

### **Context of the school**

St. Mary's Primary is a denominational school which serves the west end of Greenock and also part of the central area of the town.

In session 2017/2018, we had 335 pupils, over 12 classes. The staffing level allocated to the school (including Pupil Equity Fund support) was 17.3 teachers. This included the Headteacher, one Depute Headteacher and a Principal Teacher, twelve full-time teachers and eight part-time teachers. The school was also supported by four classroom assistants, three additional support needs auxiliaries (two full-time and one part-time), three clerical assistants (one full time and two part-time) and the school janitor.

Our school is a well-established local landmark, which was opened in 1909 as a secondary school and refurbished in 1975 to create a primary school. The building is currently undergoing an extensive modernisation and we have spent the last year in temporary accommodation. All classes benefit from the use of our computer suite and each class has an interactive smartboard. There is also a large general purpose hall for PE, assemblies, lunches etc.

### **Vision and Values**

We are committed to upholding and providing the moral teaching, faith, tradition and sacramental life of the Catholic Church. In our daily work, we live by the Gospel Values of: "**Faith in God, Belief in Ourselves, Love for One Another and Hope for our Future**". Our aims and values are reviewed regularly in order to ensure that they remain relevant and central to the work of our school community.

### **Agreed Core Values**

- Respect
- Honesty
- Tolerance
- Faith

All members of our school community are valued equally, as is their right to be themselves and to excel in different ways. Regardless of sex, race or creed, everyone is offered the same opportunities to participate in the life of the school.

### **Aims**

In order to equip the children to achieve their full potential, we aim to:

- Provide a happy, safe and welcoming environment where each member of our school community feels valued and respected.
- Provide the highest quality learning experiences which support and enhance each child's potential for success and life-long learning.
- Develop as a community of faith, through the promotion of Christian values, celebration and worship, and service to others.

## Our attainment

### Teacher Professional Judgements June 2018

In Primaries 1, 4 and 7, our pupils achieved well above the national average in all four areas of Talking and Listening, Reading, Writing and Numeracy. In particular, attainment in Writing was high in comparison to the national average.

Attainment in P4 has fallen slightly in comparison to our 2016/2017 figures, although there has been an improvement in P1 and P7 Numeracy.

	Listening/Talking %		Reading %		Writing %		Numeracy%	
	St. Mary's	National	St. Mary's	National	St. Mary's	National	St. Mary's	National
P1	100	87	97	81	100	78	100	85
P4	93	85	91	77	91	72	91	76
P7	92	84	92	79	92	73	90	75

### Teacher Professional Judgements (Inverclyde Family Groups) – June 2018

When comparing our teacher professional judgements for 2018 against our local authority family groupings, our P1s performed equally well or better than the other four schools in all areas. Our P4s had higher achievement levels than the others in Writing and Talking and Listening, and our P7s outperformed the other schools in Numeracy and were placed second in the other areas.

### Teacher Professional Judgements against Inverclyde – June 2018

In all areas, our teacher professional judgements were higher than the Inverclyde average.

### Moderation

Following opportunities for moderation this session, staff are becoming increasingly familiar with the standards expected to achieve a level. We will continue to work on this as a school and across our cluster.

## Review of progress for session 2018-19

<b>School priority 1: Improvements in attainment, particularly in literacy and numeracy</b>	
<p><b><u>NIF Priority</u></b> Improvements in attainment, particularly in literacy and numeracy</p> <p><b><u>NIF Driver</u></b> School leadership Teacher professionalism Assessment of children's progress School Improvement Performance Information</p>	<p><b><u>HGIOS?4 QIs</u></b> 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 1.2 Leadership of learning 2.2 Curriculum</p>
<p><b>Strategies</b> (from SIP 2018 2019)</p> <p>Implement agreed plan to promote Visible Learning.</p> <p>Introduce and implement Active Literacy for Reading.</p> <p>Introduce new reading programme for infants and supplement reading resources across the school.</p> <p>Participate in professional dialogue to moderate planning of learning, teaching and assessment in reading within the school and cluster.</p> <p>Liaison with Notre Dame High School Modern Language Department to improve teachers' confidence in teaching Spanish in preparation for the implementation of 1+2.</p>	
<p><b>Progress</b></p> <p>All teaching staff have attended training days for Visible Learning and an action plan is in place.</p> <p>Staff have introduced Active Literacy approaches within their classes for Phonics and Spelling, and a revised plan is in place across the school.</p> <p>Phonic Bug has been purchased and is currently being used as an alternative reading scheme for identified children across the school.</p> <p>Implementation of Active Literacy for Reading has been delayed until further training can be accessed, and the focus changed to developing reading for pleasure across the school. A focus group was set up to introduce lunch-time reading clubs, author visits, displays across the school and publicity through Twitter.</p>	

