

**ST JOHN OGILVIE PRIMARY**



**STANDARDS AND QUALITY REPORT**

**June 2023**

This report will inform you of the school’s progress and achievements in the last session and let you know about our plans for 2023-2024.

I hope that you find it helpful and informative.

Pauline McCulloch

Head Teacher

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| **OUR SCHOOL** |
| St John Ogilvie Primary is a denominational, open plan school which opened in January 1984. Our wide catchment area includes Bourtreehill, Girdle Toll, Broomlands, Lawthorn, Montgomerie Park, Springside, Perceton and Dreghorn. The present school roll is 172 pupils.  We are proud of our relationships with children, parents / carers and families as well as our links with the local community. We hope that you find our school to be a positive, caring place where your child can reach their full potential.  We aspire to provide a happy, safe, challenging, motivational and supportive environment, wherein quality teaching and learning takes place, to ensure that everyone has the opportunity to flourish as an individual, work as part of a team and achieve their potential within a nurturing environment. |

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| **OUR VISION, VALUES AND AIMS** |
| **OUR VISION**  To work together, help and support each other to be the best we can be  and reach our full potential.    **OUR VALUES**  Inclusion Equality Respect Honesty Trust  Responsibility Nurture    **OUR AIMS**   1. To create a safe, healthy and welcoming school ensuring our children feel happy, valued and secure. 2. To support pupils and families educationally, emotionally and socially. 3. To provide a wide variety of opportunities through high quality learning and teaching experiences. 4. To provide a sound Catholic education within a Christian environment. 5. To encourage our children to be independent and take responsibility for their own learning. 6. To equip our children with the knowledge and skills to make healthy choices now and in the future. |

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| **ATTAINMENT & ACHIEVEMENT** |
| Throughout the year we gather lots of information on how our children are progressing in their learning. To monitor their progress we watch children working through tasks, listen to what they say, ask important questions, set challenges and use some standardised assessments. We look carefully at Curriculum for Excellence Experiences and Outcomes as well as Benchmarks to ensure children are making progress.    North Ayrshire Council also ask us to summarise our children’s progress in reading, writing, talking and listening as well as numeracy and maths. They ask us to look particularly at children who have achieved Early, First and Second Levels at the end of P1, P4 and P7 respectively. We are proud of how well our children are progressing.    Key highlights at each stage from this session include:   |  |  | | --- | --- | | **CLASS** | **ACHIEVEMENTS** | | **P1** | * Most pupils achieved Early Level in reading, talking and listening and maths. * Majority of pupils achieved Early Level in writing. | | **P2** | * All pupils are working within First Level in writing. * Almost all are working within First Level in talking and listening and maths. * Most pupils are working within First Level in reading. | | **P3** | * All pupils working within First Level in writing, talking and listening and maths. * Almost all pupils are working within First Level in reading. | | **P4** | * Most pupils achieved First Level in talking and listening and maths. * Majority of pupils achieved First Level in reading and writing. | | **P5** | * Almost all pupils are working within Second Level in talking and listening. * Most pupils are working within Second Level in reading, writing and maths. | | **P6** | * All pupils working within Second Level in reading, talking and listening & maths * Majority of pupils are working within Second Level in writing. | | **P7** | * Most pupils achieved Second Level in reading and talking and listening. * Majority of pupils achieved Second Level in writing and maths. |   **Language used in Target Setting:**  **Almost all (Over 90%)**  **Most (75 - 90%)**  **Majority (50 - 74%)**  **Less than half (15 - 49%)**  **Few (Up to 15%)**  **Attendance**  Our overall attendance this session is 89.53% which is slightly higher than other schools in Quartiles 1/2 (88.62%) but slightly lower than the overall North Ayrshire average (91.21%). |

