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| St Patrick’s Primary |
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#### Standards and Quality Report

#### June 2023

Context

St Patrick’s Primary is a denominational school with a current roll of 107. St Patrick’s Primary is an integral part of the local community and works in partnership with Our Lady of the Assumption and St Meddan parish to help support our local community, which has a total population of 18,851 people, where 28% are aged over 65.

St Patrick’s Primary is situated just a few miles from Prestwick International Airport. Troon is a small seaside town in Ayrshire that overlooks the Isle of Arran. Troon is probably best known for the golf course. However, it is also a popular coastal town that plays host to many visitors who visit its beach and seafront attractions every summer. The bustling harbour is home to Ayrshire's fish market, which supplies locally-caught fish and seafood to quality restaurants at the nearby marina. We are fortunate enough for the children to be educated in an area with a wide variety of employment opportunities and recreational facilities;

* Two out of three people aged 16 to 74 are economically active.
* Approximately half the people in work in the Troon Locality work in professional, associate professional and skilled trades.
* The level of unemployment in the Troon Locality is lower than the South Ayrshire average and has remained so for several years.
* Nine out of 10 pupils leave school for a positive destination (college, university, training or work).

St Patrick’s creates solid foundations for this by forming partnerships with local organisations to provide challenging and engaging opportunities for our young learners**.**

St Patrick’s Primary school community work as a team, making full use of their skills and expertise to provide a range of high-quality learning and teaching experiences for all young people across the school.

St Patrick’s enjoys close working relationships with the other schools in the cluster, which include St John’s, St Ninian’s, Sacred Heart and St Cuthbert’s.

Children attend St Patrick’s from various Social Index of Multiple Deprivation (SIMD) 11% live in SIMD data zones 1 and 2 and 11% of P5-7 pupils are registered for free school meals.

Across the school all children and staff understand and uphold the gospel and school values, which underpin the daily life and work of St Patrick’s Primary school.

Our school enjoys excellent relationships with our parent body. We have an extremely effective and supportive Parent Council and an innovative, entrepreneurial Fund Raising Group, which meet monthly and in a variety of ways support our community both financially and in an advisory capacity.

Our staff, pupils and parents continue to work diligently to keep in contact and take our learners forward in their academic journey at a level suitable to their needs. Staff continue to work creatively to engage with all learners by accessing support from development groups and agencies, having informal meetings and phone calls to keep informed and working online through Microsoft Teams, MyOn and Bug Club to name a few. Staff continue to develop their digital skills by taking part in a number of online professional learning courses and by supporting each other to enhance the learning experiences of their pupils.

The staffing within the school next year will be as follows:

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| Head Teacher | Mrs Lynsey May |
| Depute Head Teacher | Mrs Tricia McFadyen |
| Cluster Pupil Support (Friday) | Mrs Grainne Home |
| EAL Teacher (Thursday) | Ms Katy Godden |
| P1 | Mrs Alison McGinley  |
| P2/3 | Miss Davis (0.8) Mrs Turner (0.2) |
| P4/5 | Mrs Gardiner (0.8) Mrs Turner (0.2)  |
| P5/6  | Miss Pratt (Newly Qualified Teacher 0.8)Mrs Tricia McFadyen (0.2) |
| P7 | Mrs Louise Wilson |
| Targeted Intervention Teacher | Mrs Joanne Barclay (0.6) on Maternity Leave until October – Mrs Janice Tonner will cover August-October |
| Clerical Assistant | Mrs Karen Kelly |
| Clerical Assistant | Mrs Lindsay Young |
| School Assistant  | Mrs Rielle Cameron |
| School Assistant | Mrs Clare Thomson |
| School Assistant  | Ms Laura Ford  |
| Janitor  | Mr Mark Cairns |
| Catering Staff | Mrs Belinda Strachan |
| Catering Staff | Miss Ashley Bunyan |
| Catering Staff | Mrs Hogg |
| Cello Instructor | Mr Dave O’Connell |
| Viola  | Ms Elsbeth Macleod  |
| Brass  | Mr Scott Walker |

**Attendance**

Attendance at St Patrick’s School is above the local authority average. The school monitors attendance and tracks this carefully. Further details are available which tracks PEF, care experienced and young carer attendance. We have had no exclusions at St Patrick’s Primary for a number of years.

