



St Patrick's Primary Standards and Quality Report 2016-2017



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Our School



Saint Patrick's Primary School is a denominational school in the central area of Greenock. In November 2016 we took ownership of our new 'state of the art' school in Broomhill Street following a period in temporary accommodation. Our new school is bright, light and colourful. We have a large hall for PE, Mass and assemblies with a separate lunch hall which can also be used as a general purpose space. We have a separate library and computer suite. Each class is equipped with an interactive 'smart' board. Throughout the school there are 'breakout areas' which are used creatively including our cooking area, cyberzone and art and science area.

In Session 2016-2017, we had 231 pupils over 10 classes, from P1-P7 with 3 composite classes. There were 14 members of teaching staff which included the Head Teacher, the Depute Head Teacher, 1 Acting Principal Teacher, 11 class teachers, 2 teachers who took classes for PE and ICT and 1 part time teacher who provided additional support for learning. The Head Teacher and Depute Head were non-class committed.

The school was supported by 3 Clerical Staff (one full-time and two part-time), 5 Classroom Assistants, 3 Additional Support Needs Auxiliaries and the school janitor. The school also had Brass, Singing, and Cello Teachers for $\frac{1}{2}$ day each per week and a Violin Instructor for 1 full day.

The school has an active and supportive Parent Council. We worked closely in partnership in all aspects of school life including planning, fundraising and volunteering. All Parent Council events were advertised in the monthly school newsletter, on our Twitter feed and on our school website. Parent Council also introduced a closed Facebook page to help keep parents informed and updated.

Partnership Working

The Heads of Establishments from our cluster nurseries, primary schools and Notre Dame High School meet regularly to ensure strong links which are essential when children are transferring from nursery to primary and from primary to secondary.

The main pre-five establishments associated with St Patrick's are Whinhill and Wellpark Nurseries although children from as many as thirteen nurseries/playgroups may enrol at St Patrick's in any given year. During the Summer Term our Depute Head Teacher visited each nursery to meet with the children and the nursery staff. This ensured that the children knew a friendly face when they first visited St Patrick's Primary and allowed for sharing of information. Our Primary 1 pupils invited the nursery children for some 'play dates' in the summer term to show them what life is like in Primary 1. This was followed by 2 induction days and 2 New Parents Information Sessions. Our Primary 6 children applied and successfully interviewed to become 'Buddies' . They will continue this role in Primary 7 with our new Primary 1 pupils ensuring a settled start and smooth transition for our new entrants.



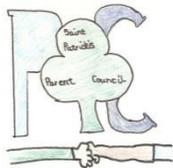
Notre Dame High School is our associated secondary. Active Schools host Primary 7 sports events throughout the year to help the cluster primary pupils get to know each other. Staff from Notre Dame Maths Department visited our pupils. Our pupils attended a whole day religious retreat at Notre Dame with their future classmates from St Mary's and All Saints. Mrs Couttie, Head Teacher, guidance staff and pupils from first year presented an information and Q&A session. P7 pupils had a 2 day induction programme in the summer term.

Partnership Working

The school is served by St Patrick's Parish. We have excellent support from our parish priest, Father John Morrison and from Father Thomas. Through their pastoral care, the children have many opportunities to participate in religious events, both within the school and in the Church.



We have a wide range of partners who work with school staff to enhance learning experiences for pupils. We also appreciate the importance of learning out-with the classroom and provide opportunities for children to visit outward bound centres, sports and musical festivals or events as well as local areas of interest.



St. Patrick's has a very active Parent Council which has an excellent relationship with the school. They are involved in all aspects of school life from planning and consultation to fundraising and volunteering. The Parent Council were fully involved in planning and developing our new building. Their views are always sought and valued. This school year we have had several parents volunteering within the school in a variety of roles including netball coaching, story-telling and art project work, baking, classroom support and accompanying on trips. We are always delighted to have our families share their talents with us.

Our Vision, Values and Aims

Vision

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

Values

In session 2016-2017, our whole school community reviewed our Values and agreed that **kindness** is at the heart of all we do. Members of St Patrick's Community are guided by the 3 **Rs** and 2 **As**;

Respect, Rights and Responsibility and Ambitious to Achieve

Our Aims

- To foster an open, welcoming and caring school in which all children feel safe, healthy, achieving, nurtured, active, respected, responsible and included.
- To nurture successful learners by providing all pupils with the best opportunities to achieve their full potential and prepare them for a life of learning.
- To inspire responsible citizens who develop positive attitudes to serve the common good, promote social justice and opportunity for all.
- To form confident individuals with a self-belief and passion for using their God given talents to pursue excellence for themselves and others.
- To 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.

