

St. Francis Primary School
Standards & Quality Report 2017/2018



Context of the school:

St. Francis Primary is a denominational school serving the Slaemuir, Bardrainney, Mid Auchinleck and Park Farm housing estates in Upper Port Glasgow and the Catholic community of Kilmacolm. The current role is 213. There were 12.2 teaching staff including the Head Teacher and Depute Head Teacher. To support learning there were also 3 classroom assistants, 4 ASN assistants, 1 Learning Assistant and 1 full-time Early Years Childcare Officer (EYCO). There is a full time senior clerical assistant, 1 part-time clerical assistant and our janitor.

As a denominational school, St. Francis has very close links with the parish community of St. Francis. Father Eoin is a regular visitor to the school and offers excellent support. The school community regularly celebrates mass here in the school. This is an excellent opportunity for the school community to grow in faith together. Ladies from the Legion of Mary visit the school on a weekly basis to lead the children in praying The Rosary.

School Vision, Values & Aims

Our vision is to create a culture of successful learning and continued faith development, in which everyone is valued and included and feels part of the St. Francis' family. All members of our school community will actively promote living the Gospel values, to foster an ethos of tolerance and respect.

Through planning high quality teaching and learning opportunities, our children will be encouraged to develop a positive attitude to learning and a willingness to face new challenges, enabling them to achieve and succeed. Partnership working will support us in our aim to enable our children to develop skills for learning, life and work and share their skills and knowledge positively, as active members of their local community in the future.

We aim to:

- provide high quality teaching and learning opportunities to meet the needs of every child, enabling them to develop individual talents and independent learning skills which can be built upon and applied to future learning situations
- encourage the children to achieve their potential by being positive and enthusiastic about their school, their learning and themselves, using praise and motivation and celebrating effort and success
- provide an inclusive, nurturing environment in which the children can develop intellectually, physically, socially, morally and spiritually so that they may play a

valuable and responsible part in their school, their families and the community in which they live

- work in partnership with parents, other educational establishments and community groups whilst promoting positive links with local business as an important part of the learning process
- make effective use of resources and encourage all staff to develop their talents and interests for their own benefit and the good of the school
- promote a positive climate for self-evaluation to support school improvement



As an Attainment Challenge school, we have received additional teacher input for targeted children across our school and have used our Pupil Equity Funding to further enhance additional support for more pupils to reduce the attainment gap.

Our attainment:

In session 2016/17

- most of our P1 pupils achieved Early Level in Reading, Writing, Listening and Talking and Numeracy
- most of our P4 pupils achieved First Level in Talking and Listening and most achieved First Level in Reading, Writing, and Numeracy
- the majority of our P7 pupils achieved Second Level in Reading, Writing, Listening and Talking and Numeracy

Fuller information regarding attainment is available at <https://public.tableau.com/profile/sg.eas.learninganalysis#!/vizhome/AchievementofCurriculumforExcellenceCfELevels-Dashboard/Dashboard1>

Following successful moderation this session, staff are becoming more 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 2017-18

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

NIF Priority

Improvements in attainment, particularly in literacy and numeracy

NIF Driver

Assessment of children's progress
Teacher professionalism

HGIOS?4 QIs

2.3 Learning, teaching and assessment
1.1 Self-evaluation for self-improvement
2.4 Personalised support
1.2 Leadership of learning

Developing in Faith

Promoting Gospel values
Celebrating and worshipping

Strategies (from SIP 2017-18)

- All teaching staff will engage in Visible Learning provided by Osiris.
- Active Literacy to be fully implemented in P.1 & P.2
- All classes will continue to implement N.L. Active Literacy - writing
- SEAL strategies and planning will be fully implemented in P.1 & 2
- P.3 – P.7 will continue to become familiar with the use of SEAL strategies and the use of Number Talks will be introduced at all stages.
- Staff will become more familiar with the range of data available to monitor children's progress.
- Cluster moderation of maths will take place

Progress

- All teaching staff have attended two Visible Learning training days and have worked together to draw up an action plan for the school following feedback from the scoping visit and school self-evaluation. They are now working through the action plan to develop their skills.
- Attainment Challenge Coaching and Modelling Officers have supported class teachers in the use of SEAL up to Primary 3 and have introduced Number Talks throughout the school, having modelled this in every class.
- N.L. Active Literacy has been fully implemented at P.1 & P.2. Staff evaluated the initial implementation of the writing programme and amended targets. All classes are now implementing the N.L. writing programme.
- Discussions with staff, pupils and parents, indicated that children and parents were unsure of the small targets that would support a child's reading development. Staff moderated reading and created a set of child friendly reading targets to enable children to set themselves targets and talk about their progress.