**Achievements**

* 2022-23 was an exciting year for the school as we had a positive inspection by Education Scotland in December 2022.
* It was an exciting year for professional learning and improving pedagogy. All teaching staff continued to engage in professional enquiry to improve pedagogy and raise attainment. Staff developed cluster learning partners to moderate the teaching of Maths using the Concrete, Pictorial and Abstract approach (P1, 4 and 7), Talk for Writing (P2 and 3) and quality reading (P5 and 6).
* Staff developed their implementation of Talk 4 Writing and Teaching Live sessions (P6+P7) to improve learning, teaching and assessment of writing.
* This year we choose to include the whole school in the Scottish Young Engineers Competition. Two of our pupils received Distinction (Primary 1 pupils and Primary 4) and whose entries were exhibited at Prestwick Airport. More of our pupils received Distinction shortlisted – 3 Primary 7, with a high number of merits across the school.
* All P7 pupils achieved Pope Francis Faith Award and almost all P6 pupils achieved John Muir Award.
* Our P7 pupil won the Missio Christmas Card competition and her card will be printed for sale across Scotland for Christmas 2023.
* One of our Primary 7 pupils was invited to sign the national anthem at Hampden for the Scotland Ladies football match and has done so on 3 separate occasions.
* We had an intermediate and junior category winner for the Rotary Young Environmentalist competition.
* A primary 4 pupil won the Troon Rotary Photography competition for primary schools.
* Our Orienteering group won the overall small schools shield.
* The football team had a successful season winning the QMA Cluster Cup and reaching the final of the Craigie Cup.
* Almost all of our P7 pupils achieved level 1 and level 2 Bikeability.
* All P5 pupils took part in swimming lessons at Troon Pool.
* The Rights Respecting Committee ran a successful Foodbank campaign at Christmas and during Lent.
* A Primary 6 pupil achieved Bronze in the Scottish Maths Challenge.
* The football team reached the final of the Craigie Cup and also won the QMA Cluster Trophy.

VISION, VALUES AND AIMS

**Vision**

*We have a clear vision and values which have been developed with all stakeholders in the 2018/2019 session. This was prior to the COVID pandemic therefore next session we will evaluate our vision and aims to ensure they are still current to our school setting.*

In St Patrick’s Primary we strive to provide a secure, happy, caring school in which each child is nurtured and empowered to achieve his/her full potential through effective learning and teaching experiences of the highest quality. We are inspired by our Patron Saint, St Patrick; Christ be beside me in all I say, all I do and all I am.

**Values**

* As a Catholic school, our Christian Faith and Gospel Values permeates all aspects of our school life. Having revisited our Values in session 18/19 and in consultation with parents, pupils, staff and our local community our new school values are:
* **Respect, Achievement, Faith, Inclusion &Community.**

**AIMS**

At St Patrick’s Primary we strive to;

foster an open, welcoming and caring school in which all children feel safe, healthy, achieving, nurtured, active, respected, responsible and included.

nurture successful learners by providing all pupils with the best opportunities to achieve their full potential and prepare them for a life of learning.

inspire responsible citizens who develop positive attitudes to serve the common good, promote social justice and opportunity for all.

form confident individuals with a self-belief and passion for using their God given talents to pursue excellence for themselves and others.

encourage effective contributors with enterprising attitudes, resilience and independent skills capable of positively impacting on the communities in which they live.

To develop as a community of faith, promoting Gospel values and respecting the dignity of all God’s children

**Article 28:** Every child has the right to an education..

**Article 3:** The best interests of the child must be a top priority in all things that affect children.
**Article 14:** Every child has the right to their own religion.

**Article 29:** Education must develop every child’s personality, talents and abilities to the full.

**What Key Outcomes have we achieved?**

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| **Priority 1:To improve attainment, particularly in literacy for all** |
| **NIF Driver :****Improvement in attainment, particularly in literacy and numeracy.** **Closing the gap between the most and least advantaged children** |
| **Progress made** | **Supporting Evidence** |
| * Talk for Writing in P1 to P5 with focused CLPL for staff to build confidence.
* Professional enquiry approach used across cluster learning partners to moderate the teaching of writing in P2 + P3 linked to Talk for Writing
* Teaching Live Sessions with Pie Corbett for P6 and P7 (P5 term 3).
* Teaching Live Writing after school club
* School Assistant training incl Authority Lit/Num input.
* Staff to develop knowledge of ICT resources that will support dyslexic pupils

  | *Using data as shown is not always the best way for our school to track progress and achievement as class sizes are small and individual pupils can account for over 10% in some classes.*

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| CfE Levels - Writing |
|  | May 2021 | May 2022 | May 2023 Target | May 2023 |
| P1 | 100% | 63% | 70% | 78% |
| P2 | 71% | 87% | 95% | 73% |
| P3 | 77% | 50% | 65% | 73% |
| P4 | tbc | 80% | 90% | 64% |
| P5 | tbc | 59% | 70% | 80% |
| P6 | 73% | 67% | 75% |  |
| P7 | tbc | 78% | 85% | 73% |

