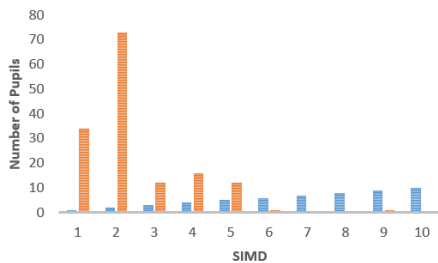


Context of the Establishment:

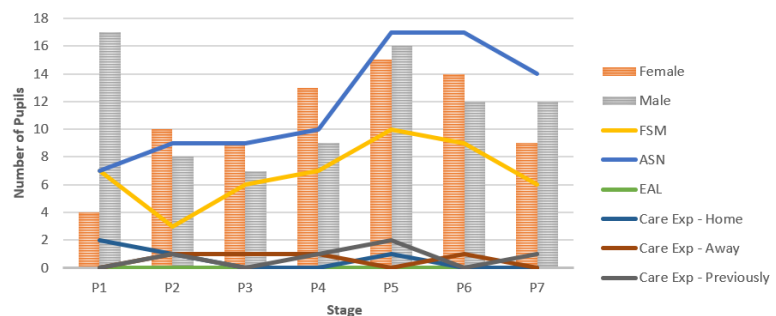
Our Establishment

We currently have 155 pupils on our school roll; 81 female and 74 male. The majority of pupils, 69%, reside in SIMD Bands 1 and 2. This increases to 77% when SIMD 3 is taken into account. We have no pupils living in SIMD Bands 7,8 or 10. Six pupils have an address where no SIMD band has been disclosed. FME is currently 31%, a decrease of 3.6% since last session. 52% of our pupils have an identified additional support need.

SCHOOL ROLL BY SIMD



SCHOOL ROLL BY STAGE



Vision

Our vision statement was renewed during this session.

We are dedicated to inspiring young minds with nurturing hearts in a vibrant community of faith and learning. Guided by the Gospel values, we empower our children to dream, believe and achieve.

Our Aims

Our aims were also renewed during this session.

- #### Fostering High Quality Teaching and Learning

To create an inclusive environment where every child receives high quality teaching and learning experiences tailored to their individual needs, helping them exceed what they believe their potential to be, while developing the Four Capacities of Curriculum for Excellence: successful learners, confident individuals, responsible citizens and effective contributors.

Our inclusive environment develops the knowledge, skills and attributes the children need for learning, life and work, while nurturing their unique, God-given talents.

- #### Upholding Children's Rights

To uphold and champion the rights of every child as outlined in the United Nations Convention on the Rights of the Child (UNCRC), fostering an environment where every child's voice is heard, valued and respected.

- #### Implementing GIRFEC Principles

To embed the principles of Getting it Right for Every Child (GIRFEC) into our practices, ensuring the well-being and protection of every child while providing appropriate support and interventions to help them thrive academically, socially and emotionally, thus fostering resilience and positive well-being.

- **Nurturing Spiritual Development**

To cultivate a nurturing environment where children can develop their knowledge and understanding of Catholic faith, nurture respect for other Christian traditions and world faiths, experience opportunities for spiritual growth, acquire the skills of reflection, discernment and moral decision-making and commit to beliefs, values and actions in a positive response to God's invitation to faith.

- **Fostering Partnerships**

To work in partnership with parents, our parish and the wider community to support the holistic development of every child, recognising the importance of collaboration in providing a supportive and enriching educational experience.

Our Values

Our school values are: Respect, Honesty, Ambition, Compassion and Learning

Our School Motto

During this session, our school decided on a new school motto, "Inspiring young minds with nurturing hearts" and a hashtag for X (Twitter) use: #DreamBelieveAchieve

Establishment priority 1:

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

NIF Driver

Assessment of children's progress
School Improvement

HGIOS QIs

1.3 Leadership of change
2.2 Curriculum
3.2 Raising attainment and achievement

UNCRC

Article 3 (Best interests of the child):
Article 28: (Right to education):

Outcome:

By June 2024 school attendance will have increased from 91.76% to 93%.

By June 2024 attainment in writing will improve in

- Primary 2 from 61.1% to at least 72%
- Primary 5 from 66.7% to at least 74%
- Primary 6 from 55.6% to at least 70%
- Primary 7 from 60% to at least 70%

By June 2024 attainment in reading will improve in Primary 2 from 72.2% to 77.8%

By June 2024 attainment in numeracy will improve in Primary 5 from 70.4% to 77.8%

By June 2024, all pupils in Primaries 1 and 2 will benefit from play pedagogy approaches, demonstrating an improved level of engagement in learning.

