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| **St Michael’s Primary School** **Standards and Quality 2022/23** |  |

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| Context of the Establishment:  |
| **Our Establishment** We currently have 159 pupils on our school roll; 74 female and 85 male. The majority of pupils, 67%, reside in SIMD Bands 1 and 2. This increases to 76% when SIMD 3 is taken into account. We have no pupils living in SIMD Bands 7, 8 or 10. Five pupils have an address where no SIMD band has been dislcosed. FME is currently 34.6%, an increase of 1.85% since last session. 47.2% of our pupils have an identified additional support need. **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 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
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| **Establishment priority 1**:  |
| NIF Priority Improvement in children and young people's health and wellbeing-NIF Driver Assessment of children's progressSchool Improvement | HGIOS/ELC QIs 1.3 Leadership of change2.2 Curriculum 3.2 Raising attainment and achievementUNCRCArticle 3 (Best interests of the child):*Article 28: (Right to education):*  |
| **Outcome:** 1. In June 2022, 69% of P3 pupils were on track to achieve First Level in Reading by the end of P4. Through targeted interventions this will increase to 76.9% by the end of June 2023. This will reduce our poverty related attainment gap in reading for this stage from 11.1% to 0%.
2. In June 2022, 48.4% of P6 pupils were on track to achieve Second Level in Reading by the end of P7. Through targeted interventions this will increase to 70.9% by the end of June 2023.
3. By December 2023, all families will have been offered opportunities to visit their child’s class and engage in a pupil led learning session that supports the development of reading.
4. By June 2023, following baseline and subsequent assessments, all classes will report an increase in motivation and interest in reading
5. By June 2023, through targeted interventions, increase the percentage of pupils in P4 in SIMD 1 and 2 making progress in Writing from 41.7% to 66.7% and in P7 from 47.6% to 61.9 %.
6. By June 2023, through targeted interventions, increase the percentage of pupils in P4 in SIMD 1 and 2 making progress in Numeracy from 41.7% to 66.7% and in P7 from 61.9% to 76.2%
7. By June 2023, the overall attendance for our school will be at least 93%. Families have been identified that will require specific interventions in order to achieve this.

**PEF used to support closing the gap:** * PEF teacher 1.0FTE £53,202
* Additional clerical hours to manage and support pupil attendance £2,920
* Additional PSA hours to support interventions in learning £12,065
* Class and school library books £4,227.50
* New reading books £7654.14
* Bug Club subscription £1,190
* Class novels £392.57
* Transport to Port Glasgow library £450

**Progress and impact of outcomes for learners:**1. Our target of achieving 76.9% in First Level Reading by the end of P4 was exceeded. 77.8% achieved First Level in reading although we did not achieve our target of closing the poverty related attainment gap. Due to our current SIMD profile, our agenda is now to raise attainment for all pupils. Our PEF teacher provided targeted interventions in reading (3 times per week for almost three terms) and numeracy (4 times per week for almost three terms). Additional PSA hours enabled staff to replicate interventions carried out by the Attainment Challenge Outreach teacher. This approach supported the learning process and ensures that we have a sustainable model for supporting learners moving forward.
2. Our target of achieving 70.9% in Second Level Reading by the end of P7 was exceeded. 78.1% of our P7 pupils achieved Second Level. Our PEF teacher provide interventions in writing (once per week for two terms) and numeracy (three times a week for almost 3 terms). The local authority coaching and modelling officer for Second Level Literacy provided targeted interventions in reading as part of her Improving Our Classrooms practitioner enquiry. This had a significant impact on reading fluency for this group of pupils.
3. All classes invited their parents to attend a PATPAL (Pupils As Teachers Parents As Learners) session which focused on an aspect of reading. All parents who provided feedback found the experience to be positive with most providing suggestions for future sessions. In addition to this, our Primary 3 pupils participated in the Reading for Pleasure project with the Library Service. As we had a composite P3/2 and P4/3, all children across the two classes participated. An after school homework/reading club was established for P3 and P4 familes which was supported by CLD and school staff. Families had the opportunity to learn together in a relaxed setting.
4. Almost all classes have reported an increase in motivation and interest in reading. £4000 from our PEF budget was allocated for pupils to choose reading materials for their classes that they would find engaging. Class teachers ensured that texts chosen were representative of families living in our community and beyond, ensuring all pupils have a sense of belonging. All classes visited the local library; new memberships were opened for pupils who did not have accounts.

