



St. Patrick's Primary School
Standards and Quality Report 2019/20
and
Recovery Action Plan Autumn 2020/21

Context of the School

St Patrick's Primary is a denominational (Roman Catholic) primary school which serves the centre of Greenock, providing education for pupils from P1 to P7.

In Session 2019/20, we had 261 pupils over 10 classes, including 3 composite classes. 13.9 teachers were allocated to the school, but using the Pupil Equity Fund and support from the Scottish Attainment Challenge, teaching staff allocation became 16.2. Teaching staff included; the Head Teacher, Depute Head Teacher, Principal Teacher, 7 full-time teachers, 4 part-time teachers, 1 part-time Support for Learning teacher, 1 Newly Qualified Teacher, 1 Nurture Teacher and 2 part-time Outreach Teachers. The school was also supported by 4 Classroom Assistants (2 of which were part-time), 5 Additional Support Needs Auxiliaries (1.4 of which were funded through PEF), 1 Clerical Assistant and the 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 10 classrooms, a Nurture classroom, an ICT Suite, a PE hall, 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

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 2016/17, our whole school community reviewed our Values, led by the Pupil Council. Members of St Patrick's Primary School community have **Kindness** at the heart of all we do, and are guided by the 3 Rs; **Respect, Rights** and **Responsibility**; and the 2 As; we are **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 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.

Review of Progress for Session 2019/20 (August 2019 - March 2020)

Priority 1 Improvements in attainment, particularly in literacy and numeracy		
<p>NIF Driver</p> <p>School leadership Teacher professionalism Assessment of children's progress School Improvement Performance Information</p>	<p>HGIOS?4</p> <p>3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 1.2 Leadership of learning 2.2 Curriculum</p>	<p>Other Drivers</p> <p>RRS Article 28: (Right to education): Article 29 (Goals of education):</p>
<p>Strategies</p> <ol style="list-style-type: none"> 1. Implement agreed action plan to promote Visible Learning. 2. Implement Active Literacy for Reading. 3. Participate in professional dialogue to moderate planning of learning, teaching and assessment in reading within the school and cluster. 4. Use Dialogic Teaching to enhance Reciprocal Reading approaches to teaching comprehension strategies. 5. Further develop teachers' skills and confidence in using SEAL and Number Talks to improve children's mental agility and strategy-use in numeracy and maths. 		
<p>Progress</p> <ol style="list-style-type: none"> 1. Year 3 of Visible Learning Implementation Cycle undertaken. Planned training on SOLO Taxonomy for teachers on May in-service day cancelled due to school closures. 2. All teachers from the Notre Dame Cluster attended collaborative training on effective reading approaches on the in-service day in August 2019. 3. Teachers engaged with a number of opportunities to participate in professional dialogue and moderation activities to enhance planning for learning, teaching and assessment in Literacy and Numeracy, at a school level, cluster level, Authority level, and in preparation for a West Partnership Moderation Event. PT is QAMSO for Listening & Talking and engaged with the P7 teacher in evidencing achievement of 2nd Level for National QAMSO event. PT also engaged with 		

P4/5 teacher to plan for a block of learning in Listening & Talking, with a focus on high quality assessments to evidence achievement at the beginning of 2nd Level. P1 teachers visited the local Nursery in exchange with the Nursery teacher to moderate children's experiences. One teacher participated in Local Authority training: Improving Our Classrooms programme in partnership with Glasgow City Council.

4. All class teachers are now using some of the Dialogic Teaching principles to enhance Reciprocal Reading approach.
5. All teachers attended training with AC Numeracy CMOs to further develop strategies in using SEAL and Number Talks to improve learning and teaching of numeracy. All Class Teachers followed up with demonstrations from CMOs in class. All Support Staff attended Supporting SEAL Training on 12th February 2020, delivered by CMOs.