By June 2024, 70% of parents in P1 and P2 will engage in Stay and Play sessions that will support learning at home.

PEF used to support closing the gap:

Additional clerical hours to manage attendance £2,920

Targeted support in writing, reading and numeracy from PEF teacher £58,119

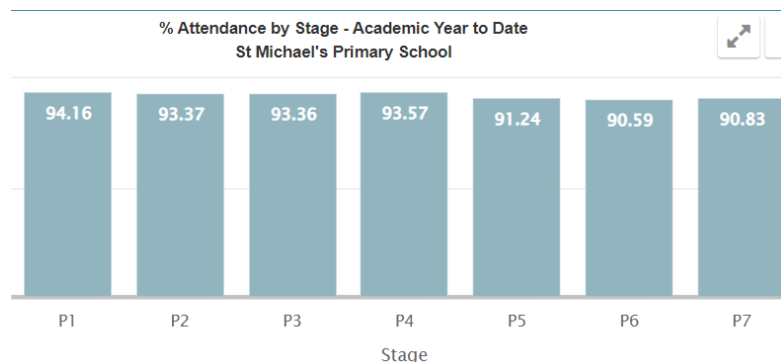
Professional learning event for staff from "The Learning Zoo" £1084.44

New phonic readers and high interest/low reading level books £4680

EdShed subscription to support the development of spelling and numeracy skills £462.50

Progress and impact of outcomes for learners:

- Our attendance for this year was 92.25%; an increase of 0.68% from last session. This was 0.75% below the target we had set. However, closer analysis of the data indicates that four of our classes exceeded the target set. SMT continue to work with families where attendance is of concern in the senior classes. Seventeen of twenty eight pupils whose attendance was being closely monitored has improved this session. Where there has been no improvement or further decline, SMT are fully aware of reasons for absence. Family holidays during term time continue to have a significant impact on individual learners.



The continuation of additional PEF clerical hours has assisted SMT in monitoring and tracking of attendance ensuring that contact is made swiftly with families when concerns start to emerge.

- Attainment in writing in Primary 2 increased from 61.1% to 72.2%, achieving the target that had been set. Targeted, daily support from our recovery teacher was significant in achieving this outcome. When this intervention stopped, the decision was taken to use our Support for Learning hours to continue with the positive intervention work that was already being undertaken.
- We did not achieve our writing target in Primary 5 and attainment is currently at 60%, however, it is worth noting that this cohort of children is not the same as it was in June 23 when the target was set. When comparing like for like cohorts, our writing attainment has remained unchanged at 66.7%. This class would have benefited from further additional teacher support but we were unable to continue with this beyond the end of February.
- Attainment in writing in Primary 6 has increased from 55.6% to 73.08%, which is above the target set. This group of identified learners benefited greatly from targeted support from their class teacher while the PEF teacher taught the rest of the class. The class teacher carried out a practitioner enquiry looking at the impact of effective feedback on writing as part of her targeted intervention. Attainment in writing in Primary 7 increased from 60% to 71.43%, exceeding the target that had been set. This class also benefited from interventions from our PEF and recovery teachers.
- Attainment in reading in Primary 2 increased from 72.2% to 83.3%, exceeding the target that had been set. Targeted, daily support from our recovery teacher was significant in achieving this outcome. As already stated, when this intervention stopped, the decision was taken to use our Support for Learning hours to continue with the positive intervention work that was already being undertaken.
- All teaching staff and PSAs benefited from professional learning in “Reflective Reading.” This enabled them to employ a range of reading strategies. Attainment in reading has increased in 4 out of 6 classes, with attainment in Primary 1 currently at 80%.
- We did not achieve our numeracy target in P5 and attainment is currently 63.3%. This class would have benefited from further additional support, but as previously mentioned, we were unable to continue with this beyond the end of February.
- We are continuing to develop our approaches to learning through play in Primary 1 and Primary 2. A “playful learning” approach is used in the mornings with more pupil led, play based learning approaches in use in the afternoons. The introduction of expeditionary learning has taken experiential learning to a deeper level. By week 3 of our first expedition, 43% of children in an identified cohort demonstrated an upward movement of 2 places on the Leuven scale. 52% of identified children demonstrated an upward movement of 3 or more places up the scale. By week 4, 76% of children were noted to score 5 or 4 on the final day of expedition, our celebration day. 52% observed at point 5 and 22% at point 4.
- We changed our focus of parental engagement in supporting learning from Stay and Play to including parents in our expeditionary learning journey. Feedback from parents has been extremely positive with all parents reporting that their children are talking more about what they are learning when they go home and how they are learning it. Across the school, almost all parents who have provided feedback have indicated that their children are talking more about their learning.