Impact

- SMT are seeing greater consistency of teaching across the school.
- Teachers are more confident in their planning and delivery of Active Literacy. Staff indicated that the block of genre taught writing is enabling the children to develop their writing skills more fully. Children are becoming more confident in referring to their core writing targets and using these to self-assess their own work.
- The use of Number Talks is much more evident throughout the school. Children can talk about the 'most efficient strategy!' that they will use.
- Staff are becoming more aware of the range of data available and discussing the data findings.
- A school vision, value and aims statement has been created following consultation with pupils, staff and parents. School values are influenced by the Gospel values. A school emblem that captures the essence of this vision was created. Parent Council members and Fr. Eoin, commented that this emblem encapsulates St. Francis P.S.
- P.7 children have trialled the use of the second level reading targets and staff have commented that the children can focus on a particular area of reading they would like to focus on developing.
- Parent Council members agreed that these targets would support parents in talking to their children about their learning related to reading.

Next Steps:

- Continue with Visible Learning programme.
- Introduce Inverclyde Numeracy and Mathematics Progression Pathways – all staff
- Introduce the Inverclyde Literacy and English Progression Pathways – all staff
- Fully implement N.L. Active Literacy programme at P.3 and continue to evaluate and adapt.
- Further embed the use of SEAL in the lower school and increase the focus on

developing mental agility in the upper school.

- Introduce moderated reading targets at all stages. Target sheets will be sent home to enable children and parents to discuss next steps in learning.
- Develop staff skills in dialogic and reciprocal teaching.
- Further develop staff interrogation of data to support professional judgements and to identify target support & challenge groups.

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

Assessment of children's progress
Teacher professionalism

HGIOS?4 QIs

Assessment of children's progress
Teacher professionalism
Performance information
Parental Engagement

Developing in Faith

Promoting Gospel values
Celebrating and worshipping

Strategies (from SIP 2017-18)

- Improve use of data to identify children requiring targeted intervention to raise attainment.
- Staff will plan for assessment, to assess knowledge and plan for next steps in learning.
- Increase use of ICT to provide additional support for targeted pupils.
- Family support at home, during and after school to be targeted to help specific pupils and families.
- Inverclyde Council Managing Attendance Policy to be fully implemented.
- Visible Learning – staff will develop children’s ability to talk about their strengths and next steps in learning.

Progress:

- Data was used to identify target groups. These groups were supported by Attainment Challenge Staff, support staff and teaching staff. With staff consistency more progress would have been made.
- Termly Progress Meetings have an increased focus on discussing pupils’ progress against levels to ensure that the needs of all pupils are being identified and met.
- GIRFEC termly meetings also focus on data and development needs.
- Staff have made effective use of N.L. Literacy and SEAL assessments to monitor progress and plan for next steps.
- We have purchased 10 laptops which have been used to support individual pupils and groups. This has supported Literacy Toolbox groups and has allowed more children access to word processing to motivate reluctant writers.
- HT and office staff have made good progress in implementing the Attendance Policy, sending letters/arranging meetings as required.

Impact:

- Pupils now have increased access to laptops, where targeted groups are working daily on Literacy Toolbox and to support individual children who write more effectively when word processing.
- Target groups have been supported however, more progress would have been made if staffing had been more consistent.
- The average attendance for the school has shown an increase from 94.2% to 94.8% this year.
- Teachers are becoming more aware of analysing data and are beginning to use data to enable them to identify those pupils requiring additional support/ challenge.
- There is greater evidence of pupils working in flexible groups, as observed through learning observations and class drop-ins.

Next Steps:

- Share the BGE Tool with staff, showing where the school sits against national comparators.
- Continue to focus on developing the use of data to identify target groups.
- Continue to focus on differentiation to ensure support and challenge for all pupils.
- Purchase 10 more laptops and a charging trolley to provide more access to digital literacy opportunities.
- Further strengthen use of benchmarks and moderation to support teacher judgements.
- Staff will participate in Local Authority moderation of reading. They will evaluate the effectiveness of the school reading targets against this moderation.