Less than half of the classes did not meet expected target. where classes did not meet the expected target children are receiving a high level of intervention and working towards individual targets within their staged intervention plans.Staff Feedback of the Cluster Moderation said:* Cluster moderation sessions helped to facilitate rich discussions between colleagues.
* Opportunity to review resources in other schools across the cluster
* Mixture of online meetings and face to face meetings would be a good model to continue next session.
* Opportunity to discuss planning of the lesson, learning intentions and success criteria.
* Pupils were surveyed on the use of Talk for Writing and TeachingLive almost all had very positive comments such as; “When I write stories I feel like I am going into the story!” (P1)

 “TeachingLive has helped me with my confidence in writing for other people to read and give feedback on.” (P7)All school assistants attended authority training for Literacy and Numeracy specific interventions.Amanda Pickard delivered CLPL for all staff on the use of digital tools to support all learners. These have started to be embedded in the majority of classes.The reading attainment did not meet expected targets however we have made improvements across most of our cohort tracking

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| CfE Levels - Reading |
|  | May 2021 | May 2022 | May 2023 Target | May 2023 |
| P1 | tbc | 88% | 90% | 89% |
| P2 | tbc | 92% | 95% | 82% |
| P3 | 85% | 64% | 75% | 73% |
| P4 | 90% | 87% | 95% | 71% |
| P5 | 100% | 77% | 90% | 87% |
| P6 | 94% | 67% | 80% | 71% |
| P7 | 85% | 78% | 90% | 73% |

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| Next Steps:* Quality feedback session planned for Cluster Inset on 17th August 2023 using Education Scotland training materials.
* We will continue to work in cluster trips as all staff said that it was beneficial and informed their practice but we will amend observation timings to include working with pupil focus groups and to engage in professional dialogue following the observation.
* Authority twilight (in person) – Evidence/moderation of achievement
* Observation schedule – 35 minute observation, 15 minute pupil focus group
* Staff meeting dedicated to professional reading within stages around improving pedagogy
* Accelerated Reader programme to improve reading across the school.
* All staff will be involved in the South Ayrshire Reads training
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**What key outcomes have we achieved?**

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| **Priority 2: To improve attainment, particularly in Numeracy for all** |
| **NIF Driver: Improvement in attainment, particularly in Numeracy.****Closing the attainment gap between the most and least disadvantaged children.**  |
| **Progress made** | **Supporting Evidence** |
| All support staff engaged in authority numeracy and maths training.P1, P4 and P7 teachers engaged in cluster collaborative working group to plan, deliver and observe learning and teaching. All staff felt that cluster moderation helped to facilitate rich discussions and inform practice.Primary 6 and Primary 7 were offered the opportunity to complete the University of Strathclyde Maths Challenge. With 1 pupil receiving a bronze award.All staff and pupils worked with Scott Morrow to develop CPA approach and pedagogy.Scott Morrow ran a successful maths workshop for parents during our Come Share my Learning hour.P1/2 teacher attended outdoor learning course in May inservice. |

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| CFE Levels – Numeracy and Maths |
|  | May 2021 | May 2022 | May 2023Target | May 2023 |
| P1 | 100% | 100% | 100% | 89% |
| P2 | 100% | 100% | 100% | 100% |
| P3 | 92% | 64% | 75% | 73% |
| P4 | 90% | 94% | 98% | 79% |
| P5 | 100% | 53% | 70% | 87% |
| P6 | 73% | 78% | 85% | 91% |
| P7 | 92% | 82% | 95% | 89% |

*Using data as shown is not always the best way for our school to track progress and achievement as class sizes are small and individual pupils can account for over 10% in some classes.*Almost all pupils feel confident in using the concrete materials and know how these help them learn.The majority of parents enjoyed the workshop by Scott Morrow and would like to see more areas of maths and numeracy developed in this way. |
| Next Steps:* Develop Numeracy and Maths skills through outdoor learning. Pupil, Parent and staff feedback have identified outdoor learning as a priority for next session.
* Numeracy Development Officer to work with new and returning staff on CPA approach and how this is modelled in St Patrick’s.
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| **Priority 3: Improvement in young people’s health and wellbeing** |
| **NIF Driver :** **Closing the attainment gap between the most and least disadvantaged children****Improvement in children and young people’s health and wellbeing** |
| **Progress made** | **Supporting Evidence** |
| Emotion works used across all stages. All staff next session will engage in Emotion Works training taking into consideration those returning to work and new staff.Active schools provided a range of before school, lunch time and after school clubs. Active schools trained P7 pupils to deliver Junior Coaching Academy.7 children have worked with the Exchange and parents and pupils feel that this has had a positive impact upon mental health and wellbeing.Pupil Voice groups have had a positive impact, as children explore their rights, the environment, their community and the wider world. | Most pupils and parents stated in the Education Scotland survey that school teaches them how to lead a healthy lifestyle.Most pupils and parents think there are lots of chances at school for them to get regular exercise.Almost all pupils think that school offers the opportunity to take part in activities in school beyond the classroom and timetabled day.Most parents think the school supports their child's emotional wellbeing.Most pupils think they have the opportunity to discuss their achievements outwith school with an adult in school who knows them well. |
| Next Steps:* Collate data to measure impact of Pupil Voice Groups
* Continue to offer a wide variety of before/lunch time and after school sports and look to widen activities to take account of those who do not enjoy sports.
* Pupil Voice Groups to take a lead in School Improvement Plan, consulting with stakeholders and providing updates through school newsletter and Twitter all linked to HIGIOS.
* Review current Positive Behaviour and Inclusion Policy.
* Emotion Works training for staff.
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| **Priority 4: Improvement in employability skills and sustained, positive school-leaver destinations for all young people.**  |
| **Improvement in employability skills, and sustained, positive destinations** |
| **Progress made** | **Supporting Evidence** |
| Digi Tech Champion Pupil Voice group shared their learning across the school.Amanda Pickard ran staff and parent workshops to show how to use accessibility tools to aid learning. Amanda Pickard worked in classes and with Digi Tech pupil Voice group to upskill their use of accessibility tools.STEAM Come Share our Learning event to showcase work across the school.Achievements out with the school are shared with the school on our values display and on social media. | Child led assemblies and working with identified classes to upskill in areas of IT.Most pupils and parents surveyed said that using digital technology supports learning.Pupils in P6 and P7 can confidently use the accessibility tools to enhance learning during their Talk for Writing TeachingLive lessons. This has had a positive impact on Literacy attainment.Almost all parents stated the school organises activities where their child and parent can learn together. High number of pupils featured on our values display for achievements out with school.  |
| Next Steps:* Tracking and monitoring of achievements out with school to identify those who need to be given additional opportunities and ensure equity for all.
* Digital skills to remain as an area to embed across all curricular areas.
* Link learning and pupils voice groups to skills needed for life, learning and work.
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| **Priority 5: Serving the Common Good using the 7 themes of Catholic Social Teaching as a benchmark for self-evaluation and improvement. Consider the impact of our Catholic Mission on the wellbeing, equality and inclusion of pupils and on our collaborative and partnership work.**  |
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| **Progress made** | **Supporting Evidence** |
| Children are encouraged to treat each other with respect and any bullying incidents reported are investigated and recorded in line with our Positive Behaviour Policy.P1/2 are supported by playground leaders and buddies.Pupils look at charities we can support, both nationally and internationally.Rights Respecting Schools Pupil Voice led 2 Foodbank Campaigns at Advent and Lent to help those in need.Worked with cluster schools to raise awareness of Friends of the Holy Land charity thorough cluster carol concert and also raised awareness for Missio during the Missio walk.Children have a greater understanding of their rights and responsibilities in relation to the charter for Catholic schools as they presented at the Cluster pupil Voice exhibition. | Education Scotland found during their recent inspection articulate, enthusiastic and confident children who clearly demonstrate their school and gospel values. They are motivated by meaningful leadership opportunities and are very proud of their school.The majority of pupils surveyed stated that the school deals well with bullying whilst less than half choose not to answer as they had never had any experience of bullying. 100% of pupils in Primary 7 achieved the Pope Francis Faith Award with 9 pupils receiving Parish Commendation.Supported Missio, Ayrshire Cancer Support, MacMillian Nurses, South Ayrshire Foodbank, Fairtrade money used to purchase olive trees in Palestine and Fisherman’s Mission.Pupil and Parental engagement in cluster Mass and Missio mission walk. |
| Next Steps:* Continue to support local and international charities
* Reintroduce our HUG group (Help Unite Generations)
* Revisit our Positive Behaviour Policy
* Revisit our school values with all stakeholders to ensure they are still relevant
* Establish relationship with new parish priest when we return in August.
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**Evaluation Summary**

## Leadership of Change (1.3)

Developing a shared vision, values and aims relevant to the school and its community.

The whole school community has high expectations for all young learners and are proud of the positive ethos created by everyone involved. Staff, parents, parish and the wider community are passionate about ensuring all children reach their potential. The vision and values have been created in consultation with all stakeholders and was launched in August 2019 with them being visible across the school and in pupil’s jotters. Education Scotland found strength in, “The strong leadership provided by the school’s senior leaders. They create and support a positive, nurturing and inclusive ethos and lead change well. They are highly respected by the school community.” Pupils know they are valued. They know they will be inspired to shine, in all they do, say and are. This message is reinforced in a strong home school link.

Our approach to self-evaluation using How Good is Our School, has been further established this year. These self-evaluations form the basis for professional development in line with the School Improvement Plan. We are in the process of ensuring all staff are involved and have built an awareness of HGIOS 4 into parental information sessions. Moving forward we have parental sessions planned for parents to become even more involved in the self-evaluation process. This session each pupil group will take a Theme from HGIOS to evaluate and plan improvements.

Strategic Planning for continuous improvement.

At the heart of St Patrick’s Primary is effective team work and high expectations for all. Staff seek opportunities to work collaboratively to improve teaching and learning. Leadership opportunities are identified with staff through their PDR. As a school with mainly composite classes we work closely with our cluster schools and have planned and shared learning with St Ninian’s Primary. Session 2022/23 staff participated in moderation across the cluster to identify and share good practice. This year we will continue this with the creation of Cluster Professional Reading Groups. SLT guide and manage strategic direction and pace of change. Stakeholders are kept abreast of information through ‘Come Share my Learning’ events, letters, Parent Council meetings, Pupil Council meetings and assemblies. The use of wee HGIOS allows pupils to self evaluate within their peer groups. The majority of pupils think that their views are taken into account and most parents feel their views are taken into account when changes are made.

Implementing Improvement and Change.

SLT and staff remits have clear responsibilities and the School Improvement Plan is matched to personnel who are responsible.

Staff have continued to prioritise to meet the needs of all learners; the use of Making Thinking Visible has encouraged a high level of questioning to develop thinking skills. Teachers are becoming more confident in their professional judgements, which has shown an improved accuracy around professional judgements. With our HT on Maternity Leave until January 2023 and a further 3 members of our staff on maternity leave it was a challenge to ensure new staff understood and were familiar with the schools rationale to choose approaches to effectively facilitate change leading to great equity for all learners. Now staff will be returning from Maternity Leave, ensuring consistency will be key and providing training to upskill will be crucial. All staff are now keen to drive improvement forward and have developed a focused School Improvement Plan with clear strategy for improvement.

## 2.3 Learning, Teaching and Assessment

Learning and engagement

* Across the school, all children and staff understand and uphold the gospel and school values which underpin the daily life and work of St Patrick’s Primary School. The school’s ethos reflects a clear commitment to children’s rights. This is evident in lessons and the rights are displayed visually throughout the school. Senior leaders are providing strong, supportive leadership and direction, and work very well together as a team.
* Children are polite and respectful to each other and to adults. They are supportive and help each other in class, particularly when working in groups and pairs, and across the school. Almost all children are motivated, attentive and engage fully in their learning activities. All children contribute effectively to the life of the school through pupil leadership groups. They are actively involved in planning and making changes which impact positively on school life.
* Relationships between staff and children are strong. As a result children are well supported in a positive, nurturing environment.
* Most children engage in their learning tasks. They are confident, mannerly and interact very positively and respectfully with each other during activities.
* Children contribute effectively to the life of the school and wider community through a range of activities and a wide range of pupil voice groups.

Quality of Teaching

* Overall, the quality of teaching is good. Senior leaders, teachers and support staff regularly engage in professional dialogue with a shared focus on improving outcomes for all children. Teachers’ practitioner enquiries support and inform the school’s improvement agenda. The open learning environment is calm and purposeful. As a result, almost all children participate very well in lessons. Displays in class and across the school show children’s achievements and progress. Currently, children and staff are redesigning the school library to improve the environment and widen reading choices available. To provide children with the best learning experiences across the curriculum, teachers could maximise the use of learning spaces in the school and outdoors.
* In most lessons, teachers’ instructions are clear and children understand the purpose of their learning. Most children talk confidently about the knowledge they are developing. Senior leaders and teachers should now support children to make links across their learning. Children would benefit from teachers highlighting the skills being developed during lessons. This will help children identify these skills and understand how they can be applied across learning and in different contexts
* Most teachers use a range of questioning effectively to engage learners. They plan tasks and activities which are well matched to the needs of almost all learners. A few children would benefit from increased opportunities for challenge. When delivering lessons to the whole class, teachers should utilise approaches that will help pupils. Teachers should also vary time teaching to the whole class, working with groups and individual pupils. Children who require support in their learning are supported well in class and through targeted interventions. Support staff use their skills and training to support children effectively. As planned, senior leaders and staff should continue to develop the school’s learning and teaching policy. This will support all staff to develop further a shared understanding of what high quality learning and teaching looks like at St Patrick's Primary School.
* Senior leaders and teachers are embedding digital technology effectively across the school. A few staff achieved certification for their digital knowledge and skills. In the early stages, programmable toys engage children well and support them to develop skills in simple programming sequences and consolidating their understanding of positional commands. In the upper stages, children are becoming confident in using digital technologies to extend their research skills, showcase their learning and, more recently, explore coding. Children enhance and share their skills with others through a coding club. Teachers should continue to develop digital technologies to enrich children's learning experiences.
* At early and into first level, staff are embedding learning through play approaches. Working with the children, teachers co-create the classroom environment to support play-based learning experiences and encourage curiosity. As planned, staff should continue to develop and share further their understanding and approach to play, taking account of national guidance. This supports progressive learning experiences across levels and allows young children opportunities to lead learning and develop further their independence.
* Staff know the children very well and have achieved an inclusive and supportive learning environment founded on the rights of the child.

Effective use of assessment

* All teachers use a wide range of summative and standardised assessments to measure and evidence children’s progress. Currently, senior leaders and teachers are developing and extending formative assessment approaches. This will help to judge the pace of children’s learning in lessons and across the longer term more accurately.
* At key milestones, teachers evidence children’s progress and attainment in literacy and numeracy using a wide range of data. They use local authority progression pathways well to support this. Teachers and children gather samples of work throughout the year to help inform these decisions and demonstrate progress. Senior leaders and teachers should now aim to assess and evidence children’s progress across all curriculum areas
* All teachers are involved in helpful cluster moderation groups with colleagues that cover a range of curricular areas. They regularly share their developing knowledge and practice with each other. This is supporting teachers’ confidence and improving accuracy in making professional judgements on children’s achievement and progress.
* Teachers provide a range of written and oral feedback to children. As planned, teachers should continue to develop feedback to support children’s learning and progress more effectively. Children decide and set individual targets for literacy, numeracy and one of their own choice. They should now be supported by staff to create targets that are measurable and linked to transferable skills for life and learning. This will help children to make connections and reflect on their progress more easily.

Planning, tracking and monitoring

* Teachers plan learning appropriately across the curriculum. During interdisciplinary learning, children are given opportunities to work with their teacher to plan and shape learning. At the early stages, children select and plan their play. Newly introduced learner conversations are supporting teachers to take greater account of children’s views and understand better how children see themselves as learners. As staff continue to review planning processes, they should consider developing more opportunities for children to be involved in planning learning across the curriculum.
* Senior leaders have established regular useful tracking meetings with teachers. They track and record children’s progress and attainment effectively. This supports teachers to identify any children who require further support or intervention, particularly in literacy and numeracy. Senior leaders use a robust digital system well to monitor and analyse children’s progress and attainment in literacy and numeracy.
* Staff are aware of the national benchmarks and use these alongside the South Ayrshire frameworks when planning learning.
* Monitoring and tracking approaches are in place to track the progress and attainment of individual children including targeted groups such as those registered for free meals who attract pupil equity funding (PEF).

Priorities for future development

* + Redesign of the school Library
	+ Skills highlighted when they are being taught, allowing pupils to make links across learning.
	+ To provide children with the best learning experiences across the curriculum, teachers could maximise the use of learning spaces in the school and outdoors.
	+ Increased opportunities for challenge.
	+ Increase opportunities for independent learning.
	+ Continue to embed digital technologies to enhance learning.
	+ Children involved in planning learning across the curriculum.
	+ Continue to embed Making Thinking Visible strategies to ensure a consistent approach across the school.
	+ The school will review their policy on outdoor learning to create a more progressive programme of skills development in this area.

### 3.1 Ensuring Wellbeing, equity and inclusion

**Wellbeing**

### All staff have undertaken Child Protection, RRS and Restorative Practice training supported by our link educational psychologist to ensure a shared understanding of wellbeing and the rights of children.

* Pupils surveys state that almost all children feel safe and cared for in school and know who to go to if they need help.
* Relationships across the school and with our partners are positive and effective therefore ensure that we work well together to impact positively on children and families.

**Fulfilment of Statutory duties**

* We comply and actively engage with all statutory requirements and codes of practice such as GTCS registration, 2 hours quality PE. 2 ½ hours RERC, ASN legislation and Health and Safety.
* Our policies clearly link 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 attendance policy.

**Inclusion and equality**

* 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.

### 3.2 Raising Attainment and Achievement

Attainment in Literacy and Numeracy

* In P1, P4 and P7 most children attained nationally expected Curriculum for Excellence (CFE) levels in literacy and English. The majority of children achieved writing at early level. In numeracy and mathematics, all children achieved early level, almost all children at first level and most at second level. Most children requiring additional support are making good progress from their individual prior levels of learning and a few children are achieving nationally expected levels

**Attainment over time**

* Overall, most children are making good progress in literacy and English.
	+ *Listening and Talking*
		- Overall, most children are making good progress. Children who have achieved early level talk confidently about familiar stories. They share the part they like best. They will benefit from creating their own questions about texts read. By the end of first level, most children discuss a range of texts well and explain why they find them interesting. They actively listen to the ideas of others. They are less confident in answering inferential questions. At second level, most children articulately discuss texts and communicate well their understanding. They exemplify their views and answer evaluative and inferential questions with growing accuracy. At this level, children will benefit from practice note-taking to create their own texts from information

gathered.

* + *Reading*
		- Most children are making good progress. At early level, all children are exploring sounds and letters and are beginning to recognise simple familiar words. Children, who have achieved early level, read known books with increasing fluency and confidence. They use strategies well to help sound out new words. Across first and second level, most children read a wide range of genres and authors. They talk about their books with enthusiasm, predict what might happen next and discuss characters. Children confidently take on group reading roles, such as ‘summariser’ and ‘questioner’. At first and second level, all children will benefit from planned further practice applying their higher order thinking skills to analyse texts.
		- *Writing*
		- Overall, the majority of children are making good progress. After the pandemic, senior leaders identified the need to support children’s writing more effectively at first and second level. As a result, teachers are implementing universal and targeted interventions. These are beginning to have a positive impact on the quality of children’s writing. For example, most children are including an increasing range of vocabulary in their texts. Children, who have achieved early level, write simple sentences and use basic punctuation. They will benefit from practising a range of spelling strategies to help them write more independently. At first and second level, most children use ‘story maps’ to help write texts of increasing length. They are beginning to vary their language more to engage the reader. Working towards second level, children regularly use laptops to create their extended texts. They evaluate their writing through self and peer assessment. Most children are beginning to use this feedback to improve the quality of their texts. They require further practice in reviewing their writing to be technically accurate. At all levels, children will benefit from writing for different purposes across an increasing range of curriculum areas.

Numeracy and Mathematics

Overall, most children make good progress in numeracy and mathematics and a few children

across the school are making very good progress. Children in P2, P3, P5 and P6 are making

good progress towards first or second level in numeracy.

* *Number, Money and Measure*
	+ By the end of early level, children are developing confidence when talking through their thinking. Most children use practical materials appropriately and apply a range of strategies when adding and subtracting. They are developing different ways to record their solutions. By the end of first level, almost all children demonstrate mental agility appropriate for their stage. They increasingly carry out calculations confidently and accurately. They use correct mathematical vocabulary when discussing their learning. They will benefit from further practice with multi-step problem solving. Most children working towards second level are confident rounding with larger numbers and exploring place value and decimals. They apply their learning and skills in number, money and measure to real-life, practical contexts. They justify their choice of strategy and are becoming more skilled at identifying the most efficient. They are less confident linking concepts across fractions and percentages.
	+ Shape, Position and Movement
		- By the end of early level, all children identify familiar two-dimensional shapes well. They use simple language of position and direction confidently during play. By the end of first level, almost all children name, identify and classify a range of simple two-dimensional shapes and three-dimensional objects. They are less confident identifying and describing their properties. Most children working towards second level understand the properties of circles well and use mathematical language confidently when describing and classifying a range of angles. They will benefit from applying and linking this knowledge to the eight compass points when describing, following and recording directions.
		- Information Handling
		- At early level, most children apply their counting skills to display information and answer questions from a simple table, such as favourite books. By the end of first level, almost all children can carry out a simple survey, use tally marks correctly to record responses and display results. At second level, most children can analyse, interpret and draw conclusions from a variety of data. Across the school, all children would benefit from further practice collecting, organising and displaying data using digital technologies.

Attainment over attainment

* Senior leaders have collated and tracked attainment data for over five years. This information demonstrates clearly that most children sustain good progress moving through the school. Senior leaders apply their knowledge of the school well, when analysing data, and track effectively the progress of children in smaller cohorts and new children entering at different stages. As identified by senior leaders, the pandemic has impacted on the pace of most children’s progress and attainment across P3-5. Staff are implementing appropriate literacy and numeracy interventions to raise attainment. Senior leaders, working closely with partners and local authority staff, facilitate further professional learning for all staff to support recovery and raise attainment. Senior leaders record and monitor a wide range of attainment data for individual children and the whole school. They are beginning to analyse this in further detail for particular groups of children, such as those with barriers to learning

**Overall quality of learners’ achievement**

P7 children speak confidently about their leadership roles, such as house ambassadors and

buddies. They articulate well the value these roles bring to their school. Children achieve

success and develop confidence through trips, clubs and activities, such as ‘bikeability’, sports

and the expressive arts. A few children share their national successes with school and these

achievements are celebrated. Older children achieve recognition for community work through

their Pope Francis faith award. All children develop citizenship skills working closely with

charity partners such as the foodbank and Fisherman’s Mission. Last session, P6 children

developed skills in sustainability achieving their John Muir award. Children work together well

to gain national school awards such as silver sportscotland and Fairtrade certification.

Children’s successes are celebrated during assemblies and through displays, newsletters and

digital platforms. Teachers track children’s participation in school clubs. They identify and

support children who may be at risk of missing out. As planned, staff should support children to

identify the skills and qualities they develop participating in activities in and out of school. This

will support children to recognise and reflect on their achievements and progress.

**Equity for all learners**

Senior leaders and teachers have a strong understanding of the socio-economic context of the

school and community. They use this knowledge effectively to inform improvement planning.

As a result, the school’s Pupil Equity Fund allocation is used appropriately to support the

raising attainment strategy for literacy and numeracy. Senior leaders are developing helpful

processes to identify and evidence the extent to which the school are closing the

poverty-related attainment gap. Teachers are beginning to monitor progress of children with

identified potential barriers to their learning towards recently created individual targets. The

impact of targeted support on children’s outcomes is beginning to narrow attainment gaps in a

few areas, such as improved mental maths agility. Senior leaders should develop further

measurable ways to evaluate the impact of interventions. This information will help staff to

ensure targeted supports are accelerating progress and improving outcomes for all children.

Senior leaders, working with the Parent Council, ensure that financial constraints do not

prevent any children from taking part in opportunities for achievement. This supports all

children to be included. Many parents make good use of the school’s pre-loved uniform stall.

The church community and local businesses work in partnership with senior leaders to provide

support to families. This is improving children’s health and wellbeing.

Priorities for future development

* The school will continue to develop strategies to further raise attainment in both literacy and numeracy and close the attainment gap.
* The school will continue to monitor and evaluate strategies put in place to ensure improved and consistent attainment.
* The school will continue to participate in assessment and moderation activities using the benchmarks, standardised assessment data and professional judgment to ensure a shared understanding of standards in attainment across the school.
* The school will continue to review the impact of the targeted Pupil Equity Fund interventions.
* The school will ensure that children’s wider achievements within and beyond the school are tracked and monitored. The school will then use this information to ensure no child misses out.

## Overall school evaluations

|  |  |  |
| --- | --- | --- |
|  | **Quality Indicator**  | **School’s Evaluation**  |
| **1.3**  | Leadership of Change | Good  |
| **2.3**  | Learning, Teaching & Assessment  | Good  |
| **3.1**  | Improving Wellbeing, Equality & Inclusion  | Good  |
| **3.2**  | Raising Attainment & Achievement  | Good  |

**What are the key priorities for improvement in 2020/21?**

* Priority 1: Improvement in attainment, particularly in literacy
* Priority 2 Improvement in attainment in numeracy
* Priority 3: Improvement in children and young people’s health and wellbeing
* Priority 4: Improvement in employability skills and sustained, positive school-leaver destinations for all young people.
* Priority 5: Cluster approach to Serving the Common Good

**What is the capacity for Improvement?**

The overarching focus for our continuous improvement journey is to raise attainment and achievement for all, embedding the vision of the National Improvement Framework and realising our own school vision:

“Inspired to shine in all I say, all I do and all I am!”

We look forward to working together with staff, children, families and partners to promote and enhance learning for all our children.

We have effective strategies in place to monitor and evaluate the impact of changes through the careful analysis of triangulated Quality Assurance evidence alongside ‘How Good is our School 4’ self-evaluation feedback. Tracking, monitoring and impact analysis will allow us to carefully consider our achievements and ensure we are meeting the needs of all to achieve excellence and equity; staff are committed and focused on securing positive outcomes.

Our capacity for improvement continues to be demonstrated through our daily actions and our school improvement plan. Our School Improvement Priorities for Session 2023-2024 focuses clearly on literacy, numeracy, health and wellbeing to raise attainment and achievement for all.

A copy of the School Improvement Plan for next session is available on our school website.