Impact

1. All children talk about Learning Intentions and Success Criteria during Learning Conversations. Whole school visual display developed; "Making Our Learning Visible" to provide a clear focus for every class on progression and self-regulation. Every class uses the display to record progress in aspects of learning. All classes have a focus on positive Learner Dispositions, and discuss this with the teacher when establishing LIs and in plenary sessions.
2. Learning and teaching of reading skills is far more explicit, with children taking a more active role in text exploration. Every class had focused observations of learning and teaching in reading which highlighted higher pupil engagement. All teachers are more able to identify explicit learning intentions and success criteria for lessons in reading. Feedback from teachers about the August in-service day training was very positive.
3. Opportunities for professional dialogue to moderate practice in planning for learning, teaching and assessment with colleagues are valued by teaching staff. Teachers have a clearer understanding of the link between learning, teaching and assessment. Local Authority and West Partnership subject priorities were different from the priority identified at Cluster level, and although the process was useful for teaching staff, their feedback suggested that moderation must continue to enhance practice in line with self-evaluation and not become a bureaucratic process. Results of the research from the IOC Project have implications for our practice moving forward in terms of practice guided by pedagogy in the teaching of reading and for remote learning.
4. 4 of the 5 dialogic principles are observable in all classes in learning and teaching of reading; collective, reciprocal, supportive and purposeful.
5. Teachers have a greater understanding of Concrete – Pictorial – Abstract methodology in numeracy development through SEAL stages and developing number knowledge at all stages. There are greater opportunities for children to explore

concepts and strategies in numeracy. The Inverclyde progression pathways are used in planning for learning, teaching and assessment across all stages of the school; and SEAL stages used, where appropriate. This is providing a more robust experience of number for children throughout the school. Upper school children are more receptive to exploring a variety of strategies than previously, suggesting that the impact is permeating through the school. Support Staff feedback from training was very positive. Staff felt it provided a context for practice, and explanations provided clarity over how to support children more effectively in class.

Next Steps

1. Reschedule SOLO Taxonomy in-service training for teachers. Achieve greater self-regulation with pupils in learning ie target-setting and reflection of progress in learning at the individual level. Whole school to continue to focus on Feedback.
2. Active Literacy in Reading fully implemented throughout school enhanced by Reciprocal Reading methodology, Dialogic Teaching pedagogy and Reflective Reading strategies.
3. At school and cluster level, moderation activities to focus on planning for differentiation in learning and teaching, and evidencing achievement of a level. Teaching staff to attend differentiation training offered by CMOs. Aspects of the research results from IOC Project will now be used to inform professional dialogue and planning for improvements.
4. Focus on fifth dialogic principle, cumulative dialogue, to enhance all learning, particularly in reading.
5. Continue to embed active exploration of number through CPA and Number Talks using SEAL stages and Inverclyde Numeracy Progression Pathways to ensure coherence. Support Staff to continue to support learning in numeracy in class, with practice enhanced by learning from training. Think about Catch-up Numeracy training for Support Staff as future PEF spend and development.

Priority 2 Closing the attainment gap between the most and least disadvantaged children

NIF Driver	HGIOS?4	Other Drivers
Parental engagement Teacher professionalism Assessment of children's progress School Improvement	2.5 Family Learning 2.7 Partnerships 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment	RRS Article 28: (Right to education): Article 29 (Goals of education):

Performance Information	2.4 Personalised support 3.1 Ensuring wellbeing, equality and inclusion	
Strategies <ol style="list-style-type: none"> 1. Collaborate with parents and partners to improve parental engagement in children’s learning. 2. Collaborate with identified parents and partners to improve attendance of targeted children. 		
Progress <ol style="list-style-type: none"> 1. Parent Drop-in Café has become self-supporting, now run solely by parents, and has progressed to provide an opportunity for SMT to connect with parents who don’t attend Parent Council meetings to gather their views. “Tiddlers” – joint project involving Library Services, CLD and School (funded through Attainment Challenge) to promote parent/carer engagement with P1-P3 children to read for pleasure, was new to St Patrick’s. Parental survey issued in late May to gather views about home learning during school closures; 122 responses received (56% of school roll). 2. Greater engagement of parents/carers attending Maximising Attendance Meetings by phone or in person. CLD were unable to provide tactical support to enhance attendance. Planned use of Home Link Worker limited due to long-term absence but some headway made with specific individual families for attendance at specific events eg transition. PT undertook research to developing a coaching and mentoring approach to promote inclusive practices and developing positive relationships that lead to increased attendance. 		
Impact <ol style="list-style-type: none"> 1. Full attendance and engagement by targeted parents for the whole 10 weeks of Tiddlers project. Feedback was very positive. However, no volunteers to help run a project for next year’s P1 parents/carers, therefore, sustainability is an issue. Views gathered at Parent Drop-in Café led to a few school events being supported by regular Café attendees eg Macmillan Coffee Morning, Mary’s Meals Porridge Morning, attendance at parental workshops to promote parental engagement to other parents/carers, and planned attendance at P1 Induction Days. Analysis of Parental Survey responses show that 97% of respondents were engaged with home learning tasks with children (60% through Teams and 28% through a mixture of Teams and home learning packs). 3% of respondents said they did not take part in any home learning. 2. Some targeted pupils had increased attendance with partnership input. PT gained Masters grade accreditation for research findings. Educational Psychologist engaged in supporting this project. 		

