



St. Patrick's Primary School

Standards and Quality Report 2020/21

Context of the School

St Patrick's Primary is a denominational (Roman Catholic) primary school, which serves the centre of Greenock, providing education for pupils from P1 to P7.

In Session 2019/20, we had 261 pupils over 10 classes, including 3 composite classes. 13.9 teachers were allocated to the school, but using the Pupil Equity Fund and support from the Scottish Attainment Challenge, teaching staff allocation became 16.3. Teaching staff included; the Head Teacher, Depute Head Teacher, Principal Teacher, 8 full-time teachers, 2 part-time teachers, 1 part-time Support for Learning teacher, 1 Newly Qualified Teacher, a Nurture Teacher and 2 part-time Outreach Teachers. The school was also supported by 5 Classroom Assistants (3 of which were part-time), 5 Additional Support Needs Auxiliaries (1.4 of which were funded through PEF), 1 Clerical Assistant and the Janitor.

The school is a new building which opened in November 2016. It is a bright, stimulating environment for children to learn and was designed to make the most of the natural light and stunning views over the River Clyde. Accommodation includes 10 classrooms, a Nurture classroom, an ICT Suite, a PE hall, a library area, a dining area, 3 playground areas and daily access to the adjacent 3G football pitch owned by Inverclyde Leisure.

Our Vision

In St Patrick's we strive to provide a secure, happy, caring school in which children are nurtured and enabled to achieve their full potential through effective learning and teaching experiences of the highest quality.

Our Motto

Our motto is inspired by our Patron Saint, St Patrick; ***Christ be beside me in all I say, all I do and all I am.***

Our Values

In session 2016/17, our whole school community reviewed our Values, led by the Pupil Council. Members of St Patrick's Primary School community have **Kindness** at the heart of all we do, and are guided by the 3 Rs; **Respect, Rights** and **Responsibility**; and the 2 As; we are **Ambitious** to **Achieve**.

Our Aims

- To foster an open, welcoming and caring school in which all children are safe, healthy, achieving, nurtured, active, respected, responsible and included.
- To nurture successful learners by providing all pupils with the best opportunities to achieve their full potential and prepare them for a life of learning.
- To inspire responsible citizens who develop positive attitudes to serve the common good, promote social justice and opportunity for all.
- To form confident individuals with a self-belief and passion for using their God given talents to pursue excellence for themselves and others.
- To encourage effective contributors with enterprising attitudes, resilience and independent skills capable of positively impacting the communities in which they live.
- To develop as a community of faith, promoting Gospel values and respecting the dignity of all God's children.

Our Attainment

Achievement of a Level Data (P1, P4 and P7)

As schools had to close in March 2020 because of covid-19 there is no comparative local or national data of Achievement of a Level at P1, P4 or P7 for 2020. However, it is possible to evaluate the school's attainment compared with local and national data for 2018/19 session, and to compare the school's performance in 18/19 with previous years' performance. It is clear that St Patrick's performed well in comparison to national and local authority figures for 2018/19.

St Patrick's 2018/19 v Inverclyde Data 2018/19

Comparing St Patrick's 2018/19 P1, P4 and P7 data with the Inverclyde data, shows that St Patrick's exceeds attainment in all areas across all stages, except for in Listening & Talking in Primary 1 (-0.8%) and in Reading in Primary 7 (-0.2%). Given the margins of difference are so small (less than 1%), this data indicates that St Patrick's consistently outperforms Inverclyde overall.

St Patrick's 2018/19 v National Data 2018/19

Comparing St Patrick's 2018/19 P1, P4 and P7 data with national data, shows that St Patrick's attainment exceeds national attainment in all areas across every stage. The strongest performance is Numeracy (by 9.5%), followed by Writing (by 7.3%), Listening & Talking (by 6.4%) and Reading (by 4.6%).

