



Standards and Quality Report for St. John's Primary June 2019



Introduction

At St. John's we value partnership working and work very closely with many agencies. Through these partnership links we can fully support and challenge each child to aim high and to be the best that they can be. We aim for every child to have a safe, happy, active and creative primary education in an environment that is caring and supporting. We encourage our children to be independent and successful learners, developing into confident individuals, effective contributors and responsible citizens.

We are proud of our Catholic ethos and promote a broad and balanced curriculum, including preparation for Sacraments, which is delivered by competent and caring staff.

We pride ourselves on our achievements and continually strive to improve our high levels of attainment.

We work closely with our Parent Council who meet regularly throughout the year and we support an active Fundraising group who organise wonderful events which allow plenty of opportunities for everyone to contribute to the life of the school. Our team consists of highly dedicated and committed individuals, all of whom work to help your child/children achieve success both in and out with the classroom, staff across the school take on leadership roles that have a positive impact on attainment and achievement.

Values

As a Catholic school our Christian Faith permeates all aspects of our school life. Therefore as a school, we ensure pupils are Faith Filled, promoting Honesty, Respect and Responsibility.

As a community of faith and learning, we strive to provide the highest quality of education through the promotion of Gospel values, celebration, worship and service to others.

We value the contribution and support of our parents and local community.

We encourage the active involvement of parents in their child's education and learning.

As a RRS we are a community where children's rights are learned, taught, practised, respected, protected and promoted. We learn about our rights by putting them into practise every day.

Aims

In St. John's Primary we aim to:

- * be a Catholic Community of Faith and Learning by fostering a school ethos in which our Faith is regularly celebrated and where equality of opportunity is offered to all pupils.

- * enable all children to become successful and enthusiastic learners through a creative curriculum which is relevant and challenging, and delivered by effective, quality teaching and learning.

- * empower children to become confident individuals, which will be shown, in the way they relate to others, in being truthful and in the way they manage themselves.

- * develop pupils in becoming responsible, respectful citizens, citizens who are proud of their own and others heritage.

- * become effective contributors, where adults and pupils work confidently in partnership to create, build, motivate and take initiative.

- * create a positive school ethos where learning is exciting and stimulating, where all are encouraged to Aim High.

Context of the school

St. John's primary is an open-plan school which serves the parishes of St. Margaret's, St. Paul's and St. Ann's. As the sole denominational school within Ayr, its catchment area is widespread covering Coynton, Mossblown, Annbank, Alloway, Doonfoot, Tarbolton and the town of Ayr. The infant school will undergo a refresh in July 2019 following a very successful refurbishment of the upper area in July 2018. The school is on a single level allowing easy access for all of its users.

The current roll is 278. Staffing for this session is 16.4 including the Head teacher, Depute Head teacher (DHT), Acting DHT and two Principal Teachers. The FME in P4-7 is 29.4%. Children attend St. John's from all 10 SIMD in South Ayrshire however 170 children (over 59.8%) live in SIMD 1 or 2. We have 145 children (52%) who have Staged Intervention in school to support progress. There is a consistent bi-lingual community with just over 12% (35) bi-lingual children which are mainly native Polish speaking families. We are part of the Queen Margaret Academy Cluster with Sacred Heart in Girvan, St. Cuthbert's in Maybole, St. Ninian's in Prestwick and St. Patrick's in Troon.

Achievements

We are a Gold Rights Respecting School, we have a Silver Award from Sport Scotland, we won the Whitlets road games (sporting events throughout the year) and we won recognition from the First Minister's reading challenge for supporting a reading culture within in the school and showcased our work at the awards ceremony in Glasgow.

HMIe Inspection June 2018

Quality Indicator	Description	Grade
1.1	Self-Evaluation for Self-Improvement	Very Good
3.2	Raising Attainment and Achievement	Very Good

Curriculum for Excellence levels

Reading

	P1 Early Secure or above	P4 First Secure or above	P7 Second Secure or above
2015-16	89	76	71
2016-17	97.1	77.1	60.5
2017-18	97	85	86
2018-19	78 (only 26 children)	83	84

Maths

	P1 Early Secure or above	P4 First Secure or above	P7 Second Secure or above
2015-16	92	72	78
2016-17	100.0	93.8	74.4
2017-18	94	89	86
2018-19	74 (only 26 children)	85	84

