

Context of the school

St Patrick's Primary is a denominational school which serves the centre of Greenock. In session 2018/19 we had 257 pupils over 10 classes, including 3 composite classes. There were 18 members of teaching staff which included the Head Teacher, Depute Head Teacher, Principal Teacher, 8 full-time teachers, 3 part-time teachers, 1 part-time Support for Learning Teacher, 1 Newly Qualified Teacher, 1 part-time teacher funded through PEF and 1 Nurture Teacher funded through Attainment Challenge. The school was supported by 4 classroom assistants (1 of which was part-time), 4 additional support needs auxiliaries (1 of which was funded through PEF), 2 clerical staff and a janitor.

The school is a new building which opened in November 2016. It is a bright, stimulating environment for children to learn and was designed to make the most of the natural light and stunning views over the River Clyde. Accommodation includes a PE hall, an ICT suite, a library area, a dining area, 3 playground areas and daily access to the adjacent 3G football pitch owned by Inverclyde Leisure.

Our 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.*

Our Values

In session 2016-2017, our whole school community reviewed our Values. Members of St Patrick's Community have **Kindness** at the heart of all we do, and 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 are 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.

Our attainment

For session 2017/18 our attainment data shows **good** progress. Over half of the school population (52.9%) resided in areas recorded as SIMD 1 & 2, with over a fifth of the school (21.7%) entitled to free school meals.

Achievement of CfE levels showed a combined increase in all areas of Literacy across P1, P4 and P7 compared with data from 2016/17. In Primary 1, the percentage of pupils achieving Early Level in Listening & Talking, Reading, Writing and Numeracy is higher than the national average. In Primary 4, the percentage of pupils achieving First Level in Listening & Talking, Writing and Numeracy is higher than the national average. In Primary 7, the percentage of pupils achieving Second Level in Listening & Talking, Reading, Writing and Numeracy is higher than the national average. The only gap between the percentage of pupils achieving the expected level in our school and the national average is in Reading at P4 stage, and only by 1%. Improving learning, teaching and assessment to raise attainment is a key priority of our School Improvement Plan for 2019-20, as is closing the attainment gap between the most and least disadvantaged children.

2017-2018								
66/129 pupils SIMD 1&2 = 51%	Listening & Talking %		Reading %		Writing %		Numeracy %	
	St Patrick's	National	St Patrick's	National	St Patrick's	National	St Patrick's	National
P1	89	87	89	81	89	78	87	85
P4	88	85	76	77	76	72	88	76
P7	98	84	98	79	90	73	90	75
Combined	92	85	88	79	85	74	88	78

Following successful moderation this session, staff are becoming increasingly familiar with the standards expected to achieve a level and are consistently using the national Benchmarks. We will continue to work on moderation of learning, teaching and assessment as a school and across our cluster.

Review of progress for session 2018-2019

School priority 1: Improvements in attainment, particularly in literacy and numeracy

<u>NIF Priority</u> Improvements in attainment, particularly in literacy and numeracy <u>NIF Driver</u> Assessment of children's progress Teacher professionalism School Improvement School Leadership	<u>HGIOS?4 QIs</u> 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.2 Curriculum 1.1 Self-evaluation for self-improvement
--	---

Strategies

All Teaching Staff to engage in Visible Learning provided by Osiris.
 All Teaching Staff to focus on the development of Writing using Active Literacy.
 All Teaching Staff to further moderate learning, teaching and assessment of Reading with Cluster colleagues.
 Active Literacy to be developed in phonics and spelling to be developed across the school.
 The use of SEAL and Number Talks introduced at all stages.
 All Teaching Staff to be trained in Dialogic Teaching, and to use this pedagogy to enhance Reciprocal Reading.

Progress

SMT attended two more training days for Visible Learning. All teaching staff attended four more training days. Impact Coaches attended two further training sessions and have worked together with SMT to draw up an action plan for the school following feedback from the scoping visit and evidence gathering activities. All teaching staff involved in discussions about next steps based on evaluation of evidence gathered.