Next Steps

1. Parental engagement will focus on how parents can support learning at home, especially if blended learning is required in the future. Planning by teachers will have to take account of communicating with parents/carers about intended learning activities for children. Parental Survey would suggest Teams is a positive tool to use in future. Provision of additional support for parents/carers who have struggled to engage children in home-learning. Consider how our CLD, and Barnardo's partners can help with this. Capitalise on success of online learning during school closures to encourage parental engagement with children's learning eg through ClickView.
2. Continue to monitor attendance of children closely. Follow guidance from Scottish Government with regards children who do not attend school because of covid-19 concerns. SMT to engage with families who require support to attend more quickly than Inverclyde Attendance Policy suggests. PT and Educational Psychologist to move forward with research findings to employ a coaching and mentoring approach that promotes inclusive practices and positive relationships, to increase attendance of children who have lower attendance linked to barriers associated with disadvantage.

Priority 3 Improvement in children and young people's health and wellbeing

NIF Driver

School Improvement
Assessment of children's progress
Teacher professionalism

HGIOS?4

2.2 Curriculum
2.1 Safeguarding and child protection
2.3 Learning, teaching and assessment
3.1 Ensuring wellbeing, equality and inclusion

Other Drivers

RRS

Article 2 (Non-discrimination):
Article 28: (Right to education):

Developing in Faith

Developing as a community of faith and learning

Strategies

1. Cluster training at all stages to raise knowledge and understanding of Equality and Inclusion Learning and Teaching resources from SCES to support high quality learning and teaching of Inclusion and Equality.
2. Teachers using Beyond the Boxall Profile to set goals for and record progress of targeted pupils.

3. Develop Progress & Achievement application on SEEMIS to record progress of all pupils.
4. Teaching staff to plan for learning and teaching using PAtHS materials.
5. Consultation with all stakeholders regarding physical health curriculum at P5 stage, in terms of puberty and hygiene.

Progress

1. Training delivered to all teaching staff from Inverclyde's Catholic Primary Schools on February in-service day. Training delivered by Diocesan Primary Advisor and Diocesan Director of Education.
2. Teachers have begun to use Beyond the Boxall Profile to set targets and evaluate progress against targets with support from Nurture Teacher. All children who attend Nurture sessions with Nurture Teacher have an individual plan.
3. All teachers use SEEMIS Progress & Achievement application to record progress of children in Literacy and Numeracy. Progress still to be made in using SEEMIS P&A to record progress in Health and Wellbeing.
4. PAtHS is used across all stages in all classes weekly.
5. Discussion at Parent Council suggested concerns over sharing information too soon.

Impact

1. Increased awareness of content within Inclusion and Equalities resources. Feedback from teachers showed improved understanding of Inclusion and Equalities as well as increased confidence in Catholic Church teaching in this regard.
2. Better quality planning for children with social and emotional needs.
3. Teachers fully understand and can use the SEEMIS P&A application to record pupil progress in terms of Literacy and Numeracy.
4. PAtHS resource used to guide planned lessons once a week. Pupils are enjoying PAtHS lessons. They talk about PAtHS positively and parents have commented on this being discussed at home.
5. DHT used Hey Girls! Resource with P6 and P7 girls.

Next Steps

1. Create an agreed plan for implementation of Equality and Inclusion curriculum to be integrated to Health and Wellbeing curriculum across all stages using Learning and Teaching resources from SCES to provide progression and coherence.
2. Involve pupils in target setting and evaluation of progress. Beyond the Boxall should be used to contribute to GRIFEC Plan for all children requiring additional support with social and emotional needs.
3. Moderation of achievement of a Level, and within a Level, for Health and Wellbeing to contribute to recording on SEEMIS Progress & Achievement application.

4. Raise awareness of PAtHS lessons with parents and carers.
5. Further consultation required with parents/carers and children. SMT to consider RSHP resources for guidance at 2nd Level, P5 stage.
6. Inverclyde's progression pathway for Health and Wellbeing to be discussed with teaching staff at a collegiate session to ensure progression and coherence across the range of Health and Wellbeing outcomes. Particular focus on mental and emotional health when children return to school in August.
7. Careful consideration given to assessing (formatively) children's health and wellbeing when schools return. All staff to remind themselves of Nurturing Inverclyde, 6 Principles of Nurture and Inverclyde's Bereavement Policy. Liaison with Educational Psychology and other partners to support health and wellbeing of pupils, staff and families, as needed.