Next steps

- To continue to increase attendance at school of identified learners
- Utilise the new writing framework from the local authority Literacy Framework
- Continue to focus on the teaching of reading with increased use of the local authority Literacy Framework
- To provide additional fluency practice in reading through 1:1 and small group support with a Pupil Support Assistant

- To review strategies for teaching of numeracy, ensuring all classes focus on developing mental agility
- To continue to review our curriculum offer, ensuring that our expeditionary learning enables progression in both the development of skills and knowledge

Establishment priority 2:

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

School leadership

Teacher professionalism

HGIOS QIs

1.3 Leadership of change

3.1 Ensuring wellbeing, equality and inclusion

3.2 Raising attainment and achievement

UNCRC

Article 3 (Best interests of the child):

Article 12 (Respect for the views of the child):

Outcome:

Throughout the session, pupils requiring additional supports will have their needs more effectively reviewed

By June 2024, a targeted group of pupils impacted by trauma will be more able to self-regulate and less reliant on co-regulatory support.

PEF used to support closing the gap:

Targeted support from PSA for pupils affected by trauma £6,000

Progress and impact of outcomes for learners:

- Single agency planning format now in use in line with local authority guidance. Identified pupils have three team around the child meetings per year, with some families also having further updates via telephone calls. Feedback from parents has been very positive regarding the use of the new planning tool.
- All staff have engaged in refresh trauma training, both in person and online. Our catering and janitorial staff also joined us for In Service awareness raising of the impact of trauma. Staff reported an increase in confidence in supporting children when they were dysregulated or in putting interventions in place to prevent dysregulation taking place. Some PSAs engaged in a series of professional learning sessions with our educational psychologist to further develop their skills in being trauma responsive. Pairing of a new staff member with others who have developed their trauma responsive skills has been most beneficial.
- There has been an increase in staff confidence in using the correct terminology when discussing trauma. They are more aware of the behaviours that can be associated with trauma and utilise their skills to provide effective support. Further work is required in tracking the impact of interventions for those children receiving therapeutic intervention.
- Our increase in PSA hours has enabled us to provide additional support for those pupils who require it, ensuring that they are supported at times when co-regulation is required.
- The progress in the ability to self-regulate in identified learners has been variable. We have increased our engagement with partner agencies to assist with this.
- We did not proceed with the plan to seek accreditation as a Cluster for our effective approaches in creating a trauma informed school. We do have a plan in place for our school as we strive to achieve consistency across the school.

Next steps

- To track the effectiveness of therapeutic interventions
- To continue to provide additional support for those pupils who still working towards self-regulation

- To implement our trauma plan, ensuring a consistent approach across the school

Establishment priority 3:

NIF Priority

Placing the human rights and needs of every child and young person at the centre of education

Improvements in attainment, particularly in literacy and numeracy

NIF Driver

Assessment of children's progress

Teacher professionalism

HGIOS QIs

1.2 Leadership of learning

3.1 Ensuring wellbeing, equality and inclusion

3.2 Securing Children's Progress

UNCRC

Article 3 (Best interests of the child):

Article 12 (Respect for the views of the child):

Outcome:

By June 2024, our school community has a shared understanding of the UNCRC and uses this to work for improved child wellbeing, school improvement, global justice and sustainable living.

By June 2024, actions and decisions affecting children are rooted in, reviewed and resolved through rights

By June 2024, all children will be empowered to enjoy and exercise their rights and promote the rights of others locally and globally

By June 2024 a targeted group of pupils will show greater engagement in learning due to the curriculum offered them (Baselines to be set in October 2023)

By June 2024, most pupils will experience high quality teaching and learning through the implementation of "The St Michael's Way

By March 2024, the quality of pupil feedback will increase, informed by more confident teacher judgement

Progress and impact of outcomes for learners:

