

**ST JOHN OGILVIE PRIMARY**



**STANDARDS AND QUALITY REPORT**

**June 2024**

This report will inform you of the school’s progress and achievements in the last session and let you know about our plans for 2024-2025.

I hope that you find it helpful and informative.

Pauline McCulloch

Pauline McCulloch, Head Teacher

|  |
| --- |
| **OUR SCHOOL** |
| St John Ogilvie Primary is a denominational, open plan school which opened in January 1984. We are part of the St Matthew’s Academy Cluster. Our wide catchment area includes Bourtreehill, Girdle Toll, Broomlands, Lawthorn, Montgomerie Park, Springside, Perceton and Dreghorn. The present school roll is 175 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. |

|  |
| --- |
| **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. |

|  |
| --- |
| **ATTAINMENT & ACHIEVEMENT** |
| Our 2023 / 2024 Attainment Data:   |  |  |  |  | | --- | --- | --- | --- | | **ST JOHN OGILVIE PRIMARY SCHOOL 2023 – 2024 ATTAINMENT DATA: READING** | | | | | **CLASS** | **% Achieved**  **Early Level** | **% Achieved**  **First Level** | **% Achieved Second Level** | | **P1** | 58.3% | - | - | | **P4** | - | 93.8% | - | | **P7** | - | - | 100% | |  |  |  |  | | Key Messages:   * Increased attainment in Reading at P4 and P7 stages. * Tools for Reading at P1 stage has been identified as requiring a clear focus next session in order to raise attainment. * Pupil Support Teacher supported P2 and P3 in reading and phonological awareness which was successful in raising attainment at these stages. * Depute Head Teacher supported P6 in reading which had a positive impact on raising attainment. | | | |  |  |  |  |  | | --- | --- | --- | --- | | **ST JOHN OGILVIE PRIMARY SCHOOL 2023 – 2024 ATTAINMENT DATA: WRITING** | | | | | **CLASS** | **% Achieved**  **Early Level** | **% Achieved**  **First Level** | **% Achieved Second Level** | | **P1** | 91.7% | - | - | | **P4** | - | 81.2% | - | | **P7** | - | - | 68.4% | |  |  |  |  | | Key Messages:   * Increased attainment in Writing at P1, P4 and P7 stages. * Play based learning at P1 stage during Term 4 with an Early Years Practitioner motivated children to write and helped raise attainment. * Pupil Support Teacher supported P2 and P3 classes during focused writing time which helped to raise attainment. * Depute Head Teacher supported P6 in writing which had a positive impact on pupil progress and raising attainment. * Staff moderation in writing has had a positive impact on attainment. | | | |  |  |  |  |  | | --- | --- | --- | --- | | **ST JOHN OGILVIE PRIMARY SCHOOL 2023 – 2024 ATTAINMENT DATA:**  **TALKING & LISTENING** | | | | | **CLASS** | **% Achieved**  **Early Level** | **% Achieved**  **First Level** | **% Achieved Second Level** | | **P1** | 83.3% | - | - | | **P4** | - | 100% | - | | **P7** | - | - | 89.5% | |  |  |  |  | | Key Messages:   * Increased attainment in Talking and Listening at P4 and P7 stages. * 1% decrease at P1 stage. * Focus on Oracy at all stages is helping to maintain a high standard of attainment throughout the school. * We seek advice and support from other agencies and specialists as required. | | | |  |  |  |  |  | | --- | --- | --- | --- | | **ST JOHN OGILVIE PRIMARY SCHOOL 2023 – 2024 ATTAINMENT DATA: NUMERACY** | | | | | **CLASS** | **% Achieved**  **Early Level** | **% Achieved**  **First Level** | **% Achieved Second Level** | | **P1** | 83.3% | - | - | | **P4** | - | 81.2% | - | | **P7** | - | - | 68.4% | |  |  |  |  | | Key Messages:   * Slight decrease in Numeracy attainment at P1, P4 and P7 stages. * Updated planners at Early and First Levels will ensure clear progression and increased pace of learning moving forward. | | | |   **Attendance**  Our overall attendance rate for 2023/2024 was 89.19% which was slightly lower than the North Ayrshire average of 91.06%. This is mainly due to parents/carers taking their children on holiday during term time. This session, pupils will be involved in developing strategies to improve overall attendance.  **Exclusions**  Exclusions this session (2023/2024) have decreased by 50%. This is attributed to effective restorative and nurturing approaches throughout our school community. |

