



Standards and Quality Report for St. John's Primary August 2020



Introduction

COVID-19

During the Coronavirus Pandemic, the staff, children and parents worked diligently to maintain contact and continue to support our learners in their academic journey. Staff worked creatively to engage with all learners, carrying out weekly phone calls, creating learners packs, craft supplies and working online through Microsoft teams, SumDog and education city.

From early May 2019, 138 children accessed the school, in timed slots, to have small group support with their class teacher. We worked with Active Schools to provide a number of families with sports equipment for use in the home and ensured that families continued to access the Free School meals. Through securing external funding, we were able to support families in crisis with vouchers and replacement goods/furniture.

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 Coyllton, Mossblown, Annbank, Alloway, Doonfoot, Tarbolton and the town of Ayr. The upper and infant areas have both undergone a refresh in July 2018 and July 2019. The school is on a single level allowing easy access for all of its users.

The current roll (August 2020) is 277. Staffing for this session is 14 FTE including the Head teacher, Depute Head teacher (DHT), Acting DHT, Principal Teacher and an acting PT. The FME in P4-7 is 48 children (29.4%) There are 117 children who receive the clothing grant. Children attend St. John's from all 10 SIMD in South Ayrshire however 121 children (over 40%) 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 17% (23) bi-lingual children which are mainly 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 achieved the Gold Award from Sport Scotland, we won the last 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 the school and showcased our work at the awards ceremony in Glasgow in 2019. Due to COVID we continued to do this during school lockdown and we were awarded with vouchers for the school for all of our efforts in promoting a reading culture.

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
2019-2020	83%	92%	85%

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
2019-2020	83%	87%	85%

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	
	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
- Acting PT post to support transition within 2nd level and on to secondary.
- School Assistant hours to undertake additional after school clubs and breakfast clubs
- Training for new initiatives – catch up Literacy/numeracy
- Laptops for interventions
- Music therapy
- Rhythm for Reading
- 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"> • All cluster teachers completed 5, 2 hour twilights with Whiterose Maths to support understanding of teaching numeracy/maths and how to identify gaps children may have. Feedback from staff was very positive and all staff felt more confident in the teaching and delivery of numeracy/maths within their classroom. • Through the work of the numeracy working party, staff developed packs of concrete resources/materials to support the 'concrete, pictorial and abstract' approach to teaching. • All teaching staff engaged in a professional enquiry activity supported by our educational psychologist. This supported staff to identify an area within literacy and numeracy and look at a 	

small scale research project around what interventions have the greatest impact on children's attainment. Due to the session ending quickly, the 'action' aspect of the project did not happen in the majority of cases, however, staff developed a greater understanding of research principles and how to focus their professional reading and reflection. Staff reported that they found this initially very difficult with many not having undertaken any research since University. In particular, staff struggled to come up with a research question that was specific enough to answer. The evaluations state that the support of the educational psychologist, to help them pin point what they wanted to determine, was really helpful when considering what is working well within their class and how to measure this more accurately.

- PEF money bought resources and covered training costs so that all new school assistants had training on targeted interventions such as; 5 minute numeracy/literacy box, Reading wise and Catch-Up Literacy/Numeracy. The senior leadership team track all Interventions and this demonstrates an increase in literacy and numeracy skills of all children involved.
- All new teaching staff and probationers have developed their confidence in the teaching of writing through sessions modelled by staff using, '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 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 wellbeing champions introduced a pupil and a staff monthly Wellbeing Wednesday which had a focus on national events. During the COVID lockdown this became a weekly focus for all children and for staff and included a weekly staff online gym class to help with mental health and general wellbeing.
- 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. We use Boxall profiles 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 a further 3 groups of children benefitted from this.
- The HT monitors all attendance within the school and tracks the impact of non-attendance. Letters sent to parents and meetings held with the head teacher. Additional supports put in place to support and highlight good attendance at school. Home visits from the HT are in place to support families where attendance is a specific issue.
- Through PEF we employed a full time Active Schools assistant. Through the work of our Active Schools Assistant we have achieved the Gold 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.
- PEF used to support children and families to access residential trips and to ensure that families 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
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Progress and Impact

- We have further developed our elective programme and ensured that links to the Developing Scotland’s Young Workforce (DSYW) aims.
- Children held a showcase event for pupils across the cluster children. This would be replicated for parents (parent one did not happen due to COVID) about their Pupil voice groups. They have led a number of initiatives within the school such as the Library Campaign, First Minister’s Reading Challenge, Fruity Fridays, charity events, 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.

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
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- The school worked with cluster schools to host a Carol Concert to raise awareness of the work of Friends of the Holy Land. Fr David held workshops with House Captains and Prefects and they shared this learning by creating PowerPoints and displays that they discussed at the infant and upper assemblies. This provided lots of opportunities for pupils to discuss the history of Friends of the Holy Land and to consider how they see their role in supporting children and families in another area in the world. Their work 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 the professional development and review process for all teaching staff they engaged with the document ‘Companions on the Journey’ to reflect on and identify individual CLPL for staff.

Evaluation Summary

Quality Indicator	School Self Evaluation - Very good
1.3 Leadership of change	<p>Developing a shared vision, values and aims relevant to the school and its community.</p> <ul style="list-style-type: none"> • We had been consulting with parents, children and staff to develop a new shared vision, values and aims following changes nationally and within the school. We had planned to launch this in the summer term but will review again in August following COVID, any changes will then be made and hopefully launched in October. • We had set up focus groups led by staff and members of the parent council to discuss issues such as uniform, use of ICT, homework policy and community involvement. • 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>Strategic planning for continuous improvement</p> <ul style="list-style-type: none"> • Leadership opportunities identified for staff through their PDR and an annual confidential questionnaire about their future ambitions and areas of interest. The

	<p>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.</p> <ul style="list-style-type: none"> • Working groups and staff meetings always have a focus on impact for pupils and on raising attainment in literacy and numeracy. • For session 2019/20 staff participated in practitioner enquiry on an aspect of literacy and numeracy to identify and share good practice at school and cluster level. • 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 on attainment and achievement. Pupils use Wee HGIOS to self-evaluate within their pupil groups. • We audited all stakeholders' views 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 not provided to parents due to COVID. A questionnaire given to parents from the School and the Authority about the success of online learning from March to June. The results of this suggested that a number of parents found access to relevant IT equipment and Wi-Fi a significant barrier. <p>Implementing improvement and change</p> <ul style="list-style-type: none"> • SLT and staff remits have very clear responsibilities and the SIP objectives 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. • 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 2020/2021 • 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. <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 and ‘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. We have embedded the new monitoring pack which ensures that tracking meetings, classroom observations, pupil focus groups and jotter audits are part of the process in a more joined up way. The SLT support and track staffs understanding of progress through a level in all curricular areas through staff moderation of evidence from the curricular walls in the school. We moderate Staged Intervention paperwork 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. 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. During the COVID closure, the role of the link Social Work made a significant difference in ensuring that there was appropriate support for children and families. <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 link clearly 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 identified for children. We fully engage with South Ayrshire’s 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	Attainment in literacy and numeracy

and achievement

- 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 supported very effectively and are attaining very well.
- Children in P2, P3, P5, and P6 are making very good progress in literacy and very good progress in numeracy.

Attainment over time

- We gather data 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 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 supported.
- The school closure for COVID means that we do not have our usual data that we would collect at the end of the session, however, we will use appropriate assessments to provide robust data as quickly as possible in the new session.

Achievements

- Achievements shared at assemblies through awards and certificates through our twitter account and Parent Council Facebook page.
- We have achieved the Gold 'SportsScotland' award.
- During the COVID closure, we were identified as making a difference to motivation in reading and asked to share our journey through a Blog on the Scottish Book Trust website.
- All of the children in P7 have achieved the Pope Francis Faith Award, with a few children achieving the Parish Commendation. Due to the Covid closure this was posted out to all children.
- 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.

Equity for all learners

- 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.

	<ul style="list-style-type: none"> • 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. The school show is a huge financial consideration for families and we support with transport to and from rehearsals and 'normally the performances' which were cancelled this year. • 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.
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What are the key priorities for improvement in 2020/21?

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 continuation 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
- Develop the use of Numicon with teachers and training for 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.
- Support children and families who have been affected by COVID.

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. – COVID measures may make this more difficult.
- Develop opportunities for profiling for all children using Microsoft Teams to embed the increased knowledge that staff and children have in using this resource.

Priority 4 – Serving the Common Good

- To engage with the new Education Scotland document on 'Recognising and realising children's rights.'
- Enrol for Laudato Si'school
- Cluster Carol service in December - . – COVID measures may make this more difficult or may become an online event.

What is the capacity for improvement?

Although the school has very effective strategies in place to monitor and evaluate the impact of changes, the impact of COVID on attainment and pupil/staff health and wellbeing is expected to be significant. It will take time to ascertain what the main areas for focus are, but we are confident that through assessments and evaluations, we will identify these in a timeous fashion and be proactive in our approach to support. 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.