- In almost all classes, there is a strong focus on Children's Rights and this is embedded in classroom practice.
- All classes have led a Global Goals assembly which has been attended by the rest of the school and families, helping to raise awareness of the rights of all beyond our own community
- Our class and school newsletters make explicit links to Children's Rights as part of our awareness raising process for families about the UNCRC.
- All teaching staff have undertaken professional learning to develop racial literacy. They are more confident in their use of appropriate terminology and are aware that this can change.
- In senior classes, staff have used online webinars to promote a more inclusive curriculum. These webinars have focused on racism and its impact. These have led to powerful conversations in class and have supported the children in their anti-racism journey.
- Due to challenges of timetabling, it was not possible for our P5 pupils to work in partnership with their peers at Newark Primary on a racial literacy project. Our P5s did, however, develop their understanding of the Windrush generation through engagement with the novel "Windrush Child."
- The introduction of expeditionary learning in term 3 had a significant impact on learner engagement. By week 3 of our first expedition, 43% of children in an identified cohort demonstrated an upward movement of 2 places on the Leuven scale. 52% of identified children demonstrated an upward movement of 3 or more places on the scale. By week 4, 76% of children were noted to score 5 or 4 on the final day of expedition, our celebration day. 52% observed at point 5 and 22% at point 4.

- There was also an increase in attendance. The attendance on the final day of term 3 session 22/23 was 88.45%. On the final day of term 3 session 23/24, our expedition celebration day, was 91.64%; an increase of 3.19% over a four week period.
- A more immersive approach to expeditionary learning in Term 4 led to increased levels of engagement in writing.
- The time required to develop “The St Michael’s Way” was significantly underestimated. This is now in place for the new session and is called “Steps to Success.”
- Staff have agreed a progression pathway supporting children’s understanding and use of the language of learning; this formed part of our moderation process. This will be implemented in the new session.
- The practitioner enquiry carried out by our Primary 6 teacher demonstrated the impact of high quality feedback on learner progress with attainment in writing increasing from 55.6% to 73.08%. This good practice will be shared with the wider staff.

Next steps

- To achieve our Gold Rights Respecting School award – assessment date scheduled for November 2024
- To introduce the anti-racist critical thinking framework as part of our planning process
- To introduce a reading framework that will focus on Global Citizenship
- To work in partnership with Newark Primary School’s anti-racism pupil voice group
- To continue to review our curriculum offer, ensuring that our expeditionary learning enables progression in both the development of skills and knowledge
- To develop staff skills in carrying out high quality observations, questioning and coaching techniques to encourage and facilitate deeper learning in all children
- To ensure our curriculum shows a commitment to communicate Catholic social teaching and thereby to promote social justice and opportunity for all
- To continue to track pupil engagement through use of the Leuven scale
- To implement “Steps to Success,” ensuring a consistent approach across the school
- To further engage in moderation activities that lead to consistent teacher professional judgements

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 inclusion
- 3.2 Raising attainment and achievement

UNCRC

Article 28: (Right to education):
Article 29 (Goals of education):

Spend

- £1,000 towards P7 residential trip: Removing barriers towards the cost of the school day was approved by our Parents’ Group to give all pupils the best possible opportunity to attend the trip.
- Resources to support expeditionary learning were purchased costing £958.80
- £650 was used to support the Expeditionary Learning of our P5-P7 pupils. The intended outcome was to support their creative thinking when engaging with their latest project by visiting the Glasgow Science Centre. The pupils did not contribute towards the cost of this, therefore removing barriers towards the cost of the school day.
- Due to an unexpected refund in the PEF we had already committed for session 23/24, we have purchased a class set of iPads costing £12,095. These will support future expeditions, addressing the impact of a lack of devices for full participation. They will also be used as part of targeted interventions in literacy and numeracy. Through effective

timetabling, they will also be used as a tool to improve pupil attendance. Data will be gathered to measure the impact of this.

Progress and impact of outcomes for learners

- All pupils attended the residential trip to Largs and 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.
- The purchasing of resources to support expeditionary learning enabled the children to engage more fully in the design and creation stages of the expeditionary process. Through this process, the children developed a range of meta-skills and are beginning to talk about these when discussing their learning. The children recognise that these are valuable, transferable skills.
- The visit to the Glasgow Science Centre for P5-P7 pupils, increased their motivation and creativity in the second learning expedition. The visit gave them a foundation on which to build their learning with part of their visit including a workshop about planet earth.