Planning/reporting periods have been reduced to three this year to allow for additional moderation within the school. Teachers also took part in three cluster sessions to moderate Literacy and Numeracy.

Spanish is now being taught as part of class teachers' reduced class contact time.

### **Impact**

Teachers are more confident at using Visible Learning strategies as part of good teaching, learning and assessment within the class. This has resulted in improved learning experiences and increased confidence among pupils when talking about their strengths and next steps in learning.

Children are very familiar with Active Literacy strategies for Phonics and Spelling, and are able to use them as part of group work. There is now a consistent approach being used across the school to teach phonics and spelling, and pupils have reported that they think the new approaches are helping to improve their spelling.

Although still at the early stages, children are enjoying using Phonic Bug and progressing well with the programme.

Our lunch-time reading clubs were very well attended, and wall displays and Twitter helped to raise the profile of reading for pleasure across the school. We also received a 'Highly Commended' award from the Scottish Book Trust as part of the First Minister's Reading Challenge.

Using the authority model for Moderation, teachers have had very good opportunities for discussion, both at the planning stage (session 2) and when they met again to discuss their evaluations (session 3). This collegiate working has resulted in an improved understanding of standards and expectations among teachers.

Class visits, displays and professional dialogue demonstrate that there have been improved opportunities for children to learn Spanish.

### **Next Steps**

Increase opportunities for staff to share good practice in teaching and Learning through moderation activities, team teaching and peer visits.

Introduce North Lanarkshire/Active Literacy Reading approaches across the school.

Further develop teachers' skill and confidence in using SEAL and Number Talks to develop children's mental agility.

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

**NIF Priority**

Closing the attainment gap between the most and least disadvantaged children

**NIF Driver**

School Improvement  
School leadership  
Performance Information  
Assessment of children's progress  
Teacher professionalism

**HGIOS?4 QIs**

2.4 Personalised support  
2.3 Learning, teaching and assessment  
1.2 Leadership of learning  
3.2 Raising attainment and achievement

**Strategies** (from SIP 2018-19)

Implement agreed plan to promote Visible Learning  
Continue to implement Catch Up Literacy with targeted pupils.

**Progress**

All teaching staff have attended training days for Visible Learning and an action plan is in place.

39 pupils have taken part in Catch Up Literacy sessions across the school this year.

**Impact**

Teachers are more confident at using Visible Learning strategies as part of good teaching, learning and assessment within the class. This has resulting in improved learning experiences and increased confidence among pupils when talking about their strengths and next steps in learning.

Our Catch Up Literacy programme has continued to be very successful for individual children, with an average reading age gain of 17 months.

**Next Steps**

Work in collaboration with the Parent Council to improve parental engagement in children's learning.

Continue with Visible Learning training, with a particular focus on consistency of written feedback.

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

**NIF Priority**

Improvement in children and young people's health and wellbeing

**NIF Driver**

School leadership  
Parental engagement  
School Improvement

**HGIOS?4 QIs**

2.2 Curriculum  
2.5 Family learning  
2.7 Partnerships  
3.1 Ensuring wellbeing, equality and inclusion  
.

**Strategies** (from SIP 2018-19)

Introduce assemblies/class activities to allow pupils to share knowledge and understanding of the Centenary of Catholic Education

Plan religious celebrations to coincide with the arrival of Jesus the Teacher icon in Inverclyde.

Introduce PATHS at key stages within the school to supplement other Health and Wellbeing resources.

**Progress**

School assemblies and class activities have taken place to promote the Centenary of Catholic Education.

Notre Dame High School hosted an Evening of Reflection to welcome the icon of Jesus the Teacher within our cluster.