The Self-Evaluation Process: Involving Everyone and Gathering Evidence

We use a national document called 'How Good is Our School? 4'. This provides descriptions of what it means to be 'very good' in our work. We look carefully at what and how we teach and decide on strategies for improvement.

Evidence to support our current strengths and areas for improvement has been gathered through:

- The Head and Depute Head Teacher visit classrooms and discuss lessons with teachers and pupils.
- Each term teachers discuss their plans with the Head and Depute Head Teacher to ensure the pupils get the best possible experience.
- Teachers meet regularly with the Head and Depute Head Teacher to discuss the progress of each individual child.
- Ongoing classroom formative and summative assessment ensures progress and challenge.
- The Head and Depute Head Teacher looks at the work of the pupils each term with the Class Teachers to ensure the highest possible standard.
- The Quality Improvement Officer from the local education department visits the school regularly to evaluate our work. Together we look at how the school has progressed and then plan for improvement.
- Pupils in Pupil Council meet regularly with the Head Teacher to discuss any concerns or suggestions the pupils may have. Pupil Council members then report back to their classes. Changes/improvements are implemented if appropriate.
- A computer based standardised testing programme called PIPS in P1, P3, P5 and P7 helps us track the progress of our pupils.
- Progress of pupils is monitored carefully and data is gathered to track improvements and identify required interventions.
- Pupils, staff and parents are asked for feedback throughout the year. They are also asked for any ideas on how we can improve.
- The Head and Depute Head Teacher have regular meetings with visiting staff e.g. educational psychologist, school nurse, speech therapist... to measure how well our joint partnership is working and how we could improve outcomes for pupils.

Ensuring Wellbeing, Equality and Inclusion

How are we doing?

All staff are trained in Authority guidance on GIRFEC pathways.

DHT and HT using GIRFEC Health and Wellbeing procedures and paperwork to implement GIRFEC Pathways and record progress and needs.

School achieved UNICEF Rights Respecting Schools Award Level 1.

Children's Rights Pupil Voice Group continue to work to keep rights respecting message at the forefront of the work of the school.

New Pupil Voice Group established. The Playground Team have had initial meetings to plan for enhanced playground experiences.

How do we know?

Feedback from RRSa Level 1 assessment was extremely positive and highlighted the children's involvement and ability to lead and articulate as a key strength.

Support Staff have worked collaboratively with Alison Dorrian, Active Schools Co-ordinator, to audit playground experiences.

What are we going to do now?

Continue to adapt procedures and paperwork as necessary to implement GIRFEC Pathways.

Enhance the understanding of staff in implementing the GIRFEC Pathways.

Children will spread the Rights message within the wider school community and Parish.

Gain Level 2 accreditation of Rights Respecting School.

Raising Attainment in Numeracy and Maths

How are we doing?

Renfrewshire Progressive Maths planners are being used across all stages.

Teachers are confident in planning for numeracy and maths using the Renfrewshire Planner to ensure progression.

The planner has allowed for a more coherent approach to planning, teaching, learning and assessing of numeracy and maths outcomes throughout the school.

New maths resources and materials have been introduced.

Maths moderation between all cluster staff has helped share good practice and expectations.

Infant staff have attended professional learning events.

At infant stages there is no attainment gap in Maths.

How do we know?

Dialogue with Class Teachers.

Forward Planning meetings between SMT and Class Teachers.

Planned observations of learning in maths by Head Teacher and Depute Head Teacher show Numeracy and Maths in context.

Learning conversations with children included how skills learned in maths could be applied in other settings, and in the future.

Assessment data shows us that across the school, almost all children are achieving the expected levels in Maths.

What are we going to do now?

Continue programme of Cluster Maths Moderation.

Introduction of SEAL programme in infant classes and for those targeted children.

Maximise opportunities available from joining Attainment Challenge Programme.

Increase attainment in maths for children who are impacted by poverty related attainment gap.

Raising Attainment in Literacy

How are we doing?

Most children are achieving the expected levels in Listening & Talking and Reading.

The majority of children are achieving the expected levels in Writing.

A range of formative assessment strategies and techniques are used throughout the school in the various curricular areas.

Progress Meetings with SMT focus on children's progress in all areas of literacy.

Children engage in literacy across learning.

New resource to enhance learning and ensure progression in handwriting has led to increased standard in presentation.

At infant stages there is no attainment gap in Reading or Writing.

How do we know?

Dialogue with Class Teachers.

Forward Planning meetings between SMT and Class Teachers.

Formative assessment strategies are evident during Learning Walks and in Learning Conversations.