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| **WIDER ACHIEVEMENT** |
| **ACHIEVEMENTS**   * P6 pupils entered ‘If You Were an Engineer What Would You Do?’ Competition run by Primary Engineer South West section. One of our P6 pupils won the overall P6 category for all schools in the South West section and participated in the Award Ceremony held at Prestwick Airport. * P5 participated in promoted languages across literacy and created a ‘Language Sandwich’ book. This French book is the second published book by our school using this method. * P5 pupil won the GSK Irvine competition to design a new logo for their 50th anniversary. * P6 pupil won the GSK Irvine competition to name one of their new wind turbines. * P7 pupils participated in Irvine Seagate Rotary Quiz and achieved second place. * P7 pupil, P6 pupil and a P4 pupil represented our school in the Ayrshire School Swimming Competition with our P7 pupil winning gold in the backstroke event. * Our school community voted in the Shaping North Ayrshire Community Grant. We were awarded £1000 to purchase outdoor furniture as selected by our pupils.   **LEADERSHIP SKILLS PROMOTED & DEVELOPED**   * All pupils developed their literacy, mentoring and leadership skills this session by having a Reading Buddy from another class and participating in Reading Circles. * P7 provided lunchtime clubs for P1 – P5 pupils which included football, art/craft and drama. One P7 pupil took a Wellbeing Club during Community Time for P4 - P6 pupils. * Stephen Fraser, Active Schools Co-ordinator trained our P6 pupils in Leadership skills. These skills were transferred to their buddying role with our Early Years children. * P5 organised World Book Day which involved specific activities for the whole school. * P7 developed leadership and teamwork skills during a residential trip to Inverclyde. * P7 House Captains developed confidence, self-esteem and leadership skills throughout the session. They helped to effectively carry forward areas for improvement identified by our pupils. * P7 pupils developed their enterprising skills by working together in pairs/small groups to provide stalls during our Summer Fayre. * P6 and P7 pupils worked together to organise a World of Work Day. This involved inviting various local businesses to answer questions created by our pupils. Businesses included Ardagh Engineers, NHS nurses, GSK apprentices, Fire Fighter, Social Worker, CEO of Compass Child and Family Services and Wedding Planner.   **COST OF THE SCHOOL DAY**   * We help to reduce the cost of the school day by developing our uniform recycling project which is available to all our parents/carers, providing all school resources for pupils and issuing pupils with iPads/Chromebooks for homework. * Anne Sommerville, Early Years Practitioner was responsible for developing our popular Donation Station and Foodbank. Anne was interviewed by West FM and BBC Radio Scotland as well as being filmed by Corporate Communications.   **PARTNERSHIPS**   * A group of 10 pupils in P5 attended GSK Irvine site along with pupils from other Irvine schools. They participated in science activities and learned about the work undertaken at GSK Irvine. * Carol Young, Family Learning Worker organised and led various after school clubs for all children and their parents/carers which included a Summer Club, Gardening Club, Homework Club and Christmas Crafts Club. Positive feedback given by all parents / carers who attended. Carol organised and in partnership with our P2 and P3 teachers distributed our READ WRITE COUNT bags to each class. * P5, P6 and P7 were involved in an intergenerational project with NAC Libraries and local care homes. Parcels were created by pupils containing a gift and a letter from our pupils to improve the wellbeing of local residents. Pupils in turn received some letters from the residents. * Our whole school SCIAF WEE BOX Lenten Alms appeal raised £170.96 for the charity. This money was used to support families in poorer countries living in poverty. * Links established with Care for Your Community Group (CR4URCG) who kindly donated Argos vouchers and food parcels at Christmas. They also provided a free Breakfast Club for all our pupils as well as parents / carers two mornings each week in St John Ogilvie Church Hall. * Through our Active Schools, we supported three students with their Leadership Courses. They provided four after school clubs for P1, P2, P3 and P6 pupils which developed sporting skills. * Our application to participate in the TESCO Community Grant local store vote was successful and will be put to vote in July 2023. Fingers crossed that we are successful! |