Priority 4 Improvement in employability skills and sustained positive school leaver destinations for all young people

<p>NIF Driver Teacher professionalism School Improvement</p>	<p>HGIOS?4 3.3 Increasing creativity and employability 1.2 Leadership of learning 2.7 Partnerships 2.6 Transitions</p>	<p>Other Drivers RRS Article 28: (Right to education): Article 29 (Goals of education):</p>
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- Strategies**
1. Review opportunities across the curriculum for pupils to develop personal, inter-personal and enterprise skills development across the curriculum.
 2. Review current curriculum content for ICT.

Progress

1. Skills development became a focus in Progress Meetings with HT for all Class Teachers, 3 times per year. Focus on Skills Development as part of LI discussion at the beginning of lessons and during plenary sessions. Teaching staff collegiate session on Skills Development to promote focus across the curriculum held on 26th Feb 2020.
2. ICT Progression Pathway is underway to map out explicit ICT skills. Teachers who deliver ICT as NCCT subject are ensuring progression in skills development across all stages.

Impact

1. Children are more explicitly aware, as are teachers, of skills development categories and language. LIs are more often linked to skills development, and questioning at plenary sessions is more often focused on skills development reflection.
2. ICT lessons, delivered by NCCT teachers, develop children's ICT skills in a more coherent and progressive way, and children are more likely to have opportunities to apply these skills in class throughout learning because of more explicit liaison between teachers about progression and application. Children have deeper understanding of ICT skills through an enhanced experience in ICT lessons and greater opportunity to apply skills to enhance learning.

Next Steps

1. Skills development to become a feature of children's target setting and evaluation of progress in learning, and will be reported on. Review opportunities across the curriculum eg in planning for IDL for pupils to develop personal, inter-personal and enterprise skills across the curriculum.
2. Complete ICT Progression Pathways.
3. Impact of school closures meant that staff very quickly had to upskill in terms of understanding, and use of, Glow Teams to facilitate home learning opportunities for children online. This was a successful feature of home learning during school closure (more than 60% of respondents in a Parental Survey were using Teams) and will form part of the blended curriculum, should it be needed when returning to school. Also, Teams could be used as a means of motivating children with homework submission, or to encourage parental engagement with children's learning eg through ClickView.
4. Continue to liaise with the authority and other agencies to improve digital access for disadvantaged pupils.

National Priority: How we are ensuring Excellence and Equity?

Brief commentary on context and identified barriers to learning which affect progress and attainment

In 2018/19 the number of pupils living in areas identified as deprived (SIMD 1&2) increased to almost three-fifths (58.2%) compared with only 3.8% of pupils who live in areas identified as least deprived (SIMD 9&10). 26% of the school roll had entitlement to free school meals (FME). In session 2018/19, there was a balance of boys and girls attending the school.

The overall attendance rate for session 2018/19 was 93.9%. This constitutes a dip of 0.7% from the previous year, and brings the school slightly lower compared with our family group (0.5%). Attendance of pupils from SIMD 1&2 decreased by 0.3%, whereas pupils from SIMD 3-10 decreased by 1.4%, suggesting that the decrease in attendance may not be wholly contributable to the poverty-related attainment gap. Deeper analysis of data indicated a significant reduction in attendance in the weeks directly preceding a school holiday (a 2.3% decrease before October week, a 1.6% decrease before Christmas holiday, a 3.5% decrease before Easter holiday, and a 12% decrease before summer holiday). Attendance is monitored closely in line with the Inverclyde Attendance Policy. We work with our partner agencies to support families where attendance is an issue. Further consideration of factors impacting attendance will be closely monitored going forward.

There has not been any pupil exclusion in St Patrick's since 2015/16. This is reflective of the commitment of staff to inclusive practices, the nurturing ethos within the school, the ongoing professional development opportunities and the management of resources to promote positive relationships.

Pupil Equity Fund has been used to provide:

- Additional teaching staffing to facilitate support for children who are most disadvantaged and working below the expected levels in Literacy and Numeracy from P4-P7.
- Additional support staffing to facilitate reinforcement of learning for children who are most disadvantaged and not attaining the expected levels in Literacy or Numeracy.
- Whole school training for teachers - Visible Learning. Focus on a whole school approach to enhance the quality of learning experiences for all children, including the targeted children.
- In-service training for all teachers on how to improve the teaching of reading across the whole school.