In addition to purchasing new library books, we purchased a range of decodable readers and extension reading materials to support learners at Early and First Levels. We also enhanced our provision of reading material that is accessible to those who experience challenges with reading in the middle and upper stages, especially those with dyslexia. The true impact of the new reading materials will be more evident next session. Newly purchased class novels created an excitement and positive engagement with reading. We further enhanced our selection of fiction and non fiction texts by ensuring that they represented diverse world we live in. As the book retailer had a 50% reduction in fiction and non fiction texts, we received excellent value for money. 1. Our ambitious stretch aims for those pupils residing in SIMD Bands 1 and 2 were not achieved in Primary 4 or Primary 7. Attainment did, however, increase at both stages for the identified learners: P4 increased by 4.5% and Primary 7 increased by 9.5%. Our interventions were delayed in starting as additional support was required for Primary 1 in Term 1. Targeted support (funded via PEF) in writing was provided in P7 for two terms.
2. Although our ambitious target set via stretch aims was not realised for pupils living in SIMD 1 and 2 for Numeracy for Primary 4, attainment for this group of pupils increased from 41.7% to 46.2%. Our target of 76.2% for pupils in P7 residing in SIMD Bands 1 and 2 was met. This was an increase of 34.5% from the previous year.
3. Our target of achieving 93% attendance across the school has not been realised. At the time of writing, our attendance was 91.72%. This is an improvement of 3.32%.
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| Next steps: * Continue to develop approaches to teaching reading to raise attainment whilst fostering a love of reading
* Refocus on teaching of writing to address dip in attainment at identified stages
* Continue to review our curriculum offer to ensure maximum pupil engagement. Partnership working with Education Scotland planned on expeditionary learning.
* Continue to address attendance issues of identified learners
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| **Establishment priority 2**:  |
| NIF Priority Improvement in children and young people's health and wellbeingPlacing the human rights and needs of every child and young person at the centre of educationNIF Driver Assessment of children's progressPerformance information | HGIOS/ELC QIs 2.2 Curriculum3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievementUNCRCArticle 3 (Best interests of the child):*Article 28: (Right to education):*  |
| **Outcome:** 1. By June 2023, all pupils in Primaries 1 and 2 will benefit from play pedagogy approaches, demonstrating an improved level of engagement in learning.
2. By June 2023, 70% of parents in P1 and P2 will engage in Stay and Play sessions that will support learning at home.
3. By December 2022, all pupils will be more ready to learn after playtimes through more purposeful playground experiences. There will be a reduction in referrals to SMT.

**PEF used to support closing the gap:** * New playground equipment £2,165

**Progress and impact of outcomes for learners:**1. The majority of our P1 learners found play challenging as they joined us in August 2022. A significant amount of intervention was required before the children were able to access learning in this way. We deployed additional teaching staff (PEF teacher and recovery teacher) to support the establishment of good routines and positive play for throughout the first term and into part of Term 2. This did not form part of our plan for this session but was necessary in order to meet learners’ needs. There is now a blend of pupil led, adult led and adult initiated in Primaries 1 and 2.
2. Stay and Play sessions took place over four weeks. We combined them with learning about: how to use Glow, Active Literacy, Word Aware and SEAL. The feedback from parents was very positive. Almost all parents attended at least one session and found the experience beneficial; this exceeded our target of 70% attendance. Parents felt better informed about how to support their child’s learning.
3. Due to storage issues, it took longer than planned to get resources into our playgrounds. P1-P3 now have access to a range of equipment plus loose parts with most pupils engaging in purposeful play which leads to a settled return to the classroom to resume learning.

We have seen a very positive impact from the introduction of new games in our senior playground, particularly for P4 and P5 pupils. These games were chosen by the pupils themselves and they worked within an allocated budget. The number of referrals to SMT relating to playground incidents in Primaries 4 and 5 have reduced significantly. However, challenges still arise from football games which take place on the MUGA.All staff and classes accessed sessions on a range of playground activities that required little or no equipment; these were led by our recovery teacher. This did not have the high impact that was expected in the playground. These games require stronger leadership in the playgrounds in order for them to be successful.  |
| Next steps: * Continue to establish play pedagogy in Primaries 1 and 2
* Continue to build on the success of the Stay and Play model
* Work with Active Schools and Rights Respecting School Steering Group to address challenges arising from football
* Ensure that all new staff engage in trauma awareness training and that existing staff have opportunities to refresh their knowledge as we aim for consistency across the school
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| **Establishment priority 3**:  |
| NIF Priority Placing the human rights and needs of every child and young person at the centre of educationImprovement in children and young people's health and wellbeingNIF Driver School leadershipSchool Improvement | HGIOS/ELC QIs 1.3 Leadership of change3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievementUNCRCArticle 3 (Best interests of the child):*Article 28: (Right to education):*  |
| **Outcome:** 1. By June 2023, all pupils will have contributed to our curriculum design process leading to most having higher levels of engagement and improvement in attainment
2. By June 2023, most pupils will be able to articulate the relevance of what they are learning for their daily lives
3. By June 2023, all pupils will be accessing digital technology, using their digital literacy skills to enhance their learning

**PEF used to support closing the gap:** * £1091 used to purchase mouses and headsets
* Subscriptions to Ed Shed, SumDog and Literacy Toolbox: £1,099

**Progress and impact of outcomes for learners:**1. We are the early stages of redesigning our curriculum. We have consulted with pupils, parents and staff and have a clear vision of how to move forward. Staff have begun to formulate plans that incorporate feedback from the pupils. The consultation process was delayed due to an unplanned consultation on the cost of the school day being issued to parents at our first parents’ evening.
2. This outcome was not achieved as our curriculum redesign process is still underway.
3. Issues with devices impeded access to digital learning for a significant part of the year. Once resolved, the children were able to access learning more readily in their classrooms. The purchase of mouses and headsets provided the children with accessible, independent learning opportunities. These have been particularly useful for those learners accessing Literacy Toolbox and we will continue with this in the new session. The number of pupils and staff engaging with Ed Shed and SumDog have been low and we cannot justify using PEF to fund these interventions next session.
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| Next steps: * To work in partnership with Education Scotland to explore expeditionary learning as a means of increasing pupil engagement
* Continue to review other aspects of our curriculum offer to ensure its relevance for all learners
* Continue with Literacy Toolbox as an intervention in the new session as progress is evident within target groups
* Continue to build business links that support the development of digital literacy
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| **Additional PEF Spend – EG Cost of the School day**   |
| NIF Priority Closing the attainment gap between the most and least disadvantaged children and young people | HGIOS QIs 3.1 Ensuring wellbeing, equality and inclusionChoose an item.UNCRCArticle 31 (Leisure, play and culture):Choose an item. |
| **Spend:** Cost of the school day £999Through the participatory budgeting process, it was agreed that money should be spent to reduce the cost of the P7 residential trip to the National Sports Centre in Largs, removing barriers to participation for the families. **Progress and impact of outcomes for learners:** All pupils who wished to participate in the residential trip to Largs benefited from a reduction in cost, making the experience accessible to all. Identified pupils were observed growing in confidence through having a truly new experience. Feedback from pupils in their journals indicated that all had a positive experience and developed new skills. |
| Next Steps: Through the participatory budgeting process, our Parent’s Group is supporting the use of PEF for next year’s Primary 7’s residential trip.  |

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| Data  |
| Key Strengths:* The overall attainment of the school has increased over the last two years. Whilst our attainment gap has widened, our focus is now on raising attainment for all due to the SIMD profile of our school.

* Attainment has increased across all organisers in P4, P6 and P7.