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| **HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR ESTABLISHMENT?** |
| The School Improvement Plan is a document which sets out the activities undertaken during the session. When writing this document we take into account a number of factors:   * National priorities and directives, as set by the Scottish Government. * Local priorities and directives, as set by North Ayrshire Council. * The development needs of our own school.   **SCHOOL IMPROVEMENT PLAN PRIORITIES 2022/2023**  **PRIORITY 1**  ***We will raise attainment in Literacy and Numeracy***   * The development of Reading Circles and Reading Buddies has had a positive impact on progress and attainment in reading and also listening and talking at all stages. Positive feedback from pupils and staff. * Whole school focus on Oracy with input from Professional Learning Academy was extremely effective and helped to raise attainment in talking and listening at all stages. * PM writing resource was purchased last session and fully implemented at all stages this session. This ensured a progressive approach throughout the school and helped to raise attainment in writing at most stages. * Input for individual / small groups from Pupil Support Teacher at P1-P3 stages ensured early intervention with a strong focus on developing literacy skills.   **PRIORITY 2**  ***We will maximise pupil voice and participation as well as parent/carer involvement***   * Pupil Focus Groups at P4-P7 stages discussed literacy, numeracy and homework. Pupils discussed what was working well and what we needed to do to improve. * ‘You Said, We Did’ display was developed this year to highlight areas pupils were responsible in developing. * ‘Flying High at SJO’ display was introduced this year to highlight progress in literacy, numeracy and health and wellbeing in a way that children could understand using photographs and quotes from pupils. This linked directly with priorities in our School Improvement Plan that we wanted to develop this session. * Literacy and numeracy homework reviewed in consultation with pupils, parents/carers and staff. Parents/carers views sought on draft Homework Policy in May 2023. Updated Homework Policy will be implemented next session.   **PRIORITY 3**  ***We will prioritise and promote the positive health and wellbeing of children,***  ***parents/carers and staff.***   * PASS (Pupil Attitudes to Self and School) diagnostic assessment used with P4-P7 pupils to measure their attitudes to school, learning and success. This helps teachers to support effective planning, implementation and evaluation of interventions for individuals and small groups. * Zones of Regulation introduced this session at all stages to help children regulate their emotions when feeling overwhelmed, upset or frustrated. This will continue to be developed next session throughout the school. * Specific P6 pupils benefited from counselling sessions this year with a focus on developing their health and wellbeing. * Specific P4-P7 pupils received individual support on a weekly basis from our Area Inclusion Worker with a focus on developing confidence and self-esteem. * We support our parents/carers by signposting them towards various agencies whenever they require advice or support. Open door policy in place. * We continue to have strong partnerships with various agencies in order to support the wellbeing of our pupils e.g. Educational Psychologist, School Nurse, Visual Impairment Teacher, Counsellor, Area Inclusion Worker, Children 1st, Barnardos, St Bridget’s Education Support Resource, Hayocks Education Support Resource, Dreghorn Supported Learning.   **PRIORITY 4**  ***We will ensure that robust moderation of learning, teaching and assessment is in***  ***place at all stages.***   * Two nominated Moderation Leads attended moderation meetings and led moderation discussions in our school. Staff would like to focus on moderation of descriptive writing. Moderation Leads will plan and deliver these sessions which will be delivered early next school session. * Teachers moderated together to incorporate PM Writing into our existing Writing Planners to ensure progression and depth at all stages.   These priorities are consistently reviewed and evaluated by school staff and the Senior Management Team. We focus on evidence based evaluations and use these to inform our next steps with children also feeding into our evaluations. At authority level we are supported and evaluated by Alison Allan who is our Senior Manager. |