Impact of Measures Taken to Ensure Equity

The resources made available to the school through the Scottish Attainment Challenge and the Pupil Equity Fund were utilised to ensure improvements in key areas;

- direct support to targeted pupils.
- professional learning and development for all staff.
- to support parental engagement.

Additional support provided by the Attainment Challenge Outreach Teachers was targeted towards enhancing the learning and teaching provision in literacy and numeracy for children in P1-P3 this session. This support was focused on precision teaching methods and was organised weekly for children. The additional teaching funded through PEF was used to target children in P4-P7 who were not attaining nationally expected levels in literacy and numeracy. This year saw the introduction of a new targeted approach to developing reading for children in small groups that was continued in class out with intervention times. For some of the children in P4-P7 the progress they have made may not be evident in the attainment of the next CfE Level, but it is evident in terms of progress made within the Inverclyde Progression Pathways, from feedback from teachers, and would have been evident in other quantitative data, such as reading ages.

Evaluation of Progress – Data taken from SEEMIS Achievement of a Level – March 2020

Whole School

In Session 2019/20, across the school, almost all pupils are on track to attain nationally expected levels for their stage in Talking & Listening (95%), in Reading (92%) and in Numeracy (93%). Across the school, most of the pupils are on track to attain nationally expected levels for their stage in Writing (90%).

The variation in cohorts each year makes it difficult to compare progress, although a direct comparison of last year's with this year's data shows an increased number of children on track across the school in all areas of literacy (2% increase in Listening & Talking, 7% increase in Reading, and 7% increase in Writing) and in numeracy (6% increase).

Whole School - % of Pupils on Track				
	Listening & Talking	Reading	Writing	Numeracy
2019 – 265 pupils	93%	85%	83%	87%
2020 – 261 pupils	95%	92%	90%	93%

Whole School - Number of Pupils Not on Track				
	Listening & Talking	Reading	Writing	Numeracy
2019 – 265 pupils	19	40	45	34
2020 – 261 pupils	13	23	25	19

Free Meal Entitlement

We currently have 78 pupils entitled to free school meals (30% of our school roll). Amongst this group, attainment is 91% in Listening & Talking, 81% in Reading, 82% in Writing and 85% in Numeracy. It is not feasible to compare the data of children with FME to children who are non-FME as it is not statistically reliable ie comparing three-tenths to seven-tenths is not a fair comparison. However, compared with the attainment of children entitled to free school meals last year, there has been an improvement in attainment in every area: 6% in Listening & Talking; 8% in Reading; 14% in Writing and 8% in Numeracy. This improvement is despite an increase in the number of children entitled to free school meals of 4%. It is indicative that the interventions and supports in place are targeted correctly but there is still some way to go to close the poverty-related attainment gap in terms of Free Meal Entitlement.

FME Pupils - % of Pupils on Track				
	Listening & Talking	Reading	Writing	Numeracy
2019 –62 pupils	85%	73%	68%	77%
2020 –78 pupils	91%	81%	82%	85%

FME Pupils - Number of Pupils Not on Track				
	Listening & Talking	Reading	Writing	Numeracy
2019 –62 pupils	9	17	20	14
2020 –78 pupils	7	15	14	12

Scottish Index of Multiple Deprivation

In Session 2019/20, 59% of our children live in areas defined as SIMD 1&2 (areas of high deprivation). Almost all of the children in SIMD 1&2 are on track in Listening & Talking (92%), and most children are on track in Reading (88%), Writing (88%) and in Numeracy (90%). It is not possible to compare children from the most and least deprived areas, given the difference in number between SIMD 1&2 and SIMD 9&10. A fairer comparison can be made between the attainment of children from SIMD 1&2 and children from SIMD 3-10, as this would be more statistically reliable, but it should be kept in mind that the SIMD 1&2 figure is now closer to three-fifths of the school roll. The gap in attainment between children from SIMD 1&2 and SIMD 3-10, across the school is; 10% in Listening & Talking; 11% in Reading; 10% in Writing and 13% in Numeracy. However, there is an increase in the number of children from SIMD 1&2 on track in all areas, compared with last year: 3% in Listening & Talking; 6% in Reading; 7% in Writing and 6% in Numeracy. This, again, is indicative that the interventions and supports in place are targeted correctly but there is still some way to go to close the poverty-related attainment gap in terms of SIMD.