|  |
| --- |
| **WIDER ACHIEVEMENT** |
| **Engineering Competition**  P6 pupils entered ‘If You Were an Engineer What Would You Do?’ Competition run by Primary Engineer South West section. Two of our P6 pupils achieved Highly Commended in the overall P6 category for all schools in the South West section and participated in the Award Ceremony held at Prestwick Airport.    **Quiz Time**  Our P6 team of 4 pupils represented our school very well at the Euro Quiz. Our P7 team of 4 pupils also enjoyed participating in Irvine Seagate Rotary Quiz. We are proud of our children for their positive attitude, personal and group research and behaviour at these events.  **Sacraments**  Congratulations to our children who celebrated the Sacrament of Reconciliation, Confirmation and First Holy Communion this year. Our school community will continue to support all children and their families on their journey of Faith and thank the parish of St John Ogilvie for their continued support.    **Residential Trip - Inverclyde**  Our P7 pupils pushed themselves out of their comfort zone in May during a residential trip to Inverclyde. They experienced rock climbing, archery, tree planting, gymnastics, lacrosse, rugby and night line. P7 developed leadership and teamwork skills during this trip.  **Sporting Achievements**  There has been a variety of sporting activities on offer to all stages during the year. These activities are planned for during and after the school day with staff, members of the community and visiting specialists supporting these. Activities include football, Euro 24, basketball and judo.  Our P6 and P7 pupils enjoyed the Girls’ Festival Football 2024 organised by NA Active Schools. This was held at Kilwinning Sports Centre. All pupils thoroughly enjoyed this experience and were excellent ambassadors for our school.    **Leadership Opportunities**  There have been many opportunities for our children to take on responsibility as leaders in our school community this year. All classes have a reading buddy in a different class – P1 and P7, P2 and P5, P3 and P4/3, P6 and Early Years. This is a great learning experience for all children.  Our Rights Respecting Schools Committee meet regularly as we work towards our Silver Accreditation. They were delighted when we achieved our Bronze Award at the beginning of the session. The Committee look for opportunities to raise awareness of the rights of the child.    Our Junior Road Safety Officers attended a training event and organised various road safety initiatives in the school which involved all classes.  Our P7 Digital Leaders supported P1 and P2 with the development of their ICT skills. They had responsibility for ensuring that all devices were properly charged and locked away at the end of the school day. They linked closely with Mrs McGuire, DHT regarding any IT issues throughout the session raised by pupils. P7 Digital Leaders also supported a P5 Coding Club after school.  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.  P7 buddies have provided care, friendship and support to P1 children throughout the year. P6 are now building up positive relationships with their Early Years buddies which will continue after the summer holiday.  P7 were trained in CPR techniques by Headstart. This is a critical skill that can save lives in emergency situations. Our pupils’ confidence and sense of responsibility were boosted after this session.  P6 pupils developed their enterprising skills by working together in pairs/small groups to provide stalls during our Christmas Fayre.  **Partnerships**   * Carol Young, Family Learning Worker organised and led an after school Family Fun Club for all children and their parents/carers. Families enjoyed taking part in a variety of family challenges designed to enhance their problem solving skills. Positive feedback given by all parents / carers who attended. Carol also organised parent/carer workshops to promote READ WRITE COUNT bags for our P2 and P3 children. * Children 1st celebrated World Children Day with some of our pupils. They focused their weekly session on our ‘needs’ and ‘wants’ with lots of discussion and creativity with the rights we connect with. * P6 pupils worked with Tim Dryer, STEM Co-ordinator and Eglinton Park Rangers to create an information trail in Bourtreehill Park.      * SGF Healthy Living Team worked with our local DayToday shop to provide the whole school including early years with samples of what to eat for a healthy breakfast. Our children loved sampling the different foods on offer! * We have developed a strong link with Irvine New Town Men’s Shed who kindly built and donated a buddy bench for our playground. This will help to support wellbeing in our playground.      * Our whole school SCIAF WEE BOX Lenten Alms appeal raised £248.31 for the charity. This money was used to support families in poorer countries living in poverty. * Links developed with Care for Your Community Group (CR4URCG) who kindly donated food parcels at Christmas. * Through our Active Schools, we supported two students with their Leadership Courses. They provided after school clubs for P1 and P2 pupils which developed multi-sports skills. * Our school community voted in the Shaping North Ayrshire Community Grant. Our Parent Council were awarded £1000 to purchase football nets and outdoor play equipment as selected by our pupils. |