Primary 1 Attainment

PIPS Average Reading Score Primary 1

School	2015/16		2016/17		2017/18	
	Start	End	Start	End	Start	End
St John's PS	45.6	51.7	46.1	56.0	44.8	52.8

PIPS Average Maths Score Primary 1

School	2015/16	2016/17	2017/18
St John's PS	45.6	46.1	44.8

	Start	End	Start	End	Start	End
St John's PS	47.2	55.0	48.6	62.2	45.4	60.25

PEF Funding

Our main initiatives supported by PEF money have been;

- Full time Active Schools Assistant
- Part time music specialist
- Acting DHT post to allow DHT to focus on pupil support, nurture and TIG groups
- School Assistant hours to undertake additional after school clubs and breakfast clubs
- Training for new initiatives – catch up Literacy/numeracy
- STEP programme for identified children.
- Growth Mindset training
- Place2Be training
- Funding to cover trips within school, buses and taxis to and from school for School Show, Sporting events and to support individual families when required.

What key outcomes have we achieved?

School Priority 1 : To raise attainment in Numeracy and Literacy	
NIF Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children	HGIOS 4 QIs 1.2 Leadership of Learning 1.3 Leadership of Change 2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.4 Personalised Support 2.5 Family Learning 3.1 Ensuring Wellbeing, Equality and Inclusion 3.2 Raising attainment and achievement
<ul style="list-style-type: none"> • New SNSA Assessments continue to be used and the information provided will be analysed again to identify pupil, class and school gaps. • PEF money was used to buy resources and cover training costs so that school assistants have been trained and are implementing targeted interventions such as 5 minute numeracy/literacy box, STEP, Reading wise and Catch-Up Literacy/Numeracy. All interventions are tracked by the SLT and have supported an increase in literacy and numeracy skills of all children involved. • All teaching staff have developed their confidence in the teaching of writing through the introduction of 'The Big Writing Adventures' Pupil feedback also states that pupils enjoy writing sessions more now and feel that they are progressing well with their writing skills. Staff moderation sessions highlighted inconsistencies in how we are assessing pupils and further supportive sessions with colleagues across the cluster has improved consistency. • PEF money was used to support the transport of some families where attendance was having a significant impact on attainment. • EAL children and families are very well supported through the greater use of translation services, EAL Parent Forums within the school and the Tuesday club (family learning afterschool club) • We have worked as a cluster to develop and assess literacy and numeracy through creating holistic assessments. This has ensured that staff professional judgements are sound and that there is clearer progression within levels. • Pupil target and weekly reflections help children to evaluate their own learning and help to set targets to raise attainment in literacy and numeracy. 	

School Priority 2 : Improvement in children and young people's health and wellbeing	
NIF Closing the attainment gap between the most and least disadvantaged children Improvement in children and young people's health and wellbeing	HGIOS 4 QIs 1.2 Leadership of Learning 1.3 Leadership of Change 2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.4 Personalised Support 2.5 Family Learning 3.1 Ensuring Wellbeing, Equality and Inclusion

3.2 Raising attainment and achievement

- The use of the wellbeing web has supported children’s discussions around how they feel and their progress. Their views are now always included in TAC meetings within the school.
- In-house and cluster CLPL with teachers, pupil support staff and school assistants supported the implementation of the new South Ayrshire Council Staged Intervention Process. Staff moderate their paperwork to ensure targets are achievable but also aspirational.
- Growth Mindset is embedded within the school and pupils have developed a, ‘can’t do yet’ attitude. This is led by a teacher Champion and also a pupil group.
- We run a monthly Wellbeing Wednesday that focuses on issues across the cluster. Pupil’s parents and staff have benefitted from information provided at these sessions.
- Through PEF we have further supported family nurture, nurture sessions and Targeted Intervention Groups (TIG) to support children and families who are having difficulties. These difficulties range from; accessing the curriculum, friendship concerns, bereavement, behavioural difficulties and self-esteem. Boxall profiles have been used to identify and assess targets and follow up Boxalls have shown an improvement in most targets.
- We have staff trained on delivering Seasons for Growth and 3 groups of pupils benefitted from this last session.
- The Queen Margaret cluster has continued to implement a new formal enhanced transition programme from primary 7 to S1 at QMA. This has ensured greater opportunities for children transitioning to QMA and greater sharing of information to allow a smoother transition.
- The HT monitors all attendance within the school and tracks the impact of non-attendance. Letters are sent to parents and meetings are held with the head teacher. Additional supports have been put in place to support and highlight good attendance at school.
- Through PEF we employed a full time Active Schools assistant. Through the work of our Active Schools Assistant we have achieved the Silver Sport Scotland Award. We achieved this by introducing a greater variety of sports into the school, developing greater links with continuing sports in the community, supporting parent and child sporting sessions and working with individual children on developing resilience, coordination and good sportsmanship. We also won the Whitlets Road games for a second year.
- PEF has been used to support children and families to access residential trips and to ensure that families are not charged for activities within the school day such as the cost of buses, trips or parties.

School Priority 3 : Improvement in employability skills and sustained, positive school-leaver destinations for all young people

NIF Improvement in employability skills and sustained, positive destinations	HGIOS 4 QIs 1.2 Leadership of Learning 1.3 Leadership of Change 2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.4 Personalised Support 2.5 Family Learning 3.1 Ensuring Wellbeing, Equality and Inclusion 3.2 Raising attainment and achievement
--	---

Progress and Impact

- We have further developed our elective programme and ensured that this is linked to the Developing Scotland’s Young Workforce (DSYW) aims.
- Pupil voice groups have led a number of initiatives within the school such as the Library Campaign, First Minister’s Reading Challenge, Fruity Fridays, Food Bank appeals and our Growth Mindset workshops. These initiatives have supported children to develop their interpersonal and communication skills and to consider how they can have a greater voice within the school and their local community.
- We have started to look at the use of How Good Is OUR School in helping children to articulate their views.

School Priority 4: Developing as a Community of Faith and Learning.

NIF Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children Improvement in children and young people’s health and wellbeing Improvement in employability skills and sustained, positive destinations	HGIOS 4 QIs 1.2 Leadership of Learning 1.3 Leadership of Change 2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.4 Personalised Support 2.5 Family Learning 3.1 Ensuring Wellbeing, Equality and Inclusion 3.2 Raising attainment and achievement
--	---

- The school worked with cluster schools to host a Carol Concert to raise awareness of the work of Aid to the Church In Need. This provided lots of opportunities for pupils to discuss the history of Aid to the Church in Need and to consider how they see their role in supporting children and families across the world. Their work was presented in a gallery in St. Margaret's Cathedral where families and invited guests were able to join us to celebrate children's work.
- During professional development and review of teaching staff they engaged with the document 'Companions on the Journey' to identify individual CLPL for staff.
- A number of staff also undertook personal reflection through the Cluster leadership programme.

Evaluation Summary

Quality Indicator	School Self Evaluation - Very good
1.3 Leadership of change	<p data-bbox="392 640 1374 667">Developing a shared vision, values and aims relevant to the school and its community.</p> <ul data-bbox="440 696 1385 909" style="list-style-type: none"> • We are developing a new shared vision, values and aims following changes nationally and within the school. We have started to consult with children, parents, staff and our nursery parents around new values to be launched in September 2019. • All staff have a very clear understanding of the social, economic and cultural context of the local community and the impact on the community of current educational policy. Staff used this knowledge well to shape the vision for the school and identify priorities from the PEF funding. <p data-bbox="392 943 938 969">Strategic planning for continuous improvement</p> <ul data-bbox="440 976 1390 1771" style="list-style-type: none"> • Leadership opportunities are identified for staff through their PDR and an annual confidential questionnaire about their future ambitions and areas of interest. The senior leadership team discuss this information and determine appropriate opportunities and appropriate CLPL for staff at school, cluster, authority and national level. Currently we have a member of the SLT has completed the SCEL 'Into Headship' Qualification and two further SLT members undertaking the cluster and local authority leadership programmes. 3 teachers are also undertaking the cluster leadership programme. • Working groups and staff meetings always have a focus on impact for pupils and on raising attainment in literacy and numeracy. For session 2018/2019 staff will participate in practitioner enquiry on an aspect of literacy and numeracy to identify and share good practice at school and cluster level. Staff will also be supported to undertake professional recognition for this work. The SLT effectively guide and manage the strategic direction and pace of change. We feedback this audit information to all stakeholders through curriculum events, letters, Parent Council meetings, Pupil Council meetings, assemblies, etc. • Staff and pupils use HGIOS4 to self-evaluate our work and the impact it has attainment and achievement. Pupils are beginning to use Wee HGIOS • All stakeholders' views were audited throughout the session through questionnaires and focus groups to gauge the impact of the Improvement Plan and identify next steps. Our self-evaluation tools and stakeholders' questionnaires will form the basis for our evaluations and next steps. The annual authority questionnaire was only returned by 17 parents which is extremely low. We tried to complete this as an electronic version this year and it has not been successful so we will look again at how to improve this next session. Other questionnaires distributed by the school had a far greater return rate. <p data-bbox="392 1805 852 1832">Implementing improvement and change</p> <ul data-bbox="440 1839 1390 1984" style="list-style-type: none"> • SLT and staff remits have very clear responsibilities and the SIP objectives are matched to personnel who are responsible. • Staff are creative in their approaches to DSYW and personalisation and choice while ensuring there is a clear rationale and appropriate pedagogy to ensure impact for children.

	<ul style="list-style-type: none"> • Very effective systems are in place to monitor and evaluate the impact of changes and initiatives.
Quality Indicator	School self-evaluation – Very good
2.3 Learning, teaching and assessment	<p>Learning and engagement</p> <ul style="list-style-type: none"> • Classroom observations highlight that almost all children are highly motivated and remain on task during activities. • Pupils have been involved in classroom observations and the Pupil Council group will look at how to further develop this in session 2019/2020 • Pupil surveys suggest that almost all children are happy and enjoy being in school. • We have increased our use of digital technologies through the introduction of I-pad Apps and Scratch (programming) to support learning styles and offer a variety of approaches. • Pupil groups ensure that children know their views are sought and valued. <p>Quality of teaching</p> <ul style="list-style-type: none"> • Classroom observations carried out by the SLT and Trios confirmed our understanding that there was a clear consistent approach to curriculum rational and an improved consistency across the school from staged working. • In almost all classes children are well supported and there are high expectations from staff, children and pupils. • Team teaching and greater mentor support was provided when issues were identified through observations. • Improved feedback to learners is supporting next steps. • The continued use and adaption of the new writing resource has improved the quality of the teaching of writing and the consistency from primary 1 to primary 7. <p>Effective use of assessment</p> <ul style="list-style-type: none"> • We use a large variety of assessment approaches and through moderation events within school cluster and authority colleagues agree with our achievement of a level in numeracy/maths. • Through cluster and In-house moderation events staff are more confident in the assessment of writing. <p>Planning, tracking and monitoring</p> <ul style="list-style-type: none"> • All staff use the South Ayrshire Curricular planners for the 7 curricular areas, ‘This is our Faith’ and ‘God’s Loving Plan’ for RERC. • All staff analyse data effectively to track progress throughout an academic session and over time. • New monitoring pack introduced which ensures that tracking meetings, classroom observations, pupil focus groups and jotter audits are seen as all part of the process in a more joined up way. • Tracking attainment across all curricular areas is done through staff moderation of progress through an outcome from the curricular walls in the school. • Staged Intervention paperwork is moderated across the stage and across the school at staff meetings and feedback provided to staff.
Quality Indicator	School self-evaluation – Very good
3.1 Ensuring wellbeing, equity and inclusion	<p>Wellbeing</p> <ul style="list-style-type: none"> • All staff have undertaken Child Protection, RRS, Nurture and ACES training supported by our link educational psychologist to ensure a shared understanding of wellbeing and the rights of children. • Pupil surveys state that almost all children feel safe and cared for in school and know who to go to if they need help.

	<ul style="list-style-type: none"> • We are significantly improving outcomes for children and families by offering bespoke packages of support. • Relationships across the school and with our partners are extremely positive and effective therefore ensuring that we all work well together to impact positively on children and families. • Our family engagement is proactive in trying to support families before external services are required. <p>Fulfilment of statutory duties</p> <ul style="list-style-type: none"> • We comply and actively engage with all statutory requirements and codes of practice such as GTC registration, 2 hours quality P.E. 2 ½ hours RERC, ASN legislation and Health and Safety. • Our policies are clearly linked to RRS, GIRFEC and on-line safety advice and promote a positive approach to the values and ethos of the school. • We use the South Ayrshire Staged Intervention process and the SEEMIS Wellbeing assessments to ensure that appropriate trackable targets are made for children. • We have started to engage with South Ayrshires new attendance policy. <p>Inclusion and equality</p> <ul style="list-style-type: none"> • We are a highly inclusive school and we understand and celebrate diversity within our school and the communities that we serve. • We have effective strategies in place to support children who are facing challenges.
Quality Indicator	School self-evaluation – Very good
3.2 Raising attainment and achievement	<p>Attainment in literacy and numeracy</p> <ul style="list-style-type: none"> • The school data shows that most children at early level are achieving appropriate Curriculum for Excellence (CfE) levels in literacy and numeracy. At first level and second level, most children are achieving appropriate CfE levels. Children with additional support needs and English as an additional language are making very good progress towards their targets. • We have a significant number of children with English as an additional language and additional support needs. Different cohorts of children such as children with additional support needs, care experienced children and children from different socio-economic background are being supported very effectively and are attaining very well. • Children in P2, P3, P5, and P6 are making very good progress in literacy and good progress in numeracy <p>Attainment over time</p> <ul style="list-style-type: none"> • Data is gathered on reading, writing, listening and talking and numeracy, over several years from a range of sources. We use this data to identify children who are not making appropriate progress and to assess and identify strategies to improve attainment. • Tracking meetings between teachers and the head teacher are held each term and have a focus on children’s progress across their learning. Teachers are aware of the socio-economic background, additional support needs, or any other potential barrier to attainment and take steps to ensure children are very well supported. <p>Achievements</p> <ul style="list-style-type: none"> • Achievements are shared at assemblies through awards and certificates and more recently through our twitter account. • We have submitted our paperwork for the Gold Sports Scotland award.

	<ul style="list-style-type: none"> • We were identified as making a difference to motivation in reading and asked to produce a display of our work for the Awards ceremony for the First Ministers Reading Challenge. • Following contesting in a number of different sporting events across all stages we were the overall winner of the ‘Whitlets Road Games’ competition for the second year. • Our P7 children were recognised for all the activities that they have undertaken within and out with the school by achieving their ‘Award of Ambition’ this session. For the first time all of the children in P7 have achieved the Pope Francis Faith Award, with a few children achieving the Parish Commendation. • Children regularly get opportunities to develop their skills in being responsible citizens through the various pupil voice groups such as global citizenship, media groups, and charity work group. • The ‘electives’ this session have been very successful ensuring personalisation and choice of the range and types of interests and skills. Staff have developed strong partnerships with the sports leaders at the local secondary and students from the University of the West of Scotland and the local College to enhance children’s experiences. • We track the wider achievements of different cohorts of children and the experiences they have in school and in their community. We support children who have particular interests and talents to enable them to develop their skills at clubs within their community and we offer financial support where required. <p>Equity for all learners</p> <ul style="list-style-type: none"> • The school has received pupil equity funding (PEF) and is targeting the use of this money as identified by the Scottish Government to support in closing the poverty related attainment gap. • At St. John’s we ensure that there is no additional cost to the school day and the school provides funding for all buses, day trips and visits such as the Sky Academy in Livingston, The Orchestra at the Concert halls in Glasgow and Farm visits. We also subsidise and support families to attend residential experiences. • We employed a full time Active Schools Assistant to provide and organise a range of activities. As a result participation rates in sports activities have increased. Priority to attend these activities and clubs is given to those children who are most at risk of missing out.
--	--

What are the key priorities for improvement in 2019/20?

Priority 1 - Improvement in attainment, particularly in numeracy and literacy

- Continue to monitor attendance for children not achieving appropriate levels.
- Continue to develop pedagogy around excellent teaching and learning opportunities through the introduction of practitioner enquiry.
- Continue to develop opportunities for parental engagement particularly in meeting pupil needs and sharing and shaping targets
- Continue to develop opportunities for more pupil engagement in self-evaluation through the greater use of Wee HGIOS
- Continue to develop the use of Number Talks with School Assistants and parents to support the work of the class teacher.

Priority 2 - Improvement in children and young people’s health and wellbeing

- Further develop and link with external agencies to support the cluster wellbeing Wednesday on the first Wednesday of every month.
- Further develop the involvement of children and parents in setting and assessing progress in targets.

Priority 3 – Improvement in employability skills and sustained, positive school leaver destinations for all young people

- Continue with the success of electives and look at how we can further enhance skills of pupils through electives and through work related experiences for senior pupils.
- Develop opportunities for profiling for children in p5-7.

Priority 4 – Serving the Common Good

- To engage with the new Education Scotland document on ‘Recognising and realising children’s rights.’
- Cluster Carol service in December
- Support the work of MISSIO

What is the capacity for improvement?

The school has very effective strategies in place to monitor and evaluate the impact of changes. We are a very strong leadership team and have the capacity within the SLT, class teachers and school assistants to ensure we further develop our teaching and learning initiatives to improve attainment for all children.