SIMD 1&2 Pupils - % of Pupils on Track				
	Listening & Talking	Reading	Writing	Numeracy
2019 – 147 pupils	89%	82%	81%	84%
2020 –153 pupils	92%	88%	88%	90%

SIMD 1&2 Pupils - Number of Pupils Not on Track				
	Listening & Talking	Reading	Writing	Numeracy
2019 – 147 pupils	16	26	28	24
2020 –153 pupils	12	18	18	15

Summary

It is encouraging to see that high levels of attainment are maintained, across the school and across all areas. The reduction in the number of children who are not on track across the school and across all areas is also encouraging. Reading and Writing will continue to be a focus for our school improvement agenda, as these areas across the school, and in terms of both FME and SIMD 1&2, have the lowest attainment figures. However, given that the biggest gains for children who are FME or SIMD 1&2 have been in Reading and Writing, we will continue to embed and enhance current practices and interventions. It is essential that we continue to use our data to track the progress and attainment of our pupils to ensure that the planned interventions and targeted support are having the maximum benefit. This will be ever more important when the school reopens in August to ensure that the support is targeted to those children most in need.

Response to Covid-19 Lockdown School Closure (March 2020 – June 2020)

Remote Learning

During March, in anticipation of an announcement from the First Minister that schools in Scotland would be closing due to a lockdown made necessary by the spread of covid-19, the Senior Management Team changed the timetables of staff to facilitate preparations required to ensure continuity of learning for our children. Two teachers, who would ordinarily provide additional support for children, were identified, alongside the Principal Teacher, to make the necessary arrangements to ensure that the school would be in a position to provide continuity of learning for our children. Support staff were also redeployed to create individual folders for every child containing; jotters, paper, pencils and a reminder of passwords for Glow and useful, regularly accessed websites, such as, SumDog, Literacy Toolbox and Education City.

There were four main areas of focus;

- Create packs of suggested learning activities for all children (Primary 1 to Primary 7) to continue with learning at home for the two weeks prior to the end of Term 3 (Monday, 23rd March to Thursday, 2nd April).
- Provision of materials to support home learning; jotters, paper and pencils.
- Establish Glow Teams for every class and teacher.
- Train all teaching staff, pupils, and support staff in the use of Glow Teams before school closure on Friday, 20th March 2020.

From school closure on Friday, 20th March until Thursday, 2nd April, all teaching staff and support staff (where practicable) engaged with children on Glow Teams to establish communication and get ahead of any possible IT issues associated with accessing Glow Teams eg user error, adaptations needed for different devices and password issues. This gave us a two-week window to allow the Clerical Assistant and SMT to contact parents/carers prior to Term 4 beginning to identify and overcome any issues while children had their learning packs to go on with.

Since Term 4 resumed on 20th April, teachers have used Glow Teams to communicate a variety of learning activities to their classes. Each class from P1 to P7 were provided with three learning activities per day; one literacy activity, one numeracy activity and one activity from any other curricular area. This was shared with children weekly through Teams, whilst teachers and support

staff communicated through Teams daily with children. The weekly overview was also emailed to parents/carers at the beginning of each week. All parents/carers have access to their emails normally throughout the school year to access communication from school. Teaching and support staff used Glow Teams to provide feedback to children with regards to their progress with learning activities. They also used Glow Teams to encourage participation and motivate pupils through appropriate praise and individualised feedback to provide necessary support and possible extension activities. One of the biggest advantages of using Glow Teams, aside from learning, was the opportunity it provided pupils to stay connected with their teacher, the support staff and their classmates. This was often commented on by parents during phone calls with the SMT, and featured in comments in Parental Survey Responses. When asked, "What do you think have been the main strengths of the school community during the home learning phase?", 68% of parents identified Teams and the Home Learning provision.

Sample comments highlight the success of our home learning provision;

- "Having access to the kids' teacher one on one and being able talk to their friends on teams. Any concerns or questions I've had have been answered immediately with no fuss."
- "We think it's been nice to have regular contact with teachers & pupils on the teams website also the kids seeing pictures of each other as well that cheers them up."
- "I think the school have been fantastic during home learning with constant interaction with the kids and trying their best to ensure they are not missing out on any parts of their school routine. I have found it beneficial when she uploads her work and receives feedback, this has clarified that her work is correct and she has enjoyed hearing comments from her teachers."