Progress Meetings with teachers show that teachers plan for children to have opportunities to apply literacy skills across learning.

Termly Tracking Meetings allow assessment data to be analysed. Projected grades were realised or exceeded.

What are we going to do now?

Maximise opportunities available from joining Attainment Challenge Programme.

Increase attainment in maths for children who are impacted by poverty related attainment gap.

Plan for moderation activities to enhance teaching and assessment of Writing.

Introduce and implement Active Literacy Approach to teach Writing.

Support Staff to train in Catch Up Literacy and deliver to targeted children. Enhance Reciprocal Teaching with Dialogic Teaching.

Modern Languages 1 + 2

How are we doing?

Spanish is embedded in everyday routines within school.

All teachers teach Spanish lessons weekly in their classes.

Mrs Liz Anderson is 1 + 2 Co-ordinator.

Platform is being used by all staff for planning progression.

Staff engaged in professional learning to enhance their own knowledge and skills.

New resources to assist with teaching of Spanish were purchased and are in use.

How do we know?

Children greet SMT in Spanish throughout the school and ask questions in Spanish to enquire how SMT are feeling.

Learning Walks and Learning Conversations show Spanish embedded in daily activities in classrooms eg Spanish Feelings Check-in.

Forward Planning Meetings show teachers use Platform for planning for progression.

What are we going to do now?

Continue to develop Spanish language and learning of culture throughout school.

Involve parents/carers in Spanish Celebration of Learning.

Developing a Curriculum Rationale

How are we doing?

Whole school community has been consulted to review Values to ensure they are relevant.

All stakeholders' views have been gathered and collated.

Pupil Council have analysed the responses and have collaborated with SMT to revise Vision, Values and Aims statement.

Collegiate working with all staff has resulted in discussions around what makes our school unique and what our aims for our pupils in St Patrick's are.

HT has been involved in professional learning opportunities aimed at developing a Curriculum Rationale.

How do we know?

Regular meetings with Pupil Council.

Awareness raising with all pupils during Assembly time.

SMT visits to middle and senior classes to discuss School Values.

Consultation exercise at both Parents' Evenings this session.

Every member of the school community was invited to register their views at a vote of preferred Values.

Whole school staff meeting on May in-service day to discuss Curriculum Rationale.

Teaching Staff Meetings about Curriculum, Progression Pathways and key experiences on offer at St Patrick's.

What are we going to do now?

HT to attend further training with Alison Drever from Education Scotland to learn more about developing a unique Curriculum Rationale.

Raise awareness of new Vision, Values and Aims with whole school community and gather any feedback.

Produce an initial Curriculum Rationale and develop throughout the year to continually reflect the experiences of children in St Patrick's.

Cluster Priority: Self-evaluation Using "Developing in Faith"

How are we doing?

Cluster committed to working in close partnership with families and parishes to develop as a community of faith and learning.

Cluster events continued to promote family involvement.

HTs from the Cluster met with Rana Keane (Diocesan RE Advisor) to plan teaching staff training to raise awareness of 'Developing in Faith' as a self-evaluation resource.

Teaching staff from all 3 Primary schools in the cluster attended training to raise awareness of using Developing in Faith.

How do we know?

Staff have greater awareness of Developing in Faith.

Parental and family involvement in parish and cluster events.

Faith formed a big part of discussions about school's vision, values and aims with Parent Forum during consultations.

Discussions with children during consultation about school's vision, values and aims highlighted the importance of developing as a community of faith.

Cluster HTs submitted self-evaluation report to Diocese on this session's chosen focus ie Developing as a Community of Faith and Learning.

What are we going to do now?

Continue with good practice in developing as a community of faith and learning.

Cluster has agreed priority for next session will be the Quality Indicator, "Celebrating and Worshipping" from 'Developing in Faith'.

Agree and implement initiatives/activities to promote and celebrate the centenary of Catholic Education in Scotland.

Provide meaningful opportunities for staff, pupils, parents and associated parishes to worship together as a Catholic Community of Faith.

Cluster Priority: Numeracy and Maths

How are we doing?

Cluster moderation work throughout the session has taken the form of 3 collegiate sessions. Teachers have worked grouped by Curriculum for Excellence Levels and worked in smaller groups with stage colleagues.

Development work included analysing draft Numeracy Benchmarks, planning lessons with assessment as starting point and exploring all the elements that make a good maths lesson using How Good Is Our School? 4 to challenge practice.

Infant teachers have now 2 years of cluster collegiality experience.

Increased attainment in maths at infant stages.

How do we know?

Feedback from teachers highlights collegiate working with cluster colleagues as valuable professional development.

Language of Benchmarks and HGIOS? 4 being used during Progress Meetings with SMT.