Session 2018/19 Achievement of a Level Compared with Local and National Data

Attainment Data 2018/19	Listening & Talking			Reading			Writing			Numeracy		
	St Patrick's 18/19	Inverclyde 18/19	National 18/19	St Patrick's 18/19	Inverclyde 18/19	National 18/19	St Patrick's 18/19	Inverclyde 18/19	National 18/19	St Patrick's 18/19	Inverclyde 18/19	National 18/19
P1	89.2%	90%	87%	89.2%	87%	82%	89.2%	83%	79%	91.9%	89%	85%
P4	100%	87%	85%	82.8%	80%	78%	82.8%	76%	73%	89.7%	80%	77%
P7	87.9%	86%	86%	81.8%	82%	80%	75.8%	74%	74%	84.8%	78%	76%
Combined P1, 4 & 7 Average	92.4%	87.7%	86%	84.6%	83%	80%	82.6%	77.7%	75.3%	88.8%	82.3%	79.3%

St Patrick's 2018/19 v St Patrick's 3-year Average

Comparing St Patrick's 2018/19 P1, P4 and P7 data with the St Patrick's 3-year average data, shows a positive overall gain in Listening & Talking (+1.4%), Writing (+1.3%) and Numeracy (+0.1%), with a slight dip in Reading (-0.7%). Further interrogation of the data shows that the P4 stage has had the biggest gains compared with the P4 3-year average, whereas, P1 saw slight dips across all areas, and P7 saw dips in all areas of Literacy. Analysing this data shows that Reading is the area that requires most focus for improvement across all three stages, as there is a -0.7% dip, whereas all other areas show an increase in attainment across the three stages.

Session 2018/19 Achievement of a Level Compared with St Patrick's 3-year Average Data

St Patrick's 18/19 v St Patrick's 3-year average	Listening & Talking			Reading			Writing			Numeracy		
	St Patrick's 18/19	St Patrick's 3-year average	Difference	St Patrick's 18/19	St Patrick's 3-year average	Difference	St Patrick's 18/19	St Patrick's 3-year average	Difference	St Patrick's 18/19	St Patrick's 3-year average	Difference
P1	89.2%	91%	-1.8%	89.2%	90%	-0.8%	89.2%	90%	-0.8%	91.9%	93%	-1.1%

P4	100%	91%	+9%	82.8%	79%	+3.8%	82.8%	75%	+7.8%	89.7%	90%	-0.3%
P7	87.9%	91%	-3.1%	81.8%	87%	-5.2%	75.8%	79%	-3.2%	84.8%	83%	+1.8%
Combined P1, 4 & 7 Average	92.4%	91%	+1.4%	84.6%	85.3%	-0.7%	82.6%	81.3%	+1.3%	88.8%	88.7%	+0.1%

When planning for continuous improvement of attainment across the school, the most useful Achievement of a Level data to use is the St Patrick's 3-year average data. Given that we mostly outperform compared with local data and consistently outperform compared with national data, we will use the 3-year average data to plan for consistent improvement.

Whole School Context: Teacher Professional Judgements

To have a more meaningful understanding of the school's progress with raising attainment, and to assist effective improvement planning, it is essential to understand the data year on year for the whole school. This avoids basing plans for improvements on variations within cohorts at each stage.

Pupils on Track Across the School

For 4 years, attainment has increased across the whole school, with the exception of Numeracy in 2018-2019 (a slight dip of 2%). A direct comparison of 2019/20 whole school data with 2018/19 whole school data shows an increased number of children were on track across the school in all areas of literacy (2% increase in Listening & Talking, 5% increase in Reading, and 6% increase in Writing) and in Numeracy (5% increase).

Whole School - % of Pupils on Track				
	Listening & Talking	Reading	Writing	Numeracy
2017 – 231 pupils	87%	84%	73%	90%
2018 – 258 pupils	90%	85%	83%	90%
2019 – 256 pupils	93%	86%	84%	88%
Mar 2020 – 261 pupils	95%	91%	90%	93%

In Session 2019/20, across the school, **almost all** pupils were on track to attain nationally expected levels for their stage in Listening & Talking (95%), in Reading (91%) and in Numeracy (93%). Across the school, **most** of the pupils were on track to attain nationally expected levels for their stage in Writing (90%).