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| **QUALITY INDICATORS** | |
| **SELF – EVALUATION**  Throughout the year we regularly self-evaluate our practice and focus on specific Quality Indicators as highlighted below with how we felt we would grade ourselves. We also identify next steps in each area which are included in our school priorities for the following session. | |
| **QI 1.3 Leadership of Change** | **Evaluation: Good** |
| * We are committed to ensuring that we achieve the highest possible standard and success for all our pupils. All staff have consistently high expectations of all pupils. Our school community works well together to turn our shared vision into a sustainable reality. * We are clear on the schools strengths and areas for development based on a range of evidence. This is used to create a clear rationale for future improvements. | |
| **QI 2.3 Learning, Teaching & Assessment** | **Evaluation: Good** |
| * Digital technologies are used at all stages to enhance learning experiences particularly in literacy and numeracy.Laptops are effectively timetabled to support teaching and learning. Nessy accessed daily for those learners that require support with reading and spelling. Children are developing skills for lifelong learning e.g. keyboard skills, Microsoft office applications and apple office applications, Glow, research skills, communication skills via emails, coding, etc. Increased motivation and enthusiasm for literacy and numeracy using laptops / iPads. Raised attainment in reading for majority of pupils evidenced via Nessy progress reports. * Oracy focus this session has been effectively used to develop questioning / answering skills and good talking and listening skills to support understanding throughout the school. This is becoming embedded at all stages and in all curricular areas. * All teachers strive to ensure that explanations are clear and appropriate at each level and for each individual child. All teachers vary explanations and instructions to suit the needs of all pupils in their class. * All staff share learning intentions and success criteria using language relevant to the pupils’ age and ability across all areas of the curriculum. * Peer and self-assessment permeates throughout the curriculum at all stages. This encourages children to take ownership of their own learning, responsibility for identifying their next steps and celebrate achieving success criteria. | |
| **QI 3.1 Ensuring Wellbeing, Equality & Inclusion** | **Evaluation: Very Good** |
| * Relationships across our school community are positive and supportive, founded on a climate of mutual respect with a strong sense of community, shared values and high expectations. All staff are sensitive and responsive to the wellbeing of each individual child. Our children feel valued and listened to. We consider each child as an individual with his/her own needs and rights. We challenge racism and religious intolerance. * A nurturing and inclusive ethos permeates all classroom environments. Calm Corners are used effectively. All staff utilise a restorative approach with children. Class systems in place to encourage positive behaviour within an inclusive environment. All Class Teachers speak to children during Community Time in a restorative manner to encourage positive behaviour. * P4-P7 children who attend afternoon nurture sessions created regulation tool kits for these senior classes. Nurture staff run a P4 lunchtime club to support communication and social skills. High uptake of children attending. Positive feedback from these pupils. * We are utilising our outdoor spaces more effectively to promote positive relationships and wellbeing. | |
| **QI 3.2 Raising Attainment & Achievement** | **Evaluation: Good** |
| ***Reading***   * Increased motivation and enthusiasm for reading with improved progress at all stages. Raised attainment in reading for majority of our pupils. * All children are benchmarked at least once each session to ensure they are reading at an appropriate level. More able readers suitably challenged. * Reading Circles and Reading Buddies at all stages are helping to develop reading skills, promote higher order thinking, develop listening and talking and also help our pupils to transfer their learning into other contexts.   ***Writing***   * Updated Writing Planners include PM Writing Resource and benchmarks which displays clear progression in writing. * Targeted pupils receive quality writing support from Pupil Support Teacher (P1-P3) and Attainment Teacher (P4-P7) to ensure progress at their own level and to help raise attainment.   ***Talking & Listening***   * Staff from the Professional Learning Academy (PLA) supported all classes with an 8 week Oracy intervention. This helped to develop oracy best practice across the school with full year support to embed approaches. * Staff and pupils have increased skills, knowledge and understanding of key strategies at all stages to support learning in reading, writing, listening and talking as a result of clear and consistent learning experiences.   ***Numeracy & Mathematics***   * All Classroom Assistants received training from the PLA in ‘Making Maths Meaningful’ which helped them to offer effective support to pupils. Two Classroom Assistants supported a small group of P3 and P5 pupils in numeracy resulting in individual progress. * P5 and P6 classes worked collaboratively to develop numeracy indoors and also outdoors. * Staff reviewed the PLA Second Level Numeracy Planners and adapted our own school planners to ensure that all benchmarks were being met at this level. | |