Almost all children at infant stages achieving expected levels of attainment.

Attainment figures in maths across the whole school.

Lessons observed by SMT in numeracy and maths.

Learning Conversations with pupils and Learning Walks.

What are we going to do now?

Plan further opportunities for teaching staff to participate in professional dialogue to further moderate standards in numeracy and maths within the school and cluster.

Engage with Cluster Pre-5 establishments and Notre Dame High School Maths teachers to track progress halfway through transition year.

Attainment

A variety of formative assessment strategies are used throughout the school to inform next steps in learning and teaching.

A variety of assessment structures ensure that children with additional support needs make progress.

NGRT Reading Assessments are used in P4 and P7 to track children's progress in reading.

PIPS assessments are used in P1, P3, P5 and P7.

Teachers share learning intentions with the children.

Tracking of pupils' attainment in reading, writing, listening & talking and maths is rigorous and regular.

SWST used twice yearly to track children's progress in spelling.

Children are given opportunities to apply what they have learned in new and unfamiliar situations.

Children are involved in creating the success criteria.

Our Achievements

We are very proud of the high achievements of all our pupils. We understand that, although academic achievement is very important, it is equally important to provide opportunities for our pupils to develop their skills and talents in other ways. We have a house points system and pupils gain house points for achievements. Each term the winning house has a fun session as a reward and receives the house trophy. Each Friday we have 'Tea with the SMT'. One child from each class is rewarded for their effort that week by being invited to a special tea party. All successes are shared on Twitter.

In striving to honour Jesus Christ as the Way, the Truth and the Life through service for the common good;



Our P7 pupils completed the Pope Francis Faith Awards, with many of the children achieving the additional Parish Commendation.



We presented Sister Placida with a cheque for £500 for the Live with Hope Centre in Kericho, Kenya.



P7 raised £250 for the Bishop's Fund for Missio.

Our Senior Choir performed at a fundraising concert in aid of Ardgowan Hospice and performed carols in several local nursing homes.

P6 & P7 led the Liturgy on Education Sunday and at their thanksgiving mass in the parish.

During Lent we raised £543.46 for SCIAFs 'Wee Box-Big Change' appeal.

P6 pupils raised £111 for Mary's Meals with an Easter raffle as part of their Pope Francis Faith Awards.

P7 led the children in praying the Rosary during October and May and in Stations of the Cross during Lent.

Our Achievements

This session our very talented and hardworking pupils showed off their musical and dramatic talents in a variety of performances.



Successful participation in the Inverclyde Music Festival;

- First place in vocal solo and violin.
- P1 were first in class, P2, P3 and P4 were runners up.
- Senior choir took first in class and performed at the Gala Concert too.



Vocalists and Instrumentalists have performed with the Notre Dame Cluster Band and at the Notre Dame Cluster Concert.

Primaries 6 & 7 performed a selection of Scottish songs, poetry and dances for their grandparents.

Each class 'did a turn' at our Christmas concert. We had songs and poems and even 'A Christmas Carol' as well as our traditional P1-3 Nativity, It's A Baby!

Our children led the Carol Service before Christmas Eve Mass in St Patrick's Church.

We had our official opening ceremony which was presented by two of our P7 pupils with the entertainment being provided by P1, our Senior Choir and our instrumentalists.



Our Achievements

We had a very successful season in cross country and sports hall athletics.

P7 had another extremely successful residential trip to Ardmay. We made lots of friends from King's Oak Primary.



Our P7 pupils took part in several rugby tournaments and our girls' football team had their first competition too.

Some pupils from our P5-P7 Choir visited STV Studios in Glasgow and performed Christmas carols and songs which was broadcast over the Christmas period.

Our P5 pupils took part in the Morton Community Trust 'Literacy Trail'. As well as having weekly football coaching they learned the skills required to be a sports journalist, including reporting, commentating, interviewing and presenting.

At the end of their four week block they presented their learning to an invited audience and had the opportunity to interview a panel including Warren Hawke and Jim Duffy. They even got to travel in the team bus.

We continued to work towards gaining our Level 2 Rights Respecting Schools Award.

Pupils demonstrated their learning to our parents and local community during our Cluster Science Fayre.

Our children planned, organised and hosted the Activote Quiz competition for all Inverclyde Primary schools.



Our Netball Team had a great season, taking part successfully in several tournaments.

Promoting Equalities

Our P3 pupils once again participated in the Roots of Empathy programme.



As part of our exploration of Children's Rights the pupils have learned about the rights of children in historic and global contexts as well as how they apply in their own lives.