As well as considering the percentage of pupils on track, it is also useful to consider the number of pupils not on track across the school, creating a clearer picture of progress and improvement, leading to appropriate next steps.

Whole School - Number of Pupils Not on Track				
	Listening & Talking	Reading	Writing	Numeracy
2017 – 231 pupils	30	37	63	23
2018 – 258 pupils	27	39	45	25
2019 – 256 pupils	18	37	47	32
Mar 2020 – 261 pupils	13	23	25	19

The number of pupils not on track fell in all areas for year 2019/20 from 2018/19, indicating that support was targeted effectively.

Review of progress for August 2020 - June 2021

Priority 1: Planning for Social Distancing/Health and Safety

Strategies

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

Progress

1. Risk assessments completed and reviewed to ensure compliance with legislation and guidance.
2. Class bubbles maintained at all times to ensure risk of spread is mitigated. Adults limited to number of classes. Class sign-in sheets to assist with possible contact tracing. Procedures and routines adapted to take into account mitigations identified to reduce spread eg

<p>lunches in classrooms, segregated classroom zones, segregated playground zones, staggered breaks and lunches, changes to pick up points for parents, children's seating, toilets allocated to a specific class etc...</p> <ol style="list-style-type: none"> 3. All pupils following school procedures to mitigate risk of spread as much as possible. 4. Continuous reinforcement of all mitigations through a variety of sources eg letter, email, Twitter, pupil posters around grounds, use of Council posters etc... to ensure clarity and consistency of communication. 5. Risk assessments continually reviewed, updated and communicated to appropriate stakeholders in line with Scottish Government and Local Authority reviewed guidance.
<p>Impact</p> <ol style="list-style-type: none"> 1. Individual Risk Assessments for vulnerable staff ensured no staff experienced unnecessary risk. 2. Minimised risk of unnecessary contact in school to reduce likelihood of spread. Only 1 class in session 2020/21 had to self-isolate, along with relevant staff. 3. Increased absences as parents followed Scottish Government advice. 4. All staff had confidence in systems in place and adhered to mitigations. 5. All children and parents understood the systems in place and used them.
<p>Next Steps</p> <ul style="list-style-type: none"> • Continue to implement strategies identified in line with Scottish Government guidance and Local Authority Risk Assessment. • Continue to communicate clearly with all stakeholders.

<p>Priority 2: Planning for Health and Wellbeing on Return to School</p>
<p>Strategies</p> <ol style="list-style-type: none"> 1. Curriculum planning to focus on Wellbeing at the beginning of term. 2. Regular wellbeing check-ins with staff. 3. Liaison with other professionals to support pupils and staff who are experiencing bereavement, anxiety or trauma.
<p>Progress</p> <ol style="list-style-type: none"> 1. All classes had a focus on re-engaging with school at the beginning of term and then after period of Remote Learning (Term 3). PE outdoors prioritised. Outdoor learning opportunities optimised. Emphasis on positive social interactions between peers in classes and in playgrounds. Support Staff meetings focused on evaluating the role of Support Staff in supporting children in the playgrounds. Each class given 1 or 2 specific Support Staff as point of focus for daily support during intervals and lunch times. Staff training to support children's wellbeing focused on nurturing principles and re-engagement. 2. Staff meetings scheduled to take account of staff wellbeing. Staff H&WB Champion identified and support offered as necessary. 3. Information gathered through staff, pupil and parental surveys was taken into account in August for return. Authority information re Bereavement, Loss and Change was shared with staff. Staff supported by Educational Psychologist. SMT took account of increased social and emotional needs when timetabling support of additional staffing. Term 4 – additional staff employed through PEF to enhance offer of Support Staff ie after school clubs focused on activities at P5-P7 stages, and outdoor learning for P3-P4 stage. Active Schools supported upper school PE and Sports Leaders training. Barnardo's have increased their case load to support families with children's social and emotional needs. Teaching staff training on promoting positive relationships arranged for relevant staff to support children.