A plan is now in place for implementing PATHS within the school.

**Impact**

School and Cluster religious events have provided our school community with meaningful opportunities to celebrate the Centenary of Catholic Education and deepen our commitment to our faith.

Although still at the early stages, PATHS lessons are helping pupils to have a better understanding of how their emotions can affect their actions.

**Next Steps**

Liaise with Inverclyde's Children's Rights and Information Officer to embed the principles of the UN Convention on the Rights of the Child into the ethos and curriculum of the school.

Arrange cluster training and an agreed plan for implementation of SCES's Equality and Inclusion Learning and Teaching resources.

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

**NIF Priority**

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

**NIF Driver**

Teacher professionalism  
School Improvement

**HGIOS?4 QIs**

1.2 Leadership of learning  
3.3 Increasing creativity and employability  
2.7 Partnerships  
2.6 Transitions

**Strategies** (from SIP 2018-19)

Plan and implement a Cluster Primaries' Career Fayre to promote employability skills.

**Progress**

Although initial planning took place for the cluster Primaries' Career Fayre, this did not go ahead due to unforeseen circumstances.

**Next Steps**

Further develop opportunities to work with a range of local partners, with an increased focus on their contribution to developing employability skills.

Further develop children's understanding of the range of skills needed within the workplace and how their learning in school helps to prepare them for the future.

Review opportunities across the curriculum for pupils to develop creativity and enterprise skills.

Liaise with the Digital Literacy Coaching and Modelling Officer to improve teaching and learning across the curriculum.

## **National priority: How we are ensuring Excellence and Equity?**

### **Gaps in attainment**

Across the school, almost all pupils have achieved the expected CFE levels for Talking and Listening (96%), Reading (92%), Writing (91%) and Numeracy (90%).

There are currently 42 children entitled to free school meals (13.5% FME), which is slightly higher than last year. Almost all children within this group have achieved the expected CFE levels for Talking and Listening (95%), with most achieving for Reading (83%), Writing (88%) and Numeracy (76%).

Although teacher professional judgements continue to show an attainment gap between pupils entitled to free meals and the rest of the school (Talking and Listening – 1%, Reading – 10%, Writing – 4% and Numeracy – 17%), we are confident that the interventions provided this year have been effective in supporting and meeting the needs of our targeted children.

We recognise that our lowest attainment is in Numeracy (both across the school and for pupils entitled to free school meals). With this in mind, one of our priorities for the coming year is to develop teachers' confidence and skill in using SEAL and Number Talks in order to improve children's mental agility.

At present, 85% of our pupils have over 90% attendance for this session, however, this figure is considerably lower for those children entitled to free meals (48%). This will continue to be a priority for improvement over the coming year.

### **How PEF funding has been used**

Visible Learning training for teaching staff

Additional teaching support

Additional ASN support

Literacy resources

IT equipment

### **Evidence of Impact**

Staff are more confident at using Visible Learning strategies as part of good teaching, learning and assessment within the class. This has resulted in improved learning experiences and increased confidence among pupils when talking about their strengths and next steps in learning.

Our Catch Up Literacy programme has continued to be very successful for individual children, with an average reading age gain of 17 months.

Targeted support for Writing has impacted positively on the progress of groups of children across the school, particularly in P7 where attainment has risen by 10%.

Children are very familiar with Active Literacy strategies for Phonics and Spelling and are able to use them as part of group work. There is now a consistent approach being used across the school to teach phonics and spelling, and pupils have reported that they think the new approaches are helping to improve their spelling.

Targeted pupils now have increased access to laptops and are benefiting from daily opportunities to reinforce their learning.

## **Key priorities for improvement planning 2019-2020**

### **What is our capacity for continuous improvement?**

We consider we have very good capacity to improve:

Our teaching and support staff have high expectations for our pupils.

We are wholly committed to the principles of Closing the Gap and Getting it Right for Every Child.

We know our children very well (their strengths, talents, needs and individual personalities).

Teaching staff engage in Professional Review and Development meetings with a clear focus on our School Improvement Plan.

We gather and take on board the views and suggestions of our stakeholders about how to improve our school through questionnaires, professional dialogue, meetings and focus groups.