Next Steps

- Through participatory budgeting, our Parents' Group is supporting the use of PEF for next year's Primary 7 residential experience
- Participatory budgeting with the wider parent body has approved the allocation of £7000 from PEF to support off-campus experiences and bringing visitors to the school which will support the expeditionary learning process. These experiences will enhance the children's knowledge before the new expeditions begin, giving them a stronger starting position. The impact of this will be monitored through observation of engagement in learning and increased attainment in writing.

Data

Key Strengths:

- The overall attainment of the school has increased over the last three years in Listening and Talking, Reading and Writing
- Significant progress has been made in Listening and Talking (5.5%), Reading (11.2%) and Writing (11.2%) in Primary 2
- Significant progress has been made in Numeracy (+5.2%) in Primary 4
- Significant progress has been made in Writing (+17.5%) in Primary 6
- Significant progress has been in Reading (+5.7%), Writing (+11.4%) and Numeracy (+6%) in Primary 7
- In Primary 1, 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 4, almost all learners have achieved the national expectation in Listening and Talking and Numeracy with most achieving the national expectation in Reading and Writing
- In Primary 7, most learners have achieved the national expectation in Listening and Talking and Reading and Writing

Key Priorities:

- To continue to focus on the teaching of reading with increased use of the Literacy Framework
- To continue to focus on the teaching of writing with the introduction of the new Writing Framework
- To review strategies for teaching of numeracy, ensuring all classes focus on developing mental agility
- To provide targeted intervention in Reading, Writing and Numeracy in Primary 6 to raise attainment of identified learners

1.3 Leadership of change	Good
Key Strengths:	
<ul style="list-style-type: none">• After a period of extensive consultation, the school and community have ownership of our vision, values and aims• SMT have encouraged and promoted an innovative and creative approach to teaching and learning which led to increased engagement and empowered the children to have ownership of their learning• The collaboration of staff as we embarked on a new pedagogical approach	
Key Priorities:	
<ul style="list-style-type: none">• Continue to work towards ensuring our Vision becomes a sustainable reality• Continue to develop processes that evaluate the impact of our new pedagogical approach• Continue to ensure that all staff engage in professional learning that supports them through the process of change	

2.3 Learning, teaching and assessment	Good
Key Strengths:	
<ul style="list-style-type: none">• The high level of motivation evident in our learners during expeditionary learning• Learners exercise choice, including the appropriate use of digital technology, and take increasing responsibility as they become more independent in their learning• Learners are fully involved in planning their learning through expeditionary learning	
Key Priorities:	
<ul style="list-style-type: none">• Introduce “Steps to Success” to ensure consistency across the school• Continue to review our approaches to assessment to ensure our evidence is reliable when reporting on pupil progress• To develop staff observation and coaching skills	

3.1 Ensuring wellbeing, equality and inclusion	Good
Key Strengths:	
<ul style="list-style-type: none">• Relationships across the school community are very positive and supportive, founded on a climate of mutual respect and trust.• All staff and partners are proactive in promoting positive relationships in the classroom, playground and wider learning community• All staff have a strong understanding of the socio-economic context of the school and recognise the challenges facing children and families	
Key Priorities:	
<ul style="list-style-type: none">• Embed Children’s Rights in all aspects of our work as we work towards achieving our Gold Rights Respecting School Award	

- To introduce a reading framework which focuses on Global Citizenship and provides children with the opportunity to learn about diversity, social justice and sustainability
- To introduce the anti-racist critical thinking framework as planning tool to ensure that our curriculum offer is fully inclusive and unbiased

3.2 Raising attainment and achievement

Good

Key Strengths:

- The reviewing of targeted interventions to ensure they are effective and reallocating resources as appropriate
- Targeted interventions at almost all stages have led to improvement in attainment in reading and writing
- The introduction of expeditionary learning is supporting the development of meta-skills and increasing pupil voice in decision making about learning

Key Priorities:

- To develop a system to track learners' achievements
- To refine our approaches to assessment and moderation to ensure confident teacher judgements
- To ensure that all children are accessing extra-curricular activities, especially those from the most disadvantaged backgrounds

Other quality indicators evaluated from 3 year plan:

Very Good

2.1 Safeguarding and child protection

Key Strengths:

- Policies and procedures are up to date and ensure the safeguarding of the children, including child protection
- The nurturing ethos of the schools strongly promotes equality, challenging all forms of discrimination
- All adults are aware of children's needs across all stages and can support children not specifically in their own classes

Key Priorities:

- To ensure that all children know how to make a complaint
- To ensure that families know what to do if they have a concern about a child
- To include Safeguarding and Child Protection as a regular agenda item at staff meetings