Impact

1. Children quickly re-engaged with being back at school. Staff were able to move towards assessing learning and begin recovery work sooner than expected.
2. Staff report feeling supported. High staff attendance at school.
3. Increased number of children and families being supported by Barnardo's.

Next Steps

- Continue to liaise with partners eg Barnardo's, CLD and Active Schools to provide specific support for children and families who would benefit most.
- Continue to access training to improve in-school practice, provision and support.
- Focus on developing curriculum to support more application of skills in relevant contexts.

Priority 3: Planning for Equity Issues/Strategies for Closing the Gap**Strategies**

1. High quality learning and teaching experiences.
2. Targeted support for pupils with any disadvantage eg lack of engagement, barriers, gaps in learning.
3. Upskill parents to ensure blended learning is effective.
4. Improved IT access for disadvantaged pupils to ensure equity.

Progress

1. A focus on high quality first learning and teaching when timetabling support ie in-class support. Staff engagement with AC CMOs to refresh or develop high quality first learning and teaching.
2. All children with gaps identified and intensive support planned to address targeted areas of need. Additional staffing used to enhance this provision eg Class Teachers given additional time with smaller groups of children to intensify support. Additional Support Staff funded through PEF to respond to children's feedback that they missed being with their friends and playing outside doing things they used to eg playing.
3. CLD continuously engaged with parents to assist with remote learning needs eg ICT, training needs, support needs. SMT and Class Teachers closely monitored children's engagement during Remote Learning. Learning was revised during second period of closure to reflect parental views gathered through survey ie bespoke paper packs were made available weekly for every class. Regular check-ins with parents ie SMT phoning parents as often as required to identify and address any barriers.
4. Audit conducted to identify families without appropriate access to IT.

Impact

1. Despite school closure for more than a Term in 2020 and Remote Learning in Term 3 of 2021, Achievement of a Level data at P1, P4 and P7 shows that, compared with 2018/19 data, attainment has increased by 1.2% in Listening & Talking, and although it has decreased in the other areas, not by the amount feared (by 3% in Reading, 0.2% in Writing and 6.4% in Numeracy).
2. Forecasted decrease in attainment across P1,P4 and P7 Achievement of a Level Data in Reading and Numeracy, as identified through TPJs in Aug/Sep 2020, has been reduced (18% improvement in Reading and 13.9% improvement in Numeracy) suggesting targeted interventions have been successful. A gap of 1.5% exists in Writing, which means more support in this area will be required to close the

gap created by school closures in 2020.

3. Families who had an established link with CLD have maintained that link, however, we have missed out on forging new relationships because of inability to hold in-person meetings. Over the 9-week period of Remote Learning, over 80% of our pupils were engaged with online learning (81.22%), and over half of our children used our paper learning packs to engage with Remote Learning (56.56%).
4. We provided devices and internet access to 18 families. We were supported by Creative Inverclyde, Stepwell, Barnardo's and CLD. We were also supported by staff members who had spare devices, and we had donations of 2 laptops from the grandparents of a pupil who wished to contribute to supporting pupils during Remote Learning.

Next Steps

- Continue to support pupils whose learning was adversely impacted by school closures.
- Continue to liaise with Local Authority and partners to improve digital equity.

Priority 4: Planning for Continuity of Learning

Strategies

1. Ensure Pupil Voice is captured, heard and informs practice.
2. Curriculum focused on high quality learning and teaching experiences in H&WB, Literacy and Numeracy.
3. Upskill parents to ensure blended learning is effective.

Progress

1. Pupil survey for P1-P3 pupils and P4-P7 pupils. Senior pupils engaged in Learning Conversations with SMT eg Walk About, Talk About.
2. Reduction of curriculum content to Literacy, Numeracy, H&WB, RE and IDL to allow teachers time to focus on core learning.
3. See Priority 3.