Understanding all of the benefits associated with accessing Glow Teams, meant that the SMT worked relentlessly to gain access to IT for families who experienced difficulties in accessing IT. Parental Survey responses and phone call conversations between parents/carers and SMT identified just under 6% of children with no IT access. Every possible avenue was explored to gain access to IT for our families. Solutions included; attendance at Hub for children to access IT, working with Partner Agencies to gain access to devices or internet dongles, as well as staff donations of unused IT equipment. On average, two-thirds of our pupils engaged weekly with online learning through Glow Teams, Glow email, Sumdog, Education City or Literacy Toolbox. Paper learning packs were delivered to families who requested a preference for them and to those who were still awaiting IT access. Jotters, paper and pencils were also made available in the school grounds on a variety of days for any family who wished

to replenish their supply.

The school worked in partnership with Barnardo's, Social Work, the Corporate Parenting Team, the EAL Team, Library Services and Belville Community Project to enhance the remote learning experiences of our pupils.

Some parents have informed us that they have found it difficult to engage with home learning, for a variety of reasons, including family circumstances such as bereavement and working arrangements. This will be an area for consideration if the blended learning approach is necessary in the future.

Childcare Hubs

Since Wednesday, 25th March, we provided childcare for over 15 St Patrick's children whose parents/carers were key workers, or who would have benefited from a place due to vulnerability. Initial attendance was at Lady Alice Hub and then from 8th June in our own school. More than half of the staff volunteered to provide childcare at the Hubs, and this ensured a variety of experience for the children in attendance. Feedback from the children and parents/carers was very positive. Physical distancing was difficult for the children, and this was overcome by lots of time spent outdoors and very careful planning in terms of staffing and numbers of children in each room. We were very well supported by our partners at Community Learning and Development who ensured that children who required transport to attend the Hubs were collected to attend and taken home again. The Lady Alice Hub provided an opportunity for new professional relationships to be founded with staff from Whinhill Primary, Lady Alice Primary and Notre Dame High School. This partnership working was appreciated and could be considered for future locality development work.

Welfare of Children and Staff

The SMT communicated with families through phone calls and by email. Parents/carers were encouraged to use the school email address or contact us using the Lady Alice phone number. The DHT continued to utilise Twitter to promote communication with parents/carers, and gathered the views of parents/cares through the use of Glow Forms. In a parental survey conducted, 79% of respondents identified communication as a major strength. SMT had regular contact with partner agencies who were involved in meeting the needs of individual children and families. The welfare of our most vulnerable children was a priority during the period of school closure and Child Protection protocols were followed strictly. Attendance by SMT at various TAC Meetings was facilitated through conference calls. The DHT visited individual households to ensure the continuity of service to our most

vulnerable children and families. Pupils were also surveyed through the use of Glow Forms and we were pleased to have 113 responses (43% of the school roll). 59% of the pupils who responded felt that their learning stayed the same, and 34% felt their learning had gotten better during home learning. Only 6% of our pupils responded that they felt their learning got worse. 80% of our pupils responded that they learned new skills during home learning. We were delighted that 70% of our infant pupils responded that they were excited to come back to school in August. When asked, "What do staff need to do to help you when you return in August?" there were lots of different responses about helping with school work but some also about keeping safe and settling back to school life. For example;

- "Settling back in. I'm nervous about going back and the new routine."
- "Ease back into school work and let us do work all together as a class."
- "Help me get used to the changes that will be in place."
- "Just help to keep us right and keep us safe."

And the staff's personal favourite;

- "Everything you guys do is already great."

SMT maintained regular phone contact with all staff members. The use of email to communicate essential information to staff was used, and staff meetings were conducted via WebEx, and WhatsApp video call for those who couldn't access WebEx. All staff were fully involved in risk assessments to ensure that staff felt comfortable returning to school. Staff deemed as vulnerable completed a specific, individualised risk assessment with the Head Teacher.

AUTUMN TERM RECOVERY PLAN

Priority 1: Planning for Social Distancing / Health and Safety							
Tasks / Action	RAG of Progress			Who is responsible?	Timescales	Partners / LA Links	Resources / CLPL
	S	O	N				
1. Risk assessment carried out and implemented to ensure the building is safe for all users.				HT – Risk Assessment completion. All staff to adhere and responsibly identify and report.	June 2020 Review in August 2020	Property Services Health and Safety Team	Signage Cleaning materials Appropriate PPE
2. Classes set up to adhere to current regulations.				SMT Janitor Class Teachers	June 2020 Review in August 2020	Property Services	Possible removal of excess furniture
3. Training of pupils to adapt to new procedures.				All staff	August 2020	ICOS	Visual resources to assist with new rules for children who would benefit.
4. Information shared with parents about new procedures.				SMT	August 2020	ICOS	Visual resources provided to parents prior to school returning to assist with new rules for children who would benefit.