|  |
| --- |
| **HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR ESTABLISHMENT?** |
| **SCHOOL IMPROVEMENT PLAN PRIORITIES 2023/2024**  **PRIORITY 1**  ***We will raise attainment in Literacy and Numeracy***   * Reading Buddies at all stages including early years has had a positive impact on progress and attainment in literacy. * Input for individual / small groups from Pupil Support Teacher at P2 and P3 stages ensured early intervention with a strong focus on developing phonological awareness, reading comprehension and tools for writing. * We supported P4–P7 stages with an additional Class Teacher and Classroom Assistant during focused writing time which had a positive impact on progress and attainment. * Play Based Learning effectively implemented at P1 and P2 stages. We have continuously developed our classrooms, open area and patio to support child led play pedagogy. * Staff training in Dyscalculia and Maths Anxiety by our Educational Psychologist highlighted how to further support specific children.   **PRIORITY 2**  ***We will maximise pupil voice and participation as well as parent/carer involvement***   * We ensure that in each class, all pupils have a clear voice which is respected, listened to and suggestions acted upon. Staff and pupils work well together to evaluate what is working well and identify areas for development. * Pupil Focus Groups at P4-P7 stages discussed literacy and numeracy. Pupils discussed what was working well and what we needed to do to improve. * We achieved RRS Bronze Award and are working towards Silver accreditation. * Parents were asked to identify what we are doing well and what we need to improve on during Parent’s Evening. Online survey issued in June asking parents/carers to identify how they can be further involved in the life of our school. Areas for development will be taken forward next session.   **PRIORITY 3**  ***We will prioritise and promote the positive health and wellbeing of children,***  ***parents/carers and staff.***   * 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. * Our school values and nurturing, restorative approach is further embedded. It promotes inclusion and further develops targeted approaches that support the mental health and wellbeing of children and staff. * Area Inclusion Worker, Counsellor and Art Therapist supported the health and wellbeing of specific pupils throughout the session with positive outcomes.   **PRIORITY 4**  ***We will ensure that robust moderation of learning, teaching and assessment is in***  ***place at all stages with a specific focus on writing.***   * Two nominated Moderation Leads attended moderation meetings and led moderation discussions in our school. * Staff moderated pieces of writing and then worked with their stage partner using benchmarks to support their professional judgement. |