Impact

1. Priority was on seeing friends, playing together and being together. 2 new members of Support Staff were employed in Term 4 to provide opportunities for greater play during intervals and lunch time, as well as to provide after school clubs focused on physical activity and outdoor learning. Additional teaching staff were continually reorganised to respond to need eg to ensure that Class Teachers had increased time with small groups of their classes to target learning on a rotational basis. Pupils working with non-Class Teachers had time with additional teaching staff for small group STEM activities and outdoor learning.
2. Progress Meetings between teaching staff and SMT identified core learning and teaching. Gaps identified in Aug/Sep 2020 were reduced by June 2021 (see Priority 3, Impact point 2 for details).

Next Steps

- Increased opportunities for pupil voice to be greater part of school's self-evaluation. Use HGIOurS?
- Ensure lessons learned in 2020/21 impact planning for supporting children's learning in 2021/22 eg quality first learning and teaching, revised timetabling to target identified learning needs/gaps in learning, and to promote learning outdoors.

National priority: How are we ensuring Excellence and Equity?

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

The closure of schools over the last year (March to June 2020 and January to February/March 2021) has been the greatest barrier to learning for pupils across the whole school. Although we were pleased with engagement in Remote Learning, both digital and paper-based, we had on average 8% non-engagement despite every effort by the school to address this.

Another barrier to learning evident in the school is attendance. Attendance in St Patrick's has been stagnant or slightly declining over the last few years. In session 2018/19 St Patrick's attendance was 93.9%. This constitutes a dip of 0.7% from the previous year, and brings St Patrick's slightly behind the local average (by 0.3%) and the national average (by 0.6%). Attendance of pupils from SIMD 1&2 decreased by 0.3%, whereas attendance of pupils from SIMD 3-10 decreased by 1.4%, suggesting that the decrease in attendance may not be wholly contributable to the poverty-related attainment gap. Deeper analysis of data indicated a significant reduction in attendance in the weeks directly preceding a school holiday (a 2.3% decrease before October week, a 1.6% decrease before Christmas holiday, a 3.5% decrease before Easter holiday, and a 12% decrease before summer holiday). We work with our partner agencies to support families where attendance is an issue. In session 2019/20, up to February 2020, St Patrick's attendance had decreased by 0.1% on the year before. It is likely that covid-19 will have exacerbated absence rates in Session 2020/21 and this is monitored closely by SMT. Bespoke strategies are in place to counteract unnecessary absence, in line with Inverclyde's Attendance Policy.

The number of children in the school who are living in areas defined as SIMD 1&2 has increased by almost 4% since 2017. The number of children in the school who are entitled to free school meals (FME) has increased by 17% since 2017.

There have been no pupil exclusions in St Patrick's since 2015/16. This is reflective of the commitment of staff to inclusive practices, the nurturing ethos within the school, the ongoing professional development opportunities and the management of resources to promote positive relationships.

Comparing Attainment of Children Living in SIMD 1&2 with SIMD 3-10

In 2018/19 the number of pupils living in areas defined as SIMD 1&2 increased to almost three-fifths (57.4%) compared with only 4.7% of pupils who live in areas defined as SIMD 9&10. In Session 2019/20, just over 56% of our children were living in areas defined as SIMD 1&2, compared with only 3.8% of children living in SIMD 9&10. Therefore, in St Patrick's it is more effective to compare the attainment data of children living in areas defined as SIMD 1&2 with children living in areas defined as SIMD 3-10 to allow us to more deeply understand any poverty-related attainment gap that exists.