Priority 2: Planning for Health and Wellbeing on Return to School

Tasks / Action	RAG of Progress			Who is responsible?	Timescales	Partners / LA Links	Resources / CLPL
	S	O	N				
1. Curriculum planning to focus on Health & Wellbeing from the beginning of term.				Teachers	August 2020	EPS Attainment Challenge Team Active Schools	Nurturing Principles. Bereavement Policy. Trauma-sensitive approaches. Outdoor learning. "101 Games to Play Whilst Socially Distancing" by Martin Williams. Crisis Curve
2. Regular wellbeing check-ins with staff.				SMT All staff to support each other.	Ongoing	EPS	Staff questionnaires to be sourced. Consistent message to all staff re availability of SMT.
3. Liaison with other professionals to support pupils and staff who are experiencing bereavement, anxiety or trauma.				SLT	Ongoing	EPS ICOS Barnardo's HR - OH	

Priority 3: Planning for Equity Issues / Strategies for Closing the Gap

Tasks / Action	RAG of Progress			Who is responsible?	Timescales	Partners / LA Links	Resources / CLPL
	S	O	N				
1. High quality learning and teaching experiences.				All teaching staff	Ongoing	EPS Attainment Challenge	WAGOLLS, LIs, SC, Feedback, Metacognitive Strategies, Self-regulated learning strategies, Differentiation.
2. Targeted support for pupils with any disadvantage eg lack of engagement, barriers, gaps in learning.				All teaching staff	Ongoing	EPS Attainment Challenge	If 100% return, PEF to be used to target additional support and appropriate resources. AC Outreach Teachers (if available).
3. Upskill parents to ensure blended learning is effective.				SMT	Ongoing	EPS Attainment Challenge ICOS Barnardo's CLD Library Services	Workshops ClickView Parental responses from Glow Forms Survey
4. Improved IT access for disadvantaged pupils to ensure equity.				SMT	August 2020 and ongoing as necessary	Education HQ SW – CEYP Barnardo's Belville Community Project	

Priority 4: Planning for Continuity of Learning							
Tasks / Action	RAG of progress			Who is responsible?	Timescales	Partners / LA Links	Resources / CLPL
	S	O	N				
1. Ensure Pupil Voice is captured, heard and informs planning of learning experiences.				SMT All staff	August and ongoing	EPS Barnardo's Attainment Challenge ICOS	Consult Pupil Survey from Lockdown. Glow Forms and other methods of gathering pupil voice.
2. Curriculum focused on high quality learning and teaching experiences in H&WB, Literacy and Numeracy.				All teaching staff responsible for groups / class Support Staff ie pupils with ASC HT & EIS Rep SMT	August and ongoing	ICOS Attainment Challenge CLD Barnardo's	WTA to realistically reflect teaching adjustments and collaboration. Curriculum Planning to reflect; Blended Learning approach, Pace of Learning that supports cognitive grasp, Gaps in Learning, Pupils' experiences during Lockdown. CLPL for teachers – Differentiation, Outdoor Learning, ClickView, Teams, Immersive Reader...
3. Upskill parents to ensure blended learning is effective.				SMT	Ongoing	EPS Attainment Challenge ICOS Barnardo's CLD Library Services	Workshops ClickView Parental responses from Glow Forms Survey

Proposed Spending of PEF 2020-2021 (Details of what you are doing and who you are targeting with additional intervention)	Timescale	Details of spend	How will improvement be evidenced?
Additional teaching staffing to facilitate support for children who are most disadvantaged and working below the expected levels in Literacy and Numeracy.	Dates and duration are dependent on model for returning to school.	1.4 = £71,727	<ul style="list-style-type: none"> • Professional dialogue with teachers and other adults providing support. • Direct observation of pupils during classroom observations. • Reviewing/sampling children's work. • Analysis of standardised assessment data. • Ongoing tracking and monitoring of children's progress with focus on children with FME and SIMD 1 & 2. • Ongoing tracking and monitoring of targeted children's progress through CfE levels. • Ongoing tracking and monitoring of overall school attainment in comparison to targeted groups (SIMD 1 & 2) and in relation to progress. • Feedback from pupils about their learning. • Analysis of attainment progress of children targeted through Attainment Challenge teaching staff (P1 and P2).
Additional resources to support active and CPA learning, individually in class or at home as part of blended learning approach.	August 2020-June 2021	£6,985	
Total		£78,712	