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

Improvement in children and young people's health and wellbeing

NIF Driver

Parental engagement
Teacher professionalism

HGIOS?4 QIs

3.2 Raising attainment and achievement
2.3 Learning, teaching and assessment
2.4 Personalised support
2.7 Partnerships
3.1 Ensuring wellbeing, equality and inclusion

Developing in Faith

Celebrating and worshipping
Honouring Jesus Christ as the Way, the Truth and the Life

Strategies (from SIP 2017-18)

- Appoint a Health and Wellbeing Coach to provide targeted support at interval, lunch, after-school and during class-time to support pupils' physical and emotional needs.
- Appoint a children's counsellor to support individual children's wellbeing.
- Organise a range of events to increase parental engagement in children's learning. Barnados Family Support Worker and CLD worker will support this.
- Raise staff awareness of mental and social wellbeing and the impact on pupil

attainment, achievement and wellbeing.

- Raise staff awareness of attachment and the impact on pupil attainment, achievement and wellbeing.
- Raise staff awareness of Nurture Principles – whole school nurture approach
- Increase knowledge and understanding of legislation and national advice affecting the rights, wellbeing and inclusion of children and develop a clear understanding of their responsibilities in relation to child protection and equalities.
- Our Nurture Teacher delivered training to all staff to raise awareness of the principles of nurture and to facilitate professional dialogue related to nurturing approaches.

Progress

- HWB Coach took up post in August. This has offered additional support during P.E. activities. He has worked with targeted groups to develop physical and emotional wellbeing. A cross country running club and after school football club were led by the H&WB coach. Participation levels were very good. There has been an increase in Breakfast Club attendance. Children comment that they enjoy the activities after they have eaten their food.
- In partnership with Community Learning and Development, we have introduced a Friday Cuppa & Chat and an after-school craft club for families.
- Discussion around Children's rights and responsibilities are referred to in practice in class and around the school. A 'Right of the Month' is shared with the school community as a focus for discussion.
- Barnados Support Worker has organised Lego and GEM Groups to support children's emotional wellbeing. These groups have enabled children to discuss the importance of positive interactions. Feedback from parents and pupils has been very positive.
- The school counsellor has worked very effectively with a number of pupils and evaluations from the pupils, teachers and parents have also been very positive and encouraging.
- A Cluster Mass took place to celebrate Centenary of Education (Scotland) Act 1918.
- P7s from within cluster primaries attended a retreat at Schoenstatt together.

Impact

- There has been a reduction in the number of playground incidents at interval and lunchtime, resulting in pupils more ready to learn after a break.
- Children have had more opportunities to participate in afterschool clubs to develop their health & wellbeing.
- Staff are becoming more familiar in the principles of nurture and are consciously applying nurturing approaches.
- Staff are becoming more mindful of the many challenges that children face and are proactive in seeking support.
- Parental engagement is increasing, with many parents commenting that they feel more confident in knowing how to support their children's learning.
- Parents comment that they feel that they can approach staff and that they will be supported.

- Children are able to discuss the rights of the child and their responsibilities alongside them.
- GEM and Lego Groups have enabled children to discuss the importance of positive interactions and are encouraging children to develop resilience.
- Children and the school community have developed their awareness of the Education (Scotland) Act 1918 and the positive impact catholic schools have had in Scotland.
- Retreat Visit to Schoenstatt supported existing transition work within the cluster in preparation for the move to Secondary.
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Next Steps:

- Arrange training for new Nurture Teacher – Julie Hall
- Train staff in the use of Boxall assessment.
- Upskill staff on development of children’s emotional literacy – PATHs programme will become embedded at all stages.
- Nurturing approaches will be evident.
- Further develop engagement with parents in partnership with CLD, with an increased focus on literacy and numeracy.
- Introduce T Sport Club - parental engagement opportunity – CLD Worker, H&WB Coach and staff member.
- Continue with GEM and Lego Groups in the new session.

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</p> <p><u>NIF Driver</u> School leadership Teacher professionalism</p>	<p><u>HGIOS?4 QIs</u> 2.6 Transitions 3.3 Increasing creativity and employability 2.7 Partnerships</p>
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Strategies (from SIP 2017-18)

Progress

- Staff are becoming more familiar with the DYWF and are discussing the skills that children can transfer from their learning to the workplace.
- Staff are encouraging children to have ambition and aspirations for the future.
- Pupils took part in a very successful World of Work Week giving them an insight into a wide range of occupations.
- **Impact**
- Children are becoming more able to talk about the relevance of their learning and how they can apply their skills in a variety of contexts. This is becoming more evident through discussion with pupils.

Next Steps:

- 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.
- Continue to support children in talking about the relevance of their learning and applying their skills in a variety of contexts.
- Organise a World of Work Week. Seek pupil views as to a theme for the week.

National priority: How we are ensuring Excellence and Equity?

The current school role of St. Francis Primary is 214, with 172 children (80.4%) in SIMD 1 and 2, and 66 pupils in receipt of free school meals.

Target cohorts have been identified through the use of SIMD, FME, CfE levels, standardised assessments and professional judgement. Our rationale for proposals is to continue to develop approaches to raise attainment and reduce the poverty related attainment gap. As a focus school for the Scottish Attainment Challenge since 2015, we have already seen improvements through targeted interventions. Our aim is to build on this through PEF.

Based on teacher professional judgements at the end of last session and comparing results of pupils in SIMD Bands 1 and 2 with SIMD Bands 3-10 the following gaps were identified:

	Reading	Writing	Listening/Talking	Numeracy
P1 - Early	26.8%	26.8%	26.8%	40%
P4 - First	9.4%	22.9%	11.5%	19.8%
P7 - Second	6.8%	7.6%	-6.1%	15.9%

Target cohorts have been identified across the school through analysis of a range of data: SIMD, FME, CfE levels, teacher professional judgement and standardised assessments. These children have received additional support through PEF interventions and the local authority Attainment Challenge initiatives.

Based on our current data for session 2017/18, the following is being noted when comparing current projected attainment levels for pupils living in SIMD Bands 1 and 2 with those living in SIMD Bands 3-10:

	Reading	Writing	Numeracy
P1 - Early	-18.2%	-27.3%	-18.2%
P4 - First	-5%	1.7%	8.3%
P7 - Second	0%	10%	0%

This data will be update in June at the end of session 2018-2019.

Key priorities for improvement planning 2018-19

What is our capacity for continuous improvement?

We consider we have very good capacity to improve :

Our dedicated staff team are committed to Career Long Professional Learning. Teaching staff engage in Professional Review and Development meetings with a clear focus on our School Improvement Plan. Our annual overview clearly details our collegiate Professional Learning activities. Staff readily engage in professional dialogue and effectively support each other through sharing expertise.

We ensure that all stakeholders are consulted on the work of the school and how

to improve, through post-it feedback, 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 2018/19
1.3 Leadership of change	Good	Develop our Curriculum Rationale in partnership with all stakeholders
2.3 Learning, teaching and assessment	Good	Develop staff knowledge and expertise in reciprocal and dialogic teaching Visible Learning
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Develop pupil health and wellbeing with a focus on emotional literacy and parental engagement Develop playground experiences/relationships
3.2 Raising attainment and achievement	Good	Develop staff skills in the analysis and interpretation of data, including use of the BGE toolkit Introduce Inverclyde Literacy and Numeracy Progression Pathways

Key Achievements of the school

Successful participation in the Inverclyde Music Festival

- P.1 participated in the P.1 Singing Games class
- First place in Senior Choir

We celebrated St. Andrew's Day with a lively concert of Scottish songs, dance and poems.

The whole school took part in our Christmas Concert and wowed the audiences.

Our extremely generous school community raised money for Breast Cancer Care, MacMillan Cancer Care, Missio, SCIAF and Jayden's Rainbow.

P.6 children enjoyed a 3 day residential trip to Ardentinny. They enthusiastically participated in a wide range of outdoor learning activities.

Our Athletics Team represented us very well at the Inverclyde Sportshall Athletics Tournament.

Teams participated in the Euro Quiz and the Acitvote Quiz.

Several of our children took part in various cross country running events.

Our netball team had a great season, taking part in several tournaments.

All children participated in developing their health and wellbeing during a very successful Health Week. All P.7 children took part in Heartstart Training – CPR and use of defibrillator.

We held a very successful World of Work Week where pupils had the opportunity to explore their aspirations for their future career. All classes had at least 1 visitor to their classroom.

Every class was able to enhance their learning outwith the school environment through visits to various venues eg: Scotland Street School, Vikingar, Finlaystone Country Estate, Cornalees, Castle Semple, Bellahouston Ski Centre.