SIMD 1&2 Pupils - % of Pupils on Track				
	Listening & Talking	Reading	Writing	Numeracy
2017 – 122 pupils	81%	81%	71%	88%
2018 – 136 pupils	85%	82%	81%	88%
2019 – 147 pupils	89%	82%	81%	84%
Mar 2020 –153 pupils	92%	88%	88%	90%

SIMD 1&2 Pupils - Number of Pupils Not on Track				
	Listening & Talking	Reading	Writing	Numeracy
2017 – 122 pupils	23	23	35	15
2018 – 136 pupils	21	24	26	17
2019 – 147 pupils	26	28	28	24
Mar 2020 –153 pupils	12	18	18	15

In Session 2019/20, **almost all** of the children in SIMD 1&2 were on track in Listening & Talking (92%), and **most** children were on track in Reading (88%), Writing (88%) and in Numeracy (90%). In St Patrick's, it is not possible to compare children from the most and least deprived areas, given the difference in number between SIMD 1&2 and SIMD 9&10. A more effective comparison can be made between the attainment of children from SIMD 1&2 and children from SIMD 3-10, as this is more statistically reliable, but it should be kept in mind that the SIMD 1&2 figure increased in 19/20 and was closer to three-fifths of the school roll. The gap in attainment between children from SIMD 1&2 and SIMD 3-10, across the school in 19/20 was: 7% in Listening & Talking; 7% in Reading; 6% in Writing and 6% in Numeracy. However, there is an increase in the number of children on track from SIMD 1&2, compared with 2018/19 in all areas: an improvement of 3% in Listening & Talking; an improvement of 6% in Reading; an improvement of 7% in Writing; and, an improvement of 6% in Numeracy. This is

indicative that the interventions and supports in place are being correctly targeted, although there is still work to be done to close the poverty-related attainment gap in terms of SIMD.

Attainment of Children who have Free Meal Entitlement

In 2018/19 the number of pupils entitled to free school meals (FME) increased to almost a quarter of the school (24.2%). In Session 2019/20, this rose to 30%. From 2017 to 2021, there has been an increase in FME of 16.5%.

In Session 2019/20, we had 78 pupils entitled to free school meals (30% of our school roll). Amongst this group, attainment was 91% in Listening & Talking, 81% in Reading, 82% in Writing and 85% in Numeracy. It is not feasible to compare the data of children with FME to children who are non-FME as it is not statistically reliable ie comparing three-tenths to seven-tenths is not an accurate comparison. However, compared with the attainment of children entitled to free school meals in 2018/19, there has been an improvement in attainment in every area: 6% in Listening & Talking; 8% in Reading; 14% in Writing and 8% in Numeracy. This improvement is despite an increase in the number of children entitled to free school meals. Again, this data indicates that the interventions and supports in place are being targeted correctly to assist in the reduction of the poverty-related attainment gap.

FME Pupils - % of Pupils on Track				
	Listening & Talking	Reading	Writing	Numeracy
2017 – 50 pupils	78%	72%	62%	78%
2018 – 54 pupils	78%	65%	63%	72%
2019 – 62 pupils	85%	73%	68%	77%
Mar 2020 – 78 pupils	91%	81%	82%	85%

FME Pupils - Number of Pupils Not on Track				
	Listening & Talking	Reading	Writing	Numeracy
2017 – 50 pupils	11	14	19	11
2018 – 54 pupils	13	19	20	15
2019 – 62 pupils	9	17	20	14
Mar 2020 – 78 pupils	7	15	14	12

Summary

It is encouraging to see that very good levels of attainment were maintained across the school and across all areas. The reduction in the number of children who were not on track across the school and across the learning areas is also encouraging. Reading and Writing will continue to be a focus for our school improvement agenda, as these areas across the school, and in terms of both SIMD 1&2 and FME measures, have the lowest attainment. It is essential that we continue to use our data to track the progress and attainment of our pupils to ensure that the planned interventions and targeted support are having the maximum benefit.

How PEF funding has been used

In sessions 2018/19 and 2019/20, the strategy for PEF was two-fold; short-term gains and long-term improvements. The PEF budget was used to support short-term, necessary, targeted interventions, as well as to fund opportunities for enhancing practice across the school leading to sustainable improvements in practice. Additional staffing (both teaching and non-teaching staff), additional training to enhance quality first learning and teaching, training to support staff in ensuring that targeted interventions were as effective as possible and to purchase any resources necessary to enhance the provision.