“Developing as a community of faith and learning” – Developing in Faith**Key Strengths:**

- Our recently renewed vision and aims have Christian values firmly at the centre.
- The Charter for Catholic Schools in Scotland is clearly reflected in our vision, values and aims.
- Pupil, staff and families are consulted regularly on aspects of school improvement. Pupil Voice is taken seriously and acted upon, both in class and in Pupil Voice groups
- Our Global Goals assemblies emphasise the importance of our collective responsibility to creating a better future for the world we live in
- Partnership working with SCIAF and Mary’s Meals inspired the children in our most recent expeditionary learning experience

Key Priorities:

- All teaching staff will take part in our October In-Service programme, revisiting the importance of the role of teachers in a Catholic school
- Consultation on our school values will take place in the new session; feedback this session did not provide a mandate for change
- To ensure that our curriculum offer shows a commitment to Catholic social teaching and thereby promote social justice and opportunity for all (Serving the Common Good)
- To make more explicit links in our assemblies to Laudato Si’ and also the Global Compact

Key Achievements of the Establishment

- All classes have led Global Goals assemblies which their families attended, helping to raise awareness of the importance of all children accessing their Rights
- Wider achievement in sport is encouraged through the offer of a range of extra-curricular and lunchtime clubs: netball, football, athletics, country dancing, bowls
- The children utilised their skills from the sports clubs at a range of tournaments where they were great ambassadors for our school: football, netball, athletics.
- Wider achievements are celebrated at assemblies with Beautiful Attitudes awards, Values Ambassadors Awards and Football Charter Star awards. These are also celebrated in our school and class newsletters, on X (Twitter) and on our Celebrating Achievement wall.
- Our P4 pupils successfully completed a series of swimming lessons at the Port Glasgow swimming pool
- All Primary 7 pupils took part in a three day Health and Wellbeing experience at the National Sports Centre in Largs, developing new skills, resilience and independence
- P1-P3 benefited from outdoor learning experiences at Cornalees, Clyde Muirshiel, led by Ranger Mike. Due the access road to the Centre collapsing, P4 had their outdoor experience in our school grounds led by Ranger Mike and Ranger John.
- P5-P7 took part in a science workshop and explored exhibits at the Glasgow Science Centre as part of their expeditionary learning project
- All classes sailed on the Waverley from Glasgow to Greenock in celebration of their expeditionary learning about the River Clyde
- Wider achievement in music is encouraged through provision of: woodwind, brass, chanter and vocal instruction
- Musical success gala concerts and local Young Musician completion has been recognised and celebrated
- Our school was well represented at the Inverclyde Music Festival: vocal solos, duets, choirs and country dancing
- P4 pupils have benefited from singing tuition through participating in the National Schools Singing Program accessed via the Diocese of Paisley
- A group of P4 pupils joined other P4s from across Inverclyde to represent the Diocese of Paisley at a choral workshop and performance led by John Rutter. They were joined by P4 pupils from the Archdiocese of Glasgow and the Diocese of Aberdeen.
- 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 parents attended our PATPAL sessions
- Most parents attended our expeditionary learning showcases
- Our Christmas and Scots' concerts were well attended and enjoyed by families and friends
- Our Winter Wonderland was well attended and was a lively community event
- Our Parents' Group organised and led another highly successful family BBQ
- P7 led family coffee morning to celebrate St Andrew's Day. This was very well supported by our families.
- Our Fairtrade Committed organised a Fairtrade coffee morning as part of their Fairtrade awareness raising campaign
- Our first sponsored event in over 10 years was a huge success. Our sponsored Dance-a-thon raised £1675.20.
- Partnership with the Attainment Challenge Outreach teacher has led to improvements in outcomes for almost all children

- Transition planning and events with Early Years, Secondary and ASN schools remain strong
- Our expeditionary learning project about the River Clyde, led to a number of partnerships: a retired Captain with great knowledge about the Clyde; a Clydeport pilot: a grandparent who worked in Ferguson's shipyard; the Hebridean Whale and Dolphin Trust; the Greenock Burns Club.
- Barnardo's have supported individuals and groups, creating bespoke opportunities in order to provide support
- Business links with DXC Technologies led to an immersive STEM project for Primary 5 which they showcased to their parents and shared at the cluster STEM event
- All classes participated in an app design competition with business partner, MakelItHappen
- 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.
- 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 £250 to support their work.