

Context of the school

All Saints Primary is a Roman Catholic Primary school based in the east end of Greenock with a non-denominational Communication and Language Base (CLB). In session 2018/2019 the school roll held 364 pupils; 346 pupils within 14 mainstream classes and 18 pupils within 3 classes in our CLB.

Within mainstream there were 23 members of teaching staff which included: Head Teacher, Depute Head Teacher, 2 Principal Teachers, 15 full-time teachers, 3 part-time teachers and 1 NQT. In addition to teaching staff, mainstream were supported by; 3 clerical staff, 4 classroom assistants, 1 Learning Assistant, 1 EYECO and 5 additional support needs assistants. A senior CLD worker has been resourced via our PEF budget.

CLB was operated by 3 full-time teachers, including one Principal Teacher, and 2 part-time teachers. One clerical assistant and 6 additional support needs assistants support pupils within CLB.

Two janitors employed by FES support All Saints Primary.

The existing building hosting All Saints Primary was opened in 2010. This was an amalgamation of two schools; the primaries of Saint Laurence's and Saint Kenneth's.

Our existing building provides excellent spaces for teaching, learning and working. Large classrooms are bathed in natural light and learning is supported in comfortable open plan areas outside each classroom. Most classes have direct access to outside space. We have a large open plan dining area, nurture class, library and cooking space. This year we have transformed our computer suite into a Family Learning hub which is supported by our senior CLD worker.

To support expressive arts we have two large gym halls which can be opened into one very large space to host assemblies, school performances and/or sporting activities. Pupils and staff enjoy an abundance of outdoor space including three playgrounds, football pitch, nature trail, outdoor amphitheatre and gardening areas.

This session we have worked with pupils, parents, parish and staff to refresh our vision, values and aims.

Our Vision

At All Saints Primary we strive to live by our motto of Truth, Knowledge and Friendship. We make every effort to ensure our school is safe, happy and nurturing. We encourage each child to fulfil his/her potential.

Our Values

Faith, Family, Ambition, Respect, Kindness.

Our Aims

- Strive to provide the highest quality teaching and learning
- Ensure all pupils attain, achieve and acquire a full range of skills and abilities to empower them to be lifelong learners
- Endeavour to ensure all pupils feel safe, healthy, achieving, nurtured, active, respected, responsible and included

- Nurture, inspire, develop and encourage successful learners, responsible citizens, effective contributors and confident individuals prepared and empowered for the future

As an Attainment Challenge school, we receive additional teacher input for targeted pupils and also use our Pupil Equity Funding to enhance support for targeted pupils to reduce the poverty related attainment gap.

Our attainment

For session 2017/18 our attainment data (TPJ) demonstrates trends of improvement across all organisers' year on year at Primary 1. This includes a particularly pleasing improvement of almost 10% between 2016/17 and 2017/18 for Writing achievement of a level at Primary 1.

At Primary 4 data TPJ performance across all organisers is not as strong as data for previous session. However BGE data shows class in line with Family Group for Reading, Talking & Listening and Numeracy. (Data analysis highlights gender imbalance with significant number of boys displaying social, emotional and behavioural needs. School working closely with parents, colleagues and partners to support with interventions including; ACE awareness training, boxall profiling, nurturing approaches and alternative curriculum provisions to ensure barriers to learning are challenged with focus on skills for learning, life and work.)

At Primary 7 TPJ data demonstrates an improving trend across all organisers. Compared with previous session (2016/17), data for achievement of a level within Reading and Numeracy remains consistent however; there is significant improvements with Writing (18.3%) and Listening & Talking (10.7%).