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| **PUPIL EQUITY FUNDING** |
| |  |  |  |  | | --- | --- | --- | --- | | **PRIORITY** | **RESOURCES PURCHASED** | **IMPACT** | **AMOUNT SPENT** | | 1. To raise attainment in literacy and numeracy. | NESSY software to enhance spelling and reading at P3 - P7 stages for identified pupils.  Rising Stars (eBooks) to develop and enhance reading skills.  Sumdog to develop spelling and numeracy skills.  Various resources purchased to support:  *Numeracy / Literacy /*  *Science /Nurture /Outdoor/*  *Digital Licences /Computer equipment*  Purchase of all GL Assessments.  Teacher 0.3 to focus on writing with P4-P7 pupils.  Targeted CA support to develop literacy and numeracy skills. | Most pupils made significant progress in reading and spelling. Improvement in reading and writing independently.  Access to eBooks supplemented our core readers and allowed pupils to access modern books. Teachers were able to assign appropriate level of books to individuals, groups and during whole class lessons. Teachers used eBooks Quiz at the end of each book to monitor comprehension skills of each pupil.  P1-P7 improved confidence in recalling maths facts and problem solving. P1 – P7 improved skills for encoding various words.  New resources purchased via PEF helped to enhance teaching and learning experiences. Alternative resources are used to provide support to pupils and meet individual needs e.g. nurture resources and bereavement box.  Data analysis allows teachers to identify strengths and next steps for class or individual teaching. Screener identifies pupils who require further assessment regarding dyslexia / dyscalculia.  Children not on track were given intense support to assist progression and attainment at their level.  Targeted support for individuals/groups at P2, P4, and P6 stages in literacy, numeracy and HWB. | £400  £742  £890  £3,803  £1,400  £17,866  £24,423 | | 2. Active participation | Buddy and picnic benches in playground.  Transport to visit local industries / businesses. | Having this seating zone provided diversity in the playground landscape. We now have a zone for pupils who prefer not to engage with physical activity such as sports. This gives pupils a choice of activity during breaks. It is also an area where staff/pupils can monitor and support children who are looking for a buddy.  By using this fund to pay for transport to events we helped reduce the cost of the school day for parents/carers. We provided a variety of experiences for our pupils to enhance their learning experiences. | £550  £1,625 | | 3. Health and Wellbeing | Resources to fund Family Learning Team projects.  School responsible for paying 30%: for our Nurture Teacher and Nurture Assistant | The Family Learning Worker provided after school clubs for all pupils and their families - Summer Club, Gardening, Homework and Christmas Crafts. She also organised Read, Write, Count events for P2 and P3 pupils and their families. Feedback extremely positive.  This intervention allowed our pupils to develop vital social skills, to develop confidence and self-respect, and to take pride in positive behaviour and achievements. | £60  £8,708  £5,652 | |

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| **IMPROVEMENT PLAN PRIORITIES 2023-2024** |
| **SCHOOL IMPROVEMENT PLAN PRIORITIES**  **2023/2024**  **PRIORITY 1**   * We will raise attainment in Literacy and Numeracy.   **PRIORITY 2**   * We will maximise pupil voice and participation as well as parent/carer involvement and engagement.   **PRIORITY 3**   * We will prioritise and promote the positive health and wellbeing of children, parents/carers and staff.   **PRIORITY 4**   * We will ensure that robust moderation of learning, teaching and assessment is in place at all stages with a focus on writing.   **PRIORITY 5**   * We will enrich the quality of learning experiences both indoors and outdoors for all early years’ children. |