|  |  |
| --- | --- |
| **QUALITY INDICATORS**  Provide your evaluation and summary statements for each of the 4 core Qis | |
| **QI 1.3 Leadership of Change** | **Evaluation 4: 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 learners. * We encourage pupil voice in all aspects of school life. * All staff are clear on the school’s strengths and areas for development based on a range of evidence. This is used to create a clear rationale for future improvements. * Our staff lead by example and are highly motivated to improving outcomes for all learners. | |
| **QI 2.3 Learning, Teaching & Assessment** | **Evaluation 4: Good** |
| * Our school has a nurturing, Catholic ethos which supports a productive and secure learning environment in all classrooms where our children can thrive in their learning. * Relationships are built on mutual respect and trust where all voices are heard. Pupil voice is stronger as we provide more opportunities for all pupils to get involved in school improvement. * We support, encourage and celebrate wider achievements. * Staff record, analyse and use assessment information to identify development needs in order to get it right for every learner. | |
| **QI 3.1 Ensuring Wellbeing, Equality & Inclusion** | **Evaluation 5: 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. * 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. * We are utilising our outdoor spaces more effectively to promote positive relationships and wellbeing. | |
| **QI 3.2 Raising Attainment & Achievement** | **Evaluation 4: Good** |
| * Majority of children attain appropriate levels. Attainment levels in literacy and numeracy are central features in the school’s priorities for improvement which is helping to raise attainment. * Teachers are now more rigorous in using data, benchmarks and professional judgement effectively to identify achievement of a level, gaps in learning and what specific pupils need to focus on. * Achievements are tracked and celebrated effectively through our assemblies, wall displays and effective use of social media platforms and regular newsletters. | |

The school’s overall capacity for improvement in relation to improving attainment, closing the attainment gap and improving children’s health and wellbeing is good.

|  |
| --- |
| **PUPIL EQUITY FUNDING** |
| Our Pupil Equity Fund (PEF) has been used in a variety of ways to improve outcomes for our learners, with a particular focus on supporting the wellbeing of children and raising attainment in literacy and numeracy.   1. **Contribution to Nurture Programme (30%)**   This input was effective as outlined below:   * Core morning group supported individual children with specific targets. This intervention allowed children to develop vital social skills, confidence and self-respect, and to take pride in positive behaviour and achievements. * Nurture Teacher and Nurture Assistant supported the wellbeing of pupils within the classroom environment. * During Term 4 we implemented a bespoke 6 week block of small group nurture sessions with pupils at all stages.  1. **One Classroom Assistant employed to contribute to raising attainment**   This input was effective as we were able to offer the following:   * Targeted interventions for identified pupils to raise attainment. * Supporting the wellbeing of specific pupils.  1. **Digital platforms to help raise attainment in literacy and numeracy**   This input was effective as we were able to implement the following programmes:   * Sumdog to develop spelling and numeracy skills with P3 - P7 pupils. * NESSY software to enhance spelling and reading at P3 - P7 stages for identified pupils. |

|  |
| --- |
| **IMPROVEMENT PLAN PRIORITIES 2024-2025** |
| **SCHOOL IMPROVEMENT PLAN PRIORITIES**  **2024/2025**  **PRIORITY 1 – To raise attainment in Literacy and Numeracy**   * Focus on tools for reading and writing. * Play Based Learning at P1 and P2 stages. * Ensure pupils who meet the definition for Dyscalculia are identified and supported in their learning. * Outdoor learning which will give our pupils opportunities for challenge, enquiry and critical thinking. * All children will use digital technologies to enhance and support their written and communication skills. * Class Teachers will examine pupils’ data from assessments in depth to support effective planning of teaching and learning in every classroom.   **PRIORITY 2 – To increase and enhance participation of learners and engagement with**  **families**  The following strategies will enable our children to develop their leadership skills, critical thinking and communication skills:   * Engagement in wider life of the school and community * Pupils will lead their learning * Young leaders of learning (YLL) * Young Stem Leader Programme (YSLP)   **PRIORITY 3 – To develop as a community of faith and learning within our schools and**  **across the Deanery**   * Pupils, staff, parents and parish have a shared common goal * Inclusive ethos * Professional and spiritual development of staff   **PRIORITY 4 – To deliver high quality teaching and learning experiences to all EY**  **children**   * Enrich the quality of learning experiences for all early years’ children. |