2017-2018								
298/375pupils SIMD 1&2 = 79.5%	Listening & Talking %		Reading %		Writing %		Numeracy %	
		National		National		National		National
P1	74	87	69	81	72	78	72	85
P4	53	85	59	77	54	72	56	76
P7	90	84	70	79	72	73	61	75
Combined	72	85	66	79	66	74	63	78

Review of progress for session 2018-19

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	<u>HGIOS?4 QIs</u> 1.2 Leadership of learning 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement
Strategies (from SIP 2018-2019) <ul style="list-style-type: none"> • Teaching staff to engage in Visible Learning provided by Osiris. • Continue to provide Catch-Up Literacy to targeted pupils across P3 – P7. • Principal Teacher to monitor and provide on-going support and training to support staff delivering Catch-Up Literacy. • Introduce and implement Active Literacy for Reading. • Develop Reading Culture across school. • Extend use of SEAL planners to Primary 4. • Participate in professional dialogue to moderate planning of learning, teaching and assessment in reading within school and cluster. • Introduce Progression Pathway for Maths and Numeracy. 	
Progress <ul style="list-style-type: none"> • All teaching staff continue to attend ongoing training for Visible Learning and are implementing school Visible Learning Plan. • All support staff trained to deliver Catch-Up Literacy P3 – P7. • P.T. timetabled to provide weekly support to Support Staff delivering Catch-Up Literacy. • Teacher knowledge, understanding of Active Literacy improving and pupil experiences and opportunities to engage with Active Literacy increasing. • Staff more readily engage with Attainment Challenge CMO to enhance reading culture. • Teaching staff more confident in use of SEAL planners • Teaching staff engaged with cluster moderation for reading. • Progression Pathway for Maths & Numeracy used across whole school. 	
Impact <ul style="list-style-type: none"> • Visible learning training supporting whole school approach to Nurture. • Reading Age of 20 pupils targeted to take part in Catch-Up Literacy has increased by an average of 7.6 months with some outstanding results e.g P3 pupils increased reading age by 2 yrs 10 mths. (Of the 20 pupils taking part there was an overall increase of 19 yrs 8 mths in reading age as compared to their start reading age). • Majority of pupils achieved BGE levels. • Education Scotland report engagement around reading as strength of school. 	

- Through moderation cycle for Reading with cluster primaries, professional dialogue informed 'Best Reading Lesson' and learner dispositions of 'Good Reader' to coincide with Visible Learning CPD.

Next Steps:

- Teaching staff to continue engagement with Visible Learning provided by Osiris.
- Develop knowledge and understanding of learner dispositions and link to school values and merit system.
- Continue to provide Catch-Up Literacy to targeted pupils across P3 – P7.
- Audit interventions and create pathway for targeted interventions.
- Rigorously track and monitor learners attainment and achievement mapped to individual targets.
- Revisit how we evidence learning and progression. Consistently gather evidence which is routinely moderated at stage and school level to better support TPJ.
- Complete Reflective Reading in-service (Anne Glennie) and introduce short daily reads across whole school from Aug. 2019.
- Create 'All Saints Best Reading Lesson' to support consistency of approach to raising attainment in Reading across whole school.

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

Performance information
Teacher professionalism

HGIOS?4 QIs

2.3 Learning, teaching and assessment
2.4 Personalised support
2.5 Family learning

Strategies

- Improve use of data to identify pupils to raise attainment using targeted approach.
- Develop curriculum pathways and planners.
- Increase Parental Engagement Opportunities.

Progress

- SMT continue to attend training for SNSA.
- SMT took part in feedback to Education Scotland for administration of SNSA.
- All teaching staff engaged in cycles of implementation and review of interventions to remove barriers to learning with PT and Inverclyde Attainment Advisor.
- Teaching staff engaged in evaluation of planners during cluster moderation.
- Nurture class regular programme of Parental Engagement opportunities including; Families Connect, Drop-In Café, Information sessions.
- Most classes offered opportunities for parents to visit class and/or assemblies to celebrate learning.
- Parents as class helpers supported many educational excursions.
- Head Teacher, Senior CLD worker and Barnados family support worker timetabled to meet parents of P1 entrants over 3 week induction period.
- Barnardo's & CLD provide emotional and social support to parents of new P1 entrants during initial few weeks of Term 1 to establish routines and understanding.
- Parents invited to celebrate achievement weekly as part of Pupil of Week café celebrating learning in and around four capacities.