Our ongoing partnership with West College Scotland enabled our P5 & P6 pupils to work in the college labs with Dr Sandra Spence. P6 learned about forces and P5 gained a STEM Award on Food Health. Our representatives did very well at the Girls' Engineering Challenge event in March.

Our P7 and P6/7 classes completed a novel study on *Divided City* by Theresa Breslin. This was followed by a 'Nil by Mouth' workshop to challenge sectarianism.

Our core school values pay particular attention to the promotion of equality for all and celebrating differences. In the course of the year we have promoted this in many ways.



Both boys and girls have had the opportunity to play football at all stages with ongoing girls' football coaching after school.

Project Trust delivered a workshop with P7 on Global Citizenship.



Ongoing weekly fundraising and additional one off events including raffles and toy sales have enabled our children to help those less fortunate than themselves at home and abroad.

All pupils benefit from anti-bullying lessons as part of our Health and Wellbeing programme. In addition, P6 & 7 pupils received further sessions to highlight the risks of cyber-bullying.

Priorities for 2017 - 2018

The improvement priorities for St Patrick's Primary in Session 2017 - 2018 are expressed in line with the four National Priorities set out by the Scottish Government.

1. Raise Attainment in Literacy and Numeracy

- Develop staff knowledge of Visible Learning.
- Train staff in the use of Catch Up Literacy.
- Introduce and implement Active Literacy for Writing.
- Teachers to continue to participate in professional dialogue to further moderate standards in numeracy and maths within the school and cluster.
- Introduce and implement Stages of Early Arithmetic Learning (SEAL) in infant stages.
- Teaching staff to participate in professional learning opportunities focusing on developing the pedagogy of Dialogic Teaching, particularly to enhance Reciprocal Teaching.

2. Close the Attainment Gap Between the Most and Least Disadvantaged Children

- Developments implemented will be the same as outlined in Priority 1.
- Implement Catch Up Literacy initiative with targeted pupils.
- A newly appointed Nurture Teacher will work closely with identified children to close the attainment gap.
- Continue to implement the Authority's Attendance Policy.
- Promote attendance at the school's Breakfast Club for pupils who are entitled to free meals and who live in the most deprived areas.
- Additional teaching staff, support staff and EYECO employed through Pupil Equity Fund to close attainment gap.

3. Improve Children's Health and Wellbeing

- Playground Pupil Voice Group (The Playground Team) to lead positive playground experiences and implement Playground Charter. P5 & P6 to become 'Playground Coaches'.
- Nurture Teacher to work with children who would benefit from intervention.
- Develop use of GIRFEC Pathways to identify support needs, monitor progress, evaluate and record impact and determine next steps.
- Promote and celebrate the centenary of Catholic Education in Scotland by celebrating with associated parishes as a Catholic Community of Faith.
- Review our transition arrangements to ensure that children continue to make appropriate progress when moving across sectors.

4. Improve Employability Skills and Sustain Positive School Leaver Destinations for All Young People

- Use new progression pathways - Developing Inverclyde's Young Workforce - to promote personal, inter-personal and enterprise skills are developed across the curriculum.

Key Priorities for Improving Planning 2017-2018

What is our capacity for continuous improvement?

We consider we have good capacity to improve and we will:

- Continue to make good use of data to monitor the impact of our planned improvements.
- Continue to engage with all stakeholders to ensure involvement strengthens pupils' experiences and the life of the school.
- Strategically plan self-evaluation for self-improvement processes and activities.
- Continue with collegiate working and moderation to develop practices that enhance learning and teaching.

National Improvement Framework Quality Indicators

Quality Indicator	School Self Evaluation	Key priorities for session 2017/18
1.3 Leadership of change	Good	<ul style="list-style-type: none"> • Develop Curriculum Rationale further.
2.3 Learning, teaching and assessment	Good	<ul style="list-style-type: none"> • Improve attainment, particularly in literacy and numeracy. • Improve employability skills. <ul style="list-style-type: none"> ○ Visible Learning ○ Catch Up Literacy ○ Active Literacy - Writing
3.1 Ensuring wellbeing, equity and inclusion	Good	<ul style="list-style-type: none"> • Close the attainment gap between the most and least disadvantaged children. • Improve children and young people's health and wellbeing. <ul style="list-style-type: none"> ○ Developing in Faith - Celebrating and Worshipping ○ Transitions
3.2 Raising attainment and achievement	Good	<ul style="list-style-type: none"> • Improve attainment, particularly in literacy and numeracy. • Close the attainment gap between the most and least disadvantaged children. <ul style="list-style-type: none"> ○ Visible Learning ○ Catch Up Literacy ○ Active Literacy - Writing ○ Maths Moderation