2018/19 and 2019/20

- Additional teaching staffing to facilitate support for children who are most disadvantaged and working below the expected levels in Literacy and Numeracy from P4-P7.
- Additional support staffing to support teaching staff to provide effective support for pupils who are most disadvantaged and not attaining the expected levels in Literacy or Numeracy.
- In-service training for teachers as across the school we developed Visible Learning. Focus on a whole school approach to enhancing

the quality of learning and teaching for all children, including targeted children.

- In-service training for all teachers on how to improve the teaching of reading across the whole school.
- Post of EYECO to support learning in P1 and raise attainment of pupils in P1 who live in SIMD 1&2 and who are FME.

The PEF budget was reduced in session 2019/20 by £7,200. The post of EYECO was not carried forward into 2019/20 as it was not cost-effective.

Impact

This two-pronged approach of enhancing targeted support to those who need it, whilst improving the overall practice across the school has had a positive impact on attainment across all learners, as well as for children living in the most deprived areas and those entitled to free school meals.

Improvements in Attainment				
2019/20 Data Compared with 2018/2019 Data				
	Listening & Talking	Reading	Writing	Numeracy
Whole School	+2%	+5%	+6%	+5%
SIMD 1&2	+3%	+6%	+7%	+6%
FME	+6%	+8%	+14%	+8%

Across the school attainment has improved in all areas. The gains in improvement were greater for children living in areas SIMD 1&2. The gains in improvement were greatest for children who were FME. This is reassuring and will assist with future planning for use of PEF budget to continue to support children who are most disadvantaged through appropriate targeted intervention, whilst raising attainment for all through enhanced quality learning and teaching.

Proposed Spending of PEF 2020-2021	Timescale	Details of spend	How will improvement be evidenced?
Additional teaching staffing to facilitate support for children who are most disadvantaged and working below the expected levels in Literacy and Numeracy.	Dates and duration are dependent on model for returning to school.	1.4 = £71,727	<ul style="list-style-type: none"> Professional dialogue with teachers and other adults providing support. Direct observation of pupils during classroom observations. Reviewing/sampling children's work. Analysis of standardised assessment data. Ongoing tracking and monitoring of children's progress with focus on children with FME and SIMD 1 & 2. Ongoing tracking and monitoring of targeted children's progress through CfE levels. Ongoing tracking and monitoring of overall school attainment in comparison to targeted groups (SIMD 1&2 and FME) and in relation to progress. Feedback from pupils about their learning. Analysis of attainment progress of children targeted through Attainment Challenge teaching staff (P1 and P2).
Additional resources to support active and CPA learning, individually in class or at home as part of blended learning approach.	August 2020-June 2021	£6,985	
Total		£78,712	

Key priorities for improvement planning 2021/22

What is our Capacity for Continuous Improvement?

We consider we have very good capacity to improve:

- Our teaching and support staff have high expectations for our pupils and are committed to professional learning and development.
- Teaching staff engage in Professional Review and Development meetings with a clear focus on our School Improvement Plan, and to address any particular areas of personal growth identified through self-evaluation.
- Support Staff engage in an annual Appraisal process which focuses on improving outcomes and experiences for our pupils.
- We are wholly committed to the principles of closing the poverty-related attainment gap, raising attainment for all and Getting it Right for Every Child.
- We know our children very well and enjoy positive relationships with our families.
- We ensure that all stakeholders are consulted on the work of the school and the improvement agenda.
- We analyse a wide range of data in order to identify current strengths and emerging issues, and to ensure appropriate challenge and support for our pupils.

- A range of data is used to identify strengths and areas for support within our classes.
- Continue to have a sharp focus on children's progress, identify any gaps in pupil learning and target support appropriately.
- We work closely with our partner agencies to provide appropriate support for our children and families and will continue to evaluate this and respond based on need.
- Our quality assurance processes will have a more structured focus on using evidence gathered through self-evaluation to improve outcomes and experiences for our learners.
- We will ensure our pupils are more involved in self-evaluation for self-improvement through the introduction of HGIOurS?
- Create a Curriculum Rationale which incorporates Play Pedagogy.
- Head Teacher to take on role of Recovery Associate to enhance practice in self-evaluation, planning and implementation of improvements.

NIF Quality Indicators

Quality Indicator	School Self Evaluation	Key priorities for session 2021/22
1.3 Leadership of change	Very Good	<ul style="list-style-type: none"> • Acting Principal Teacher to take on a coaching and modelling element with Class Teachers to effectively support lower attaining children through quality first learning and teaching. • Draw on the professional development of the 3 teachers who have completed Improving Our Classrooms. • 2 more teachers have applied to participate in Improving Our Classrooms.
2.3 Learning, teaching and assessment	Good	<ul style="list-style-type: none"> • Continue to focus on developing high quality first learning and teaching. • Develop Play Pedagogy.
3.1 Ensuring wellbeing, equity and inclusion	Good	<ul style="list-style-type: none"> • Work with parents and partners to increase attendance. • Cyber Resilience and Internet Safety. • Develop Pupil Voice – use HGIOurS? Theme 1 – Our Relationships • Laudato Si. • Promoting Positive Relationships – refresh to achieve a more consistent approach across the school.

3.2 Raising attainment and achievement	Very Good	<ul style="list-style-type: none"> • Continue to have a sharp focus on children's progress.
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Key Achievements of the School

We are proud of the achievements of our pupils and school community, particularly as we have had to adapt to doing things very differently to mitigate the risks of covid-19. Our children, staff, parents and partners have responded very well. We have had only one class having to self-isolate.

- All of our classes recorded a Christmas performance to be viewed by their families digitally.
- During Remote Learning, we adapted our offer to take into account feedback from parents that paper learning packs would be better for some families, even those with digital and internet access. We had, on average, over 80% of pupils engaged with online learning in some form (81.22%). We had, on average, 56.6% of pupils collecting a Class Paper Learning Pack weekly. Staff completely upskilled themselves to use digital technology to enhance the learning experiences of children during Remote Learning. Sharing of good practice through collaborative working between our own school staff, and then with our Cluster schools, allowed a consistent approach to the Remote Learning offer across our school.
- We celebrated the Sacraments of Baptism with 6 of our P4 children and their families successfully in Church. We celebrated the Sacrament of Penance and Reconciliation successfully with our P4 pupils in school. We celebrated the Sacrament of First Holy Eucharist with our P4 pupils and their families successfully in Church. We celebrated the Sacrament of Confirmation with our P7 pupils and their families successfully in Church.
- We were able to adapt our partnership working with Fr Gerry to ensure that Holy Mass was still able to be celebrated despite covid-19 mitigations. The Parish of St Patrick's remained committed to supporting the school throughout the year.
- Our Parent Council moved to virtual meetings and attendance stayed in line with in-person meetings, ensuring that our strong partnership working continued.
- Our partner agencies continued to support families and children through adapting delivery in line with covid-19 mitigations; Educational Psychologist, Barnardo's, CLD and Active Schools.
- We were able to employ additional Support Staff to meet the requests of senior pupils to have more opportunities to be together and active outside. This was available to all pupils from P3-P7.
- Successful transition events to NDHS and St Columba's for our P7 pupils, and for our soon-to-be P1s from our Early Years' establishments to help prepare the children for the next step in their education journey.
- Alternative Sports Day for all classes were very successful and were planned in conjunction with children.
- P7 Leavers' Mass of Thanksgiving and Leavers' Celebrations took account of children's requests and were successful despite the

necessary adjustments to comply with covid-19 mitigations.

- Feedback from our parents/carers about Remote Learning was very positive.
- Despite covid-19 our school community still managed to raise funds for charity, including Mary's Meals and SCIAF.