Impact

- Teaching staff better supported to be able to articulate attainment gap and identify target groups of pupils.
- Interventions more regularly reviewed and adapted as appropriate.
- Improved consistency of planning across school and cluster.
- Parents of pupils attending Nurture class report enhanced understanding of intervention and strategies they can use to support learning at home.
- 4 x P1 parents joined Parent Council and engage with class trips, walks to Church, learning celebrations etc.
- Increased participation of parent helpers across whole school at Parent Council led events and school organised learning and excursions.
- Most parents report to Education Scotland that they receive helpful, regular feedback about how their child is learning and developing.

Next Steps:

- Create strategic overview of interventions to support links with ASN, GIRFEC, observations and planning for improvement.
- Appoint PEF Acting DHT to research, implement and monitor interventions and support teachers to use data to analyse target groups/individuals.
- PEF Acting DHT, DHT & HT timetabled to communicate and monitor data and visit other establishments to investigate good practice.
- Embed use of data to inform targeted interventions and next steps.
- Develop consistency Progression Pathways and Planners Aug 2018
- Review learning pathways across all curricular areas ensuring consistency and pace.
- Continue with target pupils for Catch-Up Literacy to raise attainment to be in line with chronological age.
- PEF fund senior CLD worker to continue to support enhanced, and supported, Parental Engagement.
- Continue to offer calendar of experiences and opportunities throughout school day and beyond for parents. To include Health & Wellbeing, Literacy, Expressive Arts, Numeracy etc.

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

School Improvement
Parental engagement

HGIOS?4 QIs

3.1 Ensuring wellbeing, equality and inclusion

2.5 Family learning

2.7 Partnerships

Strategies

- Calendar of religious events to inform knowledge and understanding of centenary of Catholic Education in Scotland.
- Provide enhanced induction for new Primary 1 entrants and their parents.
- Health & Wellbeing coach (PEF) provides menu of 'Activity Breaks' for those pupils targeted as being at risk of inactivity and lack of health & wellbeing awareness.

Progress

- Working in partnership with dioceses and parish, a calendar of masses, assemblies, discussions etc took place to raise awareness and understanding of Centenary of Catholic Education.
- Cluster mass to celebrate centenary of Catholic Education attended by all teaching staff.
- All feeder nurseries took part in enhanced induction programme including Evening Induction, Head Teacher & Barnados family support worker visits to nurseries, DHT & Nurture Teacher visits to nurseries, Parent Literacy & Numeracy workshops with P1 teachers and pupil visits to school x3.
- Across school activity levels raised through engagement of all pupils with Daily Mile and targeted support for those pupils in danger of inactivity levels.

Impact

- Pupils, staff and parents aware of national celebrations and focus for Centenary of Catholic Education.
- Pupils confidently share story of Catholic Education in Scotland.
- Parish involved in sharing ideas for schools Vision, Values and Aims.
- Parents of new entrants better able to support learning at home from august onwards.
- Enhanced new entrants induction created improved links between home and school and better collaboration between nursery staff, parents and school.
- Raised activity levels for pupils targeted due to their lack of participation in after school and community activity clubs.
- All pupils taking part in Daily Mile at least 3 times per week.

Next Steps

- Focus on Developing as a Community of Faith & Learning – supporting professional and spiritual development of staff through calendar of training to include Equality and Inclusion Learning and Teaching resources.
- Timetable programme of religious observance to include monthly masses and assemblies for pupils, staff, parents and parish.
- Work in partnership with parish and St. Vincent de Paul society to provide school uniform clothing bank within St. Laurence’s Church.
- Create consistency for exploration and delivery of interventions to address social, emotional and mental wellbeing via NCCT teaching and learning.
- Introduce new HWB resource (Playback ICE) to create consistency in approach to teaching and learning of social, emotional wellbeing and skills development.

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

Strategies

- Plan and implement Cluster Primaries Career Fayre to promote employability skills.
- Provide opportunities for Enterprise & Creativity.
- Explore opportunities for parents/pupils to enhance awareness of learning for life, social awareness.