* Significant progress has been made across all organisers in P7
* Significant progress has been made in Reading and Numeracy in Primary 6
* In Primary 5, almost all learners have achieved the national expectation in Listening and Talking with most achieving the national expectation in Reading and Numeracy
* In Primary 4, most learners have achieved the national expectation in Listening and Talking and Reading
* In Primary 3, almost all learners have achieved the national expectation in Listening and Talking with most achieving the national expectation in Reading, Writing and Numeracy
* In Primary 2, almost all learners have achieved the national expectation in Listening and Talking with most achieving the national expectation in Reading, Writing and Numeracy
* In Primary 1, most learners have achieved the national expectation in Listening and Talking

Key Priorities: * To revisit the teaching of writing at key stages across the school
* To ensure interventions are in place for Primary 2 in the new session
* To ensure interventions are in place for identified learners in P6 to ensure they reach the national expectation in writing
* To ensure reading remains high on the school’s agenda
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National Improvement Framework Quality Indicators

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| 1.3 Leadership of change **Good** |
| Key Strengths:* Pupils, parents, partners and staff are involved in the ongoing review of our vision, values and curriculum offer as we work towards creating a bespoke curriculum
* All staff are committed to change which is resulting in improvements for our learners
* SMT guide the strategic direction and pace of change to ensure best possible outcomes for learners

Key Priorities: * To continue to review and implement a curriculum that is inspiring, relevant and engaging
* To enhance opportunities for collaboration for staff to learn from and with others
* To have effective strategies in place that monitor and evaluate the impact of changes on outcomes for learners
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| 2.3 Learning, teaching and assessment **Good** |
| Key Strengths:* The ethos and culture of our school continues to reflect our commitment to the Gospel values, to Children’s Rights and positive relationships. Children are becoming more knowledgeable and confident in their understanding and discussions about Rights.
* Feedback is used effectively across the school to inform and support progress in learning.
* Staff have confidence in using the dashboard. They use this data to support their evaluation of the effectiveness of interventions designed to improve outcomes for learners.

Key Priorities: * To ensure our curriculum encourages learners to be engaged, resilient and highly-motivated
* To create a consistent approach to teaching and learning across the school through the creation of “What a good lesson looks like” in St Michael’s
* To involve the learners more in the planning of learning; the introduction of expeditionary learning will support this
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| 3.1 Ensuring wellbeing, equality and inclusion **Very Good** |
| Key Strengths:* All staff are responsive to the needs of learners and focus on reducing barriers to learning
* All staff have a strong understanding of the socio-economic context of the school and recognise the challenges facing children and families
* Regular GIRFEC meetings ensure that the needs of all learners are met

Key Priorities: * Continue to work towards an inclusive curriculum where all children see themselves and feel valued
* Implement the new local authority single agency pupil assessment and planning document
* Ensure that Children’s Rights are embedded in all aspects of our work as we work towards achieving our Gold Rights Respecting Schools Award
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| 3.2 Raising attainment and achievement **Good** |
| Key Strengths:* Our attainment profile has increased over the last two years in Literacy and Numeracy across the school
* A strong focus on the teaching of reading has led to improvement in attainment from Primary 2 through to Primary 7
* Staff have a very good understanding of the range of needs of our learners and how PEF is used to raise attainment

Key Priorities: * To track learners’ achievements and consistently celebrate and share success
* Increase pupil voice in decision-making about learning
* Ensure that all interventions are reviewed regularly to maximise impact
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| **Other quality indicators evaluated from 3 year plan:**  |
| 2.2 CurriculumChoose an item. |
| Key Strengths:* Children’s rights are explicitly linked to lessons at all stages of the school
* Staff are ambitious and have high expectations of attainment levels for all pupils. They ensure that interventions are appropriate in order for all pupils to experience success.
* The redesign process of our curriculum is underway with pupil voice at the centre of what is being planned moving forward

Key Priorities: * Curriculum rationale to be updated to ensure there is a shared understanding of the purpose and design of the curriculum
* To work with Education Scotland as we explore expeditionary learning in the new session
* To create a clear “St Michael’s Way” statement that provides explicit guidance on our approaches to ensure consistency of experience across the school
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| **Other quality indicators evaluated from 3 year plan:**  |
| Developing in Faith – Developing as a community of faith and learning: our school shows a commitment to the integrated education and formation of the whole person, in close partnership with parents as the first educators of their children |
| Key Strengths:* Our school vision, values and aims are inspired by Christian values and the Charter for Catholic schools
* Our school vision, values and aims highlight the centrality of the development of the whole person
* SMT provides strong leadership through making use of church documents on the nature and mission of the school when reflecting on how to shape its development

Key Priorities:  * To further develop ways to support parents through their child’s Sacramental journey
* To provide parents will fuller information on the Religious Education programme used in school
* To self-evaluate against the remaining two strands of Developing as a community of faith and learning:
1. Our school shows an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God
2. Our school shows a commitment to support the continuing professional and spiritual development of staff
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| **Key Achievements of the Establishment** |
| * We achieved our Silver – Rights Aware Award. This endorsed the very good work that is taking place in the school in promoting and understanding children’ rights.
* Wider achievement in sport is encouraged through provision of a number of lunchtime and after school clubs: netball, football, athletics, country dancing, archery, bowls, Taekwando, Boccia
* Wider achievement in music is encouraged through provision of: woodwind, brass, chanter and vocal instruction
* Musical success in exams, national competitions and gala concerts has been recognised and celebrated
* Wider achievements are celebrated at assemblies, with Beautiful Attitude awards, Values Ambassadors Awards, through Twitter, through class and school newsletters
* Our P4 pupils successfully completed a series of swimming lessons at the Port Glasgow swimming pool
* Our P5 pupils took part in a series of drumming workshops through YMI which culminated in showcasing their achievement to their families and the whole school at a special concert
* Most P7 pupils took part in a 3 day Health and Wellbeing experience at the National Sports Centre in Largs, developing new skills, resilience and independence
* Our P1-P3 pupils participated in the World Day of Play
* Our Pupil Voice groups for learners from P4 to P7 have been reinstated with all pupils consulted on their preference for participation
* Almost all parents attended our return to face to face parents’ evenings
* Most parents attended our PATPAL sessions
* Our Christmas and Scots’ concerts were well attended and enjoyed by families and friends
* The first Winter Wonderland post covid was a huge success
* Our Parents’ Group has been active in fundraising through a range of events with the highlight of the year continuing to be the family BBQ
* We have maintained strong partnerships with physiotherapy, speech and language therapists, occupational therapy, audiology and ICOS
* Partnership with the Attainment Challenge Outreach teacher has led to improvements in outcomes for almost all children
* Strong partnership between school and Virtual Schools Head Teacher and Corporate Parenting teacher has led to enhanced provision for CEYP
* Transition planning and events with Early Years, Secondary and ASN schools remain strong
* P7 pupils from across the cluster participated in STEM and PE events together. The Diocese of Paisley facilitated cluster participation in the Carlo Acutis event as part of the children’s sacramental preparation.
* Barnardo’s and CLD have supported individuals and groups, creating bespoke opportunities in order to provide support
* Library Service worked with P3/2 and P4/3, encouraging reading for pleasure. All classes benefitted from visits to Port Glasgow library.
* Business links with JP Morgan and Make It Happen have been re-established (post-covid)
* Our partnership with our school chaplain is strong. As a community of faith and learning we have celebrated Masses and services together, prepared our P4 and P7 for receiving the Sacraments and worked in close partnership with parents.
* P4 pupils have benefited from singing tuition through participating in the National Schools Singing Program accessed via the Diocese of Paisley
* Our outdoor learning opportunities have been enhanced through partnerships with: Belville Community Gardens, the Ranger service at Cornalees, Clyde Muirshiel, Inverclyde Shed and Eadha Enterprises
* All pupils enjoyed a celebration tea party in recognition of our new King’s coronation
* We have continued to support the work of Compassionate Inverclyde through supporting their Back Home Box appeal
* We have continued to support the work of Mary’s Meals by fundraising in the month of October. Through the generosity of families and staff we were able to donate £285
* This year we participated in a cluster initiative to support the work of SCIAF by taking part in Sole to Soul. Through this project the children got active whilst learning about Gambia. Our school raised £100 for the charity.
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