We analyse a wide range of data in order to identify current strengths and emerging issues, and to ensure appropriate challenge and support for our pupils.

We regularly review our practice in order to ensure the best possible teaching and learning environments for our pupils.

Our effective partnership working ensures best outcomes for our pupils.

## NIF quality indicators

Quality Indicator	School Self Evaluation	Key priorities for session 2019/2020
1.3 Leadership of change	Very Good	<ul style="list-style-type: none"> <li>• Increase opportunities for staff to share good practice in Teaching and Learning through moderation activities, team teaching and peer visits.</li> <li>• Introduce North Lanarkshire/Active Literacy Reading approaches across the school.</li> <li>• Further develop teachers' skill and confidence in using SEAL and Number Talks to develop children's mental agility.</li> </ul>
2.3 Learning, teaching and assessment	Good	<ul style="list-style-type: none"> <li>• Increase opportunities for staff to share good practice in Teaching and Learning through moderation activities, team teaching and peer visits.</li> <li>• Introduce North Lanarkshire/Active Literacy Reading approaches across the school.</li> <li>• Further develop teachers' skill and confidence in using SEAL and Number Talks to develop children's mental agility.</li> </ul>
3.1 Ensuring wellbeing, equity and inclusion	Very Good	<ul style="list-style-type: none"> <li>• Liaise with Inverclyde's Children's Rights and Information Officer to embed the principles of the UN Convention on the Rights of the Child into the ethos and curriculum of the school.</li> <li>• Work in collaboration with the Parent Council to improve parental engagement in children's learning.</li> <li>• Continue with Visible Learning training, with a particular focus on consistency of written feedback.</li> </ul>
3.2 Raising attainment and achievement	Very Good	<ul style="list-style-type: none"> <li>• Further develop opportunities to work with a range of local partners, with an increased focus on their contribution to developing employability skills.</li> <li>• Further develop children's understanding of the range of skills needed within the workplace and how their learning in school helps to prepare them for the future.</li> </ul>

		<ul style="list-style-type: none"> <li>• Review opportunities across the curriculum for pupils to develop creativity and enterprise skills.</li> <li>• Liaise with the Digital Literacy Coaching and Modelling Officer to improve teaching and learning across the curriculum.</li> <li>• Increase opportunities for staff to share good practice in Teaching and Learning through moderation activities, team teaching and peer visits.</li> <li>• Introduce North Lanarkshire/Active Literacy Reading approaches across the school.</li> <li>• Further develop teachers' skill and confidence in using SEAL and Number Talks to develop children's mental agility.</li> <li>• Work in collaboration with the Parent Council to improve parental engagement in children's learning.</li> <li>• Continue with Visible Learning training, with a particular focus on consistency of written feedback.</li> </ul>
--	--	---

### **Key Achievements of the school**

We are very proud of the high achievements of all our pupils. We understand that, although it is important to aim high when it comes to academic achievement, it is equally important to provide opportunities for our pupils to develop their skills and talents in other ways.

Staff and pupils have shown their enormous generosity and commitment to support those less fortunate in the following ways:

- We raised £159 for Mary's Meals and £116 for Save the Children through donations at our Christmas lunch.
- As part of their preparation for Confirmation, P7 pupils raised £300 for the Bishop's charity by organising a very enjoyable talent show.
- We collected £191 for MISSIO as part of our weekly voluntary charity collections.
- Our Caring Community Group supported Compassionate Inverclyde by gathering items for Back Home boxes for people who have just come out of hospital.

Other achievements include:

- Our Primary 7 pupils completed the Pope Francis Faith Awards, with a number of children achieving the additional Parish Commendation.
- Our pupils have been given the opportunity to participate in a wide range of sporting festivals and competitions with other schools in Inverclyde, with many children winning awards.
- Pupils from Primary 5 and Primary 6/5 demonstrated their learning to parents and the local community during our Cluster Science Roadshow. This was carried out with great knowledge, confidence and enthusiasm.
- We received a 'Highly Commended' award from the Scottish Book Trust, as part of the First Minister's Reading Challenge.
- All pupils experienced opportunities to present on stage to a "real" audience through our very enjoyable Christmas shows.
- Our P7 pupils have been trained in first aid through Heartstart and were praised by the trainers for how well they engaged with the programme.