Progress

- Change of management and staffing constraints (long term absence of cluster HT) resulted in this priority not being fully met.

- Timetable of local employers, agencies and workers visited school for World of Work and engaged with workshops, question & answer sessions.
- Range of classes engage with Enterprise and/or Creativity opportunities such as Weekly Toast Café, Reading Buddies at Nursery and local home for elderly.

Impact

- Pupils knowledge of employment opportunities and skills required enhanced.
- Parents engaged with college etc to complete Psychology training course.
- Pupils gaining knowledge of skills for learning, life and work.

Next Steps

- Introduce HWB resource to include skills development.
- Develop World of Work Week to link with Literacy or Numeracy to provide pupils with focus on how their school learning links to world of work – e.g. Hairdresser uses Maths skills to mix colours etc.
- Enhance World of Work planning to deliver Career Fayre to be hosted at All Saints for Cluster Primary 7 pupils as part of transition arrangements.
- Work in partnership with parish and St. Vincent de Paul society to provide school uniform clothing bank within St. Laurence's Church managed by pupils.
- Raise social awareness and continue to offer Enterprise and Creativity opportunities as part of learning for life and work – e.g. continue to sell toast during break with proceeds supporting local homeless charities, engage with Belville Community Gardens, run clothing bank, community fridge etc.
- Inverclyde Food Bank to deliver staff and pupils assembly/training.

National priority: How we are ensuring Excellence and Equity?

79.5% of our pupils live within SIMD 1&2 with 20.6% living in SIMD 3 – 7, we have 0.3% pupils living within SIMD 9 and no pupils living in SIMD 8 or 10. There is a gap of 9.2% in overall literacy with a lesser gap of 4.2% in numeracy.

To decrease these gaps All Saints recruited 2 x PEF teachers to release teachers experienced in delivery of Literacy and Numeracy interventions to support targeted pupils as follows:

Literacy

- Focus on Reading/Phonics for targeted pupils within P1 – P4 and P5 – P7 with two teachers who worked one to one and/or small groups to deliver lessons planned in partnership with class teacher. Lesson intentions were to re-visit taught strategies such as phonics, blending, reciprocal approaches, sounding etc which class teachers identified as needing to improve for targeted pupils.
- Of 32 pupils (P4 – P7) receiving PEF funded support to enhance comprehension skills; 30 improved their comprehension scores, with half making improvements of over 20% based on the difference in scores from pre-assessment. (4 pupils improved by over 40%).
- Of 32 pupils receiving PEF funded support to enhance reading skills; 23 made improvements of over 20%. (9 pupils improved by over 40% including one pupil whose score improved by 80%).
- Reading resource, First News, used in Primary 7 as homework and class activities. Pupils and teachers report increased interest in reading for enjoyment and information, talking and listening opportunities to develop knowledge and understanding of current affairs. Class teacher modelled/trained teachers for upper school use next session.
- Comprehension boxes used across some stages to enhance skills for reading and understanding.
- Parent weekly rota introduced to manage library maintenance to ensure space is welcoming and prepared for classes to use as part of whole school timetable and 'How To Use The Library' resource.
- Primary 6 pupils continue to engage with Blairemore Nursery as part of Book Buddies project with target of new entrants August 2018 being familiar with school, positive relationship with Primary 7 buddy and ready to engage with reading for enjoyment during first term.
- All feeder nurseries in Term 3 of session 2018/2019 pupils and parents invited to attend literacy workshop to provide information regarding literacy and numeracy homework and learning for next session.
- Small tests of change piloted with support from Attainment Advisor to raise attainment and achievement in numeracy

Numeracy

- Whole school using Inverclyde Numeracy pathway.
- Whole school using Tee-Jay Maths resource.
- Maths & Numeracy co-ordinators appointed following Inspection.
- Number Talks widely used across school.
- SEAL planners embedded P1-P3.
- SEAL Planners introduced at P4.