Active Literacy approaches in Writing at all stages and Inverclyde assessment criterion scale used at all stages, in line with Benchmarks.

Cluster moderation involved a focus on short-term planning for learning, teaching and assessment of Reading and Numeracy at the request of the Authority.

All Teaching Staff using the Inverclyde Numeracy and Mathematics Progression Pathways to plan for learning, teaching and assessment, and SEAL planners in infants.

All Teaching Staff have worked closely with the Attainment Challenge Coaching and Modelling Officers to enhance teaching of Literacy and Numeracy.

Attainment Challenge Coaching and Modelling Officers supported class teachers in the use of SEAL up to Primary 3 and Number Talks throughout the school.

All teaching staff trained in Dialogic Teaching on October in-service day. All teaching staff given a copy of "Towards Dialogic Teaching" by Robin Alexander.

Impact

Teachers are more confident in their planning, delivery and assessment of Writing. Children's awareness and articulation of learning in writing is far improved ie genre features, core targets and general language of improvement.

Greater progression in Literacy and in Numeracy & Mathematics from Early Level through to the end of Second Level.

Teachers are more confident in planning and delivery of Numeracy. Use of SEAL and Number Talks are evident throughout the school.

All classes have Good Discussion guides or charters to developing dialogic teaching.

At P1, P4 and P7 stages, across all areas of Literacy and in Numeracy, St Patrick's outperforms, or is in line, with Comparator school (2017-2018 data).

Next Steps

Continue with Visible Learning training and programme (Year 3).

Continue to refine VL Action Plan in line with self-evaluation.

Introduce and implement active literacy approach in Reading.

Participate in Reflective Reading – professional development.

Moderate planning of learning, teaching and assessment in Reading within school and Cluster.

All staff to continue to use the Inverclyde Numeracy and Mathematics Progression Pathways and the Inverclyde Literacy and English Progression Pathways to plan for learning, teaching and assessment.

Further embed the use of SEAL in the lower school and increase the focus on developing mental agility in the upper school.

Further implementation of dialogic teaching to enhance Reciprocal Reading and sharing of good practice.

School priority 2: Closing the attainment gap between the most and least disadvantaged children

<p><u>NIF Priority</u> Closing the attainment gap between the most and least disadvantaged children</p> <p><u>NIF Driver</u> Assessment of children's progress Teacher professionalism School Improvement School Leadership</p>	<p><u>HGIOS?4 Qis</u> 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.2 Curriculum 1.1 Self-evaluation for self-improvement 1.3 Leadership of change 1.5 Management of resources to promote equity 2.7 Partnerships 2.4 Personalised support 3.1 Ensuring wellbeing, equality and inclusion 2.6 Transitions</p>
---	--

Strategies
Support Staff to continue to implement Catch Up Literacy with targeted children twice weekly.
Nurture Teacher to support identified children.
Targeted support for pupils and families as necessary.
Inverclyde Council Managing Attendance Policy to be fully implemented.
Promote attendance at Breakfast Club of children in SIMD 1 and 2 and/or entitled to free school meals.

Progress
The majority of Support Staff trained in Catch Up Literacy and each member works with targeted pupils twice weekly to implement the programme. Support Staff attended a final training session in September 2018 and progress of children targeted is continually reviewed.
Boxall Profiles have been completed for each pupil identified. Some pupils have wellbeing plan based on Beyond the Boxall. Targeted pupils receive support from Nurture Teacher on a weekly basis.
All school staff have had training on nurturing principles and whole school nurturing approaches.
System for referrals to Barnardo's for family support are ongoing and most targeted families are engaged with a Family Support Worker.
HT and Clerical Staff have fully implemented the Attendance Policy, sending letters/arranging meetings as required.
Progress Meetings (three times yearly) have an increased focus on the use of data, ensuring the needs of all pupils are being identified and planned for.
ASN Progress Meetings (three times per year) focus on the use of data to plan for successful strategies in learning, teaching and assessment and to ensure that progress is being monitored, evaluated and acted upon.
Attendance at Breakfast Club of children who are FME or SIMD 1 & 2 remains relatively low (average = 26.3% uptake of SIMD 1 & 2; and average = 19.3% uptake of FME).
School attendance below 90% consists of 73% SIMD 1 & 2, and 58% FME. Data shows a consistently lower attendance of 2-3% for children in SIMD 1 & 2.

Impact
The average gain in reading for children targeted using Catch Up Literacy over a 9-month period is 19 months. Triangulation of data is being gathered. New

standardised reading assessment has been introduced.
 Discussion around necessity of Implementation Group for Nurture and whether it was necessary. Alternatives to be considered to fit needs of school community.
 Regular attendance of a core group of parents at our Friday morning Drop-in Café has developed to parents supporting the life of the school in terms of parental participation eg P1 parents session...
 Steady attendance at family engagement sessions lead by CLD and Barnardo's.
 Families Connect sessions were successful for core group of P1 families.
 Teachers are more confident when analysing data and, as a result, more able to identify those pupils requiring additional support/challenge. There is also an increased focus on progress as well as attainment.
 Overall, the gap across the school (combined P1, P4 and P7) has decreased in terms of SIMD when compared to the data from 2016-2017. The gap in Listening and Talking has decreased by 6%, and in Numeracy by 6.8%. In Reading and Writing, there is no gap (children in SIMD 1&2 are outperforming children in SIMD 3-10) which is an improvement of 8.8% in Reading and of 4.6% in Writing compared with 2016-17 data.

Next Steps

Implement agreed Visible Learning plan to build and develop visible learners who are assessment-capable.
 Implement active literacy approach in Reading.
 Further implement Dialogic Teaching.
 Continue to implement Catch Up Literacy with identified pupils.
 Continue to use PEF Teacher and PEF ASN Auxiliary to target identified pupils.
 Share the BGE Toolkit data with staff, to show how the school performs against virtual comparators.
 Adapt our robust tracking and monitoring system to provide a clearer examination of progress year on year.
 Training for teaching staff in use and interrogation of SNSA data to assist in assessment of pupils' attainment.
 Work with partners in CLD and Barnardo's to identify how to improve attendance at school of children from SIMD 1&2.

School priority 3: Improvement in children and young people's health and wellbeing

<p><u>NIF Priority</u> Improvement in children and young people's health and wellbeing <u>NIF Driver</u> Parental engagement Teacher professionalism School Leadership School Improvement Assessment of children's progress</p>	<p><u>HGIOS?4 QIs</u> 3.1 Ensuring wellbeing, equality and inclusion 2.6 Transitions 2.7 Partnerships 1.2 Leadership of learning 2.2 Curriculum</p>
--	--

Strategies

Playground Pupil Voice Group (The Playground Team) survey peers to identify, budget for and buy additional playground equipment.
 Pupil Council approached Parent Council to fund Wet Play games.
 Nurture Teacher supporting children who are identified to benefit from intervention.

Develop staff understanding of planning to support needs of individual pupils.
 Promote and celebrate the centenary of Catholic Schools by providing meaningful opportunities for pupils, staff, parents/carers and associated parishes.
 Review the impact of our transition arrangements to ensure appropriate progress when moving across sectors.
 Train teaching staff in use of PAThS.

Progress

The Playground Team are an established Pupil Voice Group within the school.
 Playground equipment purchased and in use in all playgrounds. Each playground has a copy of the Playground Charter displayed. Loud speakers purchased for playgrounds to provide music during intervals.
 Boxall Profiles are used to assess and track progress. Some pupils have wellbeing plan based on Beyond the Boxall. Identified pupils are attending weekly Nurture classes.
 “Jesus the Teacher” icon purchased and on display beside examples of children’s work on celebrating the centenary of Catholic schools. Cluster Lenten Station Mass celebrated with pupils and families.
 PIPS data shared with Pre-5 establishments during discussions of pupils’ progress.
 All classes have a weekly PAThS lesson.

Impact

Almost all children are actively engaged in playing during intervals.
 Pupils discuss the Playground Charter during restorative conversations.
 Beyond the Boxall is now used to inform planning for meeting the needs of individual children with identified additional support in health and wellbeing.
 Children and families have had more opportunity to join as a community of faith.
 Children are familiar with PAThS structure eg compliments. More of a structure to learning and teaching of social and emotional progress.

Next Steps

Beyond the Boxall to be used to support planning for meeting the needs of all pupils identified as having an additional support need identified through Boxall Profile.
 Training for Support Staff and awareness raising with parents – nurturing principles.
 Teaching staff to plan for learning and teaching using PAThS materials.
 Further develop engagement with parents in partnership with CLD and Barnardo’s and other community partners eg Belville Community Hub.
 Develop curriculum to include Equalities and Inclusion education throughout school.

School priority 4: Improvement in employability skills and sustained positive school leaver destinations for all young people

<p><u>NIF Priority</u> Improvement in employability skills and sustained positive school leaver destinations for all young people <u>NIF Driver</u> School Improvement Teacher professionalism</p>	<p><u>HGIOS?4 QIs</u> 2.2 Curriculum 3.3 Increasing creativity and employability 2.3 Learning, teaching and assessment</p>
--	---

Assessment of children's progress	
-----------------------------------	--

Strategies

Introduce the progression pathways for Developing Inverclyde's Young Workforce. Class teachers to plan for, and implement, learning using skills progression pathways to ensure personal, inter-personal and enterprise skills are developed appropriately across the curriculum.

Progress

Staff are now familiar with the DiYW progression pathways and have begun to use them as part of long-term and short-term planning. Principal Teacher has engaged in SCEL Project aimed at enhancing the learning and teaching of DYW.

Impact

Children are more able to talk about the relevance of their learning and how they can apply their skills in a variety of contexts.

Next Steps

Principal Teacher to work collegiately to plan for implementing DiYW in IDL. Cluster approach to developing skills for learning, life and work at transition stage. Meet with Secondary School Guidance Team/SMT to discuss progress of S1 pupils to assist with target setting.

National priority: How we are ensuring Excellence and Equity?

Gaps in attainment

In 2017-2018 most of our children attained Early Level in P1 in Reading (89.4%), Writing (89.4%), Listening & Talking (89.4%) and Numeracy (87.2%). There is a deprivation gap of 9% in Reading, Writing and Listening & Talking and of 3.8% gap in Numeracy. However, most children living in SIMD 1 & 2 are attaining nationally expected levels (85.7%) in all areas in P1.

In 2017-2018 most of our children attained First Level by P4 in Reading (76.2%), Writing (76.2%), Listening & Talking (88.1%) and Numeracy (88.1%). There is no deprivation gap in Literacy or Numeracy – in fact an inverse attainment gap.

In 2017-2018 data almost all of our children attained Second Level by P7 in Reading (97.5%) and in Listening & Talking (97.5%), and most children attained Second Level by P7 in Writing (90%) and in Numeracy (90%). There is no deprivation gap in Reading (in fact, an inverse gap of 4.8%), but then a gap of 1% in Writing, a gap of 5.3% in Listening & Talking and a gap of 11% in Numeracy.

As a combined total, children in P1, P4 and P7 show increased attainment across all areas except for Numeracy (1% decrease), and a reduced gap in attainment across all areas compared with 2016-2017. In all areas, across stages P1, P4 and P7, St Patrick's has the same or better attainment than Virtual Comparator school.

