**St. Patrick’s Primary**

**New Stevenston**

**School Improvement Report**

**May 2016**



**St. Patrick’s Primary School**

**1. Introduction**

St. Patricks’ Primary School is situated in the village of New Stevenston. We provide an atmosphere that allows all pupils to benefit from challenge and enjoyment in their learning, experience success, achieve their full potential and become people who make a full contribution to society.

Distinctive features of our school include a positive and nurturing ethos for learning, staff teamwork across the school, confident and friendly children who respect and care for each other, staff who are highly committed to the well being of all children, leadership of improvement by the headteacher and principal teacher is used to self evaluate and to improve children’s learning experiences.

All pupils and staff are highly valued. We have an inclusive and proactive approach to ensure all pupils can take advantage of a wide range of experiences and opportunities. Staff are committed to GIRFEC and are quick to identify any barriers to learning that pupils may have.

The current role is 161. The school is a semi open plan joint campus. We have access to gym hall on Monday and Tuesday. We currently have a single stream school which houses P1 to P7.

Staffing consists of Head Teacher, Principal Teacher and a further 6.83 FTE which includes 3 job share teachers, 2 CA, 1.5 ASNA and 2 office staff.

**2. How well do our children learn and achieve?**

QI. 1.1 Improvements in Performance

QI 2.1 Learners’ Experiences

Children are motivated and enthusiastic in their learning. Staff regularly consult with the children in the planning process and learning is centred on the children’s prior knowledge and interests.

All pupils are encouraged to recognise and record personal achievements by reviewing learning in their Personal Learning Plans PLP’s.

There is a strong culture of improvement and achievement in the school which is celebrated at weekly assemblies and in classes. Children’s achievements are regularly celebrated and include weekly wonders, monthly achievers alongside class of the month.

The majority of children have good skills in accessing and using computers. Electronic portfolios are completed in conjunction with Taylor High School cluster in P7.

Staff use the experiences and outcomes of CfE to plan lessons and a variety of active strategies are being used in all stages.

Co-operative Learning is evident in classes across most curricular areas. Active learning strategies are implemented successfully in the majority lessons especially within literacy and maths. Almost all children can talk confidently in pairs and in groups. Active literacy developments continue to improve performance. In writing children have regular and frequent opportunities to write for a range of purposes and in a range of styles. The majority of children are able to write independently from an early age. Children engage in peer and self assessment and have a good understanding of how to improve their work.

Science has been further enhanced through the purchase of new materials, all classes complete science investigations and all children participate enthusiastically in science week activities.

Children have been given opportunities to use their mathematical skills in a variety of real life contexts.

Staff have been involved in moderation cluster activities. These activities enhanced professional dialogue and in the sharing of practice across the cluster.

Staff are developing children’s awareness of diversity through increasing children’s understanding of Fairtrade and Global Citizenship.

Children continue to be aware of eco issues. Awareness of Eco and Fairtrade issues are raised at assemblies. All stages are represented in the Children’s Council, the council enables the children to have a voice in the day to day operation of the school. JRSO inform children at assemblies of upcoming events.

**3. How well does the school/centre support young people to develop and learn?**

QI. 5.1 The Curriculum

QI. 5.3 Meeting Learners’ Needs

There are programmes in place from nursery to primary, from stage to stage and from primary to secondary. Nursery staff work with school staff at points of transition. P6 children buddy P1 children, this is now an integral part of the induction programme. Teachers transfer information, forward planning documents and jotters accompany children from stage to stage.

A range of opportunities are given to pupils to join committees and councils within the school to enhance their skills for learning, life and work. Enterprise opportunities are embedded and permeate the curriculum over the course of the school year. There are a wide range of OOSHL activities available.

Performance continues to be encouraged. All classes have the opportunity to perform in class assemblies. All children are developing music skills such as ABC music, Kodaly, choir, hymn singing, Beats of Brazil and through IDL assemblies.

Within literacy, numeracy and health and wellbeing we are continuing to develop skills which enable children to problem solve and make informed choices and decisions for their future life and learning. We started the Daily Mile in January 2016. Food Standard Agency resources have been piloted.

School is currently working towards a bronze award for a Communication Friendly School.

All classes have a Smartboard and teachers use these effectively to enhance learning for children. In addition iPads have been purchased to further enhance ICT within the school.

Additional support is in place to enable all learners to reach their full potential and be fully included in the life of the school. Staff continue to develop and identify the needs of more vulnerable pupils. PT has recently been trained in Catch Up Literacy and Use of Benchmarking Kit

ASPs and CSPs are completed in line with current legislation.

The school works closely with a range of external agencies.

Input from CIO’s and peer HT’s has enhanced the self evaluation process and informed school priorities.

**4. How well does the school/centre improve the quality of its work?**

QI. 5.9 Improvement through Self-Evaluation

The whole staff team is fully committed to the self evaluation process to improve the quality of teaching and learning within our school. An open, honest, professional dialogue is encouraged among all staff, who are given the opportunity to lead initiatives in line with school improvement. Assessment and Moderation developments have been undertaken at cluster level with maths moderation.

The leadership of improvement within St Patrick’s Primary School continues to be consultative, and distributive leadership is encouraged in taking the school forward. Staff have already had considerable success in implementing aspects of CfE especially in relation to literacy across learning, interdisciplinary work and health and wellbeing.

This session the school website has been completely overhauled. The school blog is up and running, all staff have been trained on its use. Staff are becoming more confident in using the blog to update and inform parents of school events. Monthly newsletters, information letters and texts inform parents about events happening around the school.

**5. Assigning levels using quality indicators**

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| 1.1 Improvement in performance | 4 |
| 2.1 Learners’/children’s experiences | 4 |
| 5.1 The curriculum | 4 |
| 5.3 Meeting learning needs | 4 |
| 5.9 Improvement through self-evaluation | 5 |

**How well do you ensure equality and inclusion and promote diversity across the school?**

St. Patrick’s Primary is fully inclusive and promotes and ethos where every child is respected, valued and fairly treated. A holistic approach is used to promote understanding and respect for all religions, cultures and diversity of family life. Pupil’s parent’s cultural values are observed and celebrations supported.

The children are treated equally regardless of race, religion, gender or disability. Children’s achievements are recognised and celebrated at weekly assemblies.

Parents are included in their child’s learning through parent consultation meetings twice a year, jotters home to parents with feedback sheets, PLP’s and annual written report.

**Possible areas for focused attention:**

To raise attainment in line with NIF

Social Subjects

Outdoor Learning

Developing a community of learning and faith