- Small tests of change piloted with support from Attainment Advisor to raise attainment and achievement in numeracy.

Digital Technologies

- Digital Technologies co-ordinator supported colleagues knowledge and understanding and confidence through calendar of team teaching.
- Professional Development supported through PEF enhanced teachers' skills and abilities to deliver Yammer, Sway, Touch Typing, Coding, Internet Safety and Glow.

Health & Wellbeing

- Family Cooking- a 6 week programme where families were supported to prepare and cook a healthy meal from scratch and then enjoy eating the meal sitting and talking together.
- Pupil of Week Café – Pupils' achievement around four capacities of learning celebrated weekly with family members where we encourage playing board games and discussing learning with pupils and parents.
- Family Fun Club – Weekly after school club which sees parents and pupils gaining opportunities to explore class learning, gain help with homework and/or play fun games in a relaxing and supportive environment.
- Families Connect – Supporting families to learn together – including; Literacy & language development, Numeracy, Emotional Development
- Crafty Christmas – weekly parent group in lead up to Christmas to support families to make gifts but also share their worries and/or anxieties in the lead up to this stressful time of year.
- Five to Thrive – Supporting parents to understand the building blocks for a healthy brain.
- Recruitment of Health & Wellbeing coach has encouraged whole school activity on a daily basis. To take part in Breakfast Club activities pupils must first eat a healthy breakfast therefore we know that every child attending our daily Breakfast Club also engages in physical exercise before attending class.
- Activity Sessions (delivered at lunch, after school by Active Schools and school staff) remain popular.
- Resources to support raising attainment with Nurture Class have enabled pupils to be independent, active and responsible in their learning. They helped to create a warm and welcoming place with opportunities to learn through play and build on communication and language skills.
- Boxall Profiles completed at start of session and during last 2 weeks of term for evidence of impact.

Staff

Recruitment of EYCO via PEF to work with pupils experiencing barriers to learning. This has been specifically targeted to our Nurture pupils who return to mainstream each afternoon and our P3 pupils who present with range of social, emotional and behavioural difficulties. Some barriers to learning have been reduced, namely:

- Reduced visible anxiety and refusals to engage with staff, peers and learning.
- Increased engagement with mainstream curriculum.
- Decrease in physical and verbal outbursts of inappropriate behaviour.
- Positive engagement with key staff and some peers.

- Improved parental engagement and willingness to engage with professional agencies to better support needs of pupil.

Key priorities for improvement planning 2018-19

What is our capacity for continuous improvement?

We consider we have very good capacity to improve:

Information gathered during and following Education Scotland Inspection suggests most staff (75% - 90%) are motivated to upskill and engage with Action Plan, Attainment Challenge, PEF plan and are committed to Career Long Professional Learning. Professional dialogue through Professional Review and Development meetings and collegiate activities highlights appetite for continuous improvement through development of whole school planning including development of Curriculum Rationale and Design alongside creating consistency of approach through introduction of curricular pathways. We are increasingly engaging with all stakeholders and, through work with our PEF funded Senior CLD worker, have a clear focus to develop Parental Engagement and learning next session.

NIF quality indicators

Quality Indicator	School Self Evaluation	Key priorities for session 2019/20
1.3 Leadership of change	Satisfactory	<ul style="list-style-type: none"> • Develop Curriculum Rationale and Design. • Create Strategic Overview of ASN interventions, tracking & monitoring and school/stage planning and moderation.
2.3 Learning, teaching and assessment	Good	<ul style="list-style-type: none"> • Develop knowledge and understanding of pedagogy to provide more opportunities for pupils to be active and challenged in learning. • Review learning pathways across curricular areas and interdisciplinary learning.
3.1 Ensuring wellbeing, equity and inclusion	Satisfactory	<ul style="list-style-type: none"> • Develop strategic approach to wellbeing, equality and inclusion to include; coherent planning to identify key priorities for improvement, staff understanding of their roles and responsibilities and focus on how approaches to wellbeing lead to improved outcomes for children. • Involve Parent Council more fully in identifying and evaluating school improvement priorities.