How PEF funding has been used

Visible Learning training

EYECO

ASN auxiliary

0.6 Teaching Staff additionality

Playground equipment and experience of pupils

Purchase of professional reading materials to assist with professional development in reading

Evidence of Impact

Staff have a shared understanding of how focusing on the key strands within Visible Learning will assist the development of skills in staff and children, to enhance learning, teaching and assessment. SMT have gathered evidence of the impact of the Visible Learning focus through direct classroom observation and pupil focus groups. Notable improvements noted in language of learning. Data shows that most children in SIMD 1 & 2 have attained expected national levels in all areas across the P1, P4 and P7 stage.

Almost all children are engaged in productive and purposeful play in the playground.

Key priorities for improvement planning 2019-20

What is our capacity for continuous improvement?

We consider we have a very good capacity to improve:

Our dedicated staff team are committed to professional learning and development. Teaching staff engage in Professional Review and Development meetings with a clear focus on our School Improvement Plan. Support Staff engage in an annual Appraisal process which focuses on improving outcomes and experiences for our pupils. Our quality assurance processes will have a more structured focus on using evidence gathered through self-evaluation to improve outcomes and experiences for our learners.

We ensure that all stakeholders are consulted on the work of the school and how to improve through questionnaires, professional dialogue, meetings and focus groups.

A range of data is used to identify strengths and areas for support within our classes.

NIF quality indicators

Quality Indicator	School Self Evaluation	Key priorities for session 2019/20
1.3 Leadership of change	Good	Develop our Curriculum Rationale further in partnership with all stakeholders. Quality Assurance Calendar to ensure rigour in self-evaluation and improvement.
2.3 Learning, teaching and assessment	Good	Develop staff knowledge and expertise in dialogic teaching and in active literacy approach to reading. Visible Learning. Moderation.

3.1 Ensuring wellbeing, equity and inclusion	Good	Develop curriculum within Health and Wellbeing to use PAThS to support emotional and social wellbeing. Staff training to implement SCES resources to support the learning and teaching of Equalities and Inclusion. Further develop systems for tracking and monitoring.
3.2 Raising attainment and achievement	Good	Develop staff skills in the analysis and interpretation of data, including use of the BGE toolkit. Visible Learning. Professional development in Reading. Consistent approaches.

Key Achievements of the school

Our Primary 4 pupils received the Sacraments of Reconciliation and Holy Eucharist in our parish Church of St Patrick.

Our Primary 7 pupils received the Sacrament of Confirmation at St Mirin's Cathedral in Paisley.

Primary 1, 2 and 3 pupils performed the Nativity Story at Christmas time to a packed audience.

Primary 4, 5, 6 and 7 pupils performed a variety of fabulous Christmas sketches.

Successful participation in the Inverclyde Music Festival;

- Joint first place for Primary 1 and Primary 2.
- First place for Primary 4.
- Second place for Primary 2/3 and Primary 3.
- Many of our solo vocalists and violinists competed with great success too. Some of our singers won 1st, 2nd or 3rd in solo or duet competition, and a 2nd place for poetry.

We raised lots of awareness of very important charities and raised lots of money too for very worthwhile causes including;

- Mary's Meals
- Macmillan
- Glasgow Children's Hospital Charity
- Missio Scotland
- Ardgowan Hospice
- Poppy Scotland
- Inverclyde Foodbank
- Sister Placida – Live With Hope Centre in Kenya
- SCIAF

Our P7 pupils organised and hosted the last ever Activote Quiz for all of Inverclyde Primary Schools to take part in.

Our netball team had a great season, taking part in several Festivals and placing 2nd and 3rd

Our athletics team had a great season too.

Our talented instrumentalists and vocalists showcased their talents at Musical concerts held in Notre Dame High School and in our own school.

We have had great partnership working with Community Learning & Development

and our weekly parent café regulars have been busy supporting the school's activities.

Our school choir entertained our neighbours in local Care Homes at Christmas with their carol singing.