the local authority Attainment Challenge initiatives.

Prior to the lockdown of March 2020, our attainment data indicated that the poverty related attainment gap in our school was closing.

How PEF funding has been used

- Additional ASNA hours – these were distributed across a number of posts.
- 0.4 FTE class teacher to provide wellbeing interventions in the upper school
- 0.4 FTE class teacher to provide targeted support in learning at the early stages of the school
- Resourcing for home learning packs during lockdown (unplanned expenditure)
- Subscription to “Emotion Works” to support the development of emotional literacy across the school
- Additional clerical hours to support the management of pupil attendance

Impact of PEF Interventions 2020-21

ASN Auxiliaries

Additional ASNA hours have been employed in Primary 2, Primary 3 and Primary 6. These have been effective in a number of ways

- Individual pupil support in the classroom and in the playground to promote positive learning experiences and positive relationships. This has had a positive impact on attainment.
- Support for play based pedagogy in Primary 3, supporting pupils’ learning and assisting with observations
- Small group and individual support with wellbeing interventions leading to increased readiness to learn

Class teachers

- Due to staff absence in the upper school, a significant part of the PEF teacher’s time was spent covering a class due to the lack of supply teachers. This helped maintain continuity for these learners during a period of uncertainty. The school has been has had budgeted hours refunded to the school and this will be carried forward to next year.
- Within the infant department, our PEF teacher hours enabled us to provide additional support for learning within Primary 3 in Terms 1 and 2. When we returned to school in February following the school closure, the additional hours enabled us to implemented play based pedagogy at Primary 3 within reduced class sizes. This approach has had a positive impact on wellbeing, readiness to learn and attainment.

Home Learning Packs

- This was an unplanned expenditure. Our PEF budget was used during the second lockdown to provide all pupils with all the resources they needed to fully engage with learning at home. Every pupil in the school was provided with a home learning pack, including stationery, when they began their Christmas holiday. All pupils were then provided with hard copies of their learning timetable and resources on a fortnightly basis, helping to reduce barriers to participation in remote learning. Stationery was also replenished on a regular basis.

Increase in clerical hours

- This has been an unprecedented year for managing pupil attendance. Although we have had no positive cases at the time of writing, we have had many periods of pupils self isolating over the course of this year,
- Moving forward, we have identified families that may require further support and interventions to improve attendance in the new session.

Purchase of Emotion Works

- This programme has not had the impact that we had anticipated. Feedback from staff regarding its effectiveness has been very varied. This may be a result of the change in delivery model between Terms 1 and 2 and also the subsequent lockdown in Term 3. As a result we will not be continuing with the subscription to this resource in the new session.

Key priorities for improvement planning 2021-22

What is our capacity for continuous improvement?

We consider we have very good capacity to improve and we will

- Continue to engage in professional learning which leads to high quality learning and teaching
- Develop self-evaluation processes which further include all stakeholders, leading to improved outcomes for our learners
- Continue to engage with data to plan for improved outcomes for our learners, relentless in our pursuit to close the poverty related attainment gap
- Increase opportunities for parents to learn how to support their child's learning whilst developing family learning opportunities through partnership with CLD and Barnardo's through effective use of the West Partnership Parental Engagement Toolkit

NIF quality indicators

Quality Indicator	School Self Evaluation	Key priorities for session 2021/22
1.3 Leadership of change	Good	Develop play pedagogy
2.3 Learning, teaching and assessment	Good	Further develop moderation processes Refine Talk 4 Writing programme Cluster based approach to STEM
3.1 Ensuring wellbeing, equality and inclusion	Very Good	Embed a values based approach to promoting positive behaviour

		Implementation of Laudato Si
3.2 Raising attainment and achievement	Good	Raise attainment, particularly in Writing and Numeracy Introduce new tracking system to assist with Teacher Professional Judgements

Key Achievements of the school

- Engagement in digital learning across all stages
- Whole school Scots Focus Week during remote learning
- High level of participation in remote learning
- Pupils demonstrated greater independence in their learning through remote learning opportunities
- Our digital Christmas concert which we shared with our local Care Home
- Partnership with Newark Care Home through Christmas card project
- Partnership with JP Morgan led to Kindle Fires being donated to some families for remote learning
- Use of outdoor education grant to facilitate two outdoor learning opportunities for all classes in partnership with Belville Community Garden staff
- Celebrating achievements through assemblies and Twitter
- Generous support and commitment from school families, staff and the wider community for Mary's Meals
- P5 music lessons through YMI which then continued online during remote learning
- Whole school participation in Autism Awareness Week activities and supporting #AutismFriendlyInverclyde
- Participation in Inverclyde Libraries Inspire Programme
- Participation in virtual authors visits during World Book Week
- Celebration of the Sacraments in September and May