<p>3.2 Raising attainment and achievement</p>	<p>Satisfactory</p>	<ul style="list-style-type: none"> • Develop staff skills in analysis and interpretation of data, including BGE toolkit. • Ensure curriculum provides sufficient opportunities for challenge, brisker pace of learning through levels and for learners to contribute to wider community, take on leadership roles and develop skills across four capacities of CfE.
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Key Achievements of the school

Success and achievement at Inverclyde Music Festival (3.1, 3.2, 3.3)

- School Choir (P5 – P7) participated in festival.
- Range of pupils (P5 – P7) took part in competition for Vocal Solo & Duet.

Success and achievement within Sporting Events/Tournaments (3.1, 3.2, 3.3, 2.7)

- Junior football team reached Scottish Schools F.A. national final.
- P7 girls Netball team won Inverclyde Winter cup.
- Girls Football team took part in Primary schools tournament and attended World Cup pre-competition t Hampden.
- Three pupils placed in Inverclyde Cross Country championship - 1st, 3rd and overall Gold.
- Junior Golf participants.

Success and achievement (1.3, 2.7, 3.1, 3.2, 3.3)

- Whole school Christmas performance of 'Snow White & 7 Dafties!'
- Class plays and assemblies
- CLB host successful Strawberry Tea for parents and pupils.
- New Reporting to Parents format introduced across whole school & CLB.
- Monthly timetable of Mass celebrated at school for pupils, parents and parish.
- Let The Children Live P1 – P7 Assembly raising awareness of child poverty in Cambodia.
- Planning for re-introduction of Base Buddies.
- Prize giving ceremony to celebrate P7 attainment & achievement.
- Weekly Pupil of the Week awards communicated at assembly with focus on key capacities and celebrated with parents.
- Celebration of musical participation and talent with Cluster primaries and Notre Dame.
- Notre Dame Cluster Science Fayre showcasing STEM across whole school.
- Successful pilot of dialogic teaching and reflective reading in upper stage – engagement with Literacy CMO leading to priority whole school

Learning provision to raise attainment in Literacy (2.2, 2.3, 3.2)

- Scottish Book Trust Author Residency with Primary 7.
- P6 Book buddies with Blairmore Nursery.
- Intergenerational Reading with Hillend Befrienders.
- Timetabled library provision for with parents attending once per week.
- ERIC (Everyone Reading In Class) daily.
- Targeted Reading interventions including Toe-By-Toe and Catch-Up Literacy
- Literacy toolbox P7
- First News introduced at Primary 7 for homework and in class activities to increase reading, comprehension and awareness of current affairs.
- Inverclyde Progression Pathway for Literacy across school.

Learning provision to raise attainment in Numeracy (2.2, 2.3, 3.2)

- Whole school using Tee-Jay maths resource
- Problem solving boxes introduced at every stage
- SEAL planners extended to Primary 4.

- Inverclyde Progression Pathway for Numeracy introduced across school.
- Number Talks successfully used across most upper stages.

Learning opportunities to raise attainment in Health & Wellbeing (2.4, 2.7, 3.1, 3.2, 3.3)

- All pupils offered daily Breakfast Club to engage with active sports before 9am.
- Health & Wellbeing coaches support P.E. across school and target those pupils identified as non-participants in active sports.
- Whole school taking part in Daily Mile.
- Successful World of Work week engaging with local partners and showcasing jobs/careers for future.
- All pupils took part in educational excursion linked to class learning of curricular areas or interdisciplinary topic.

Developing Leadership at All Levels (1.1, 1.2, 1.3, 1.5)

- Class Teacher undertook Practical Leadership training.
- 2 x teachers engaged with Masters Study
- Teaching staff researched resources to support raising attainment in literacy & inform new reading programme for coming session.
- P7 teacher coached colleagues on use of First News.
- Class teacher coached colleagues on dialogic Teaching pedagogy.
- To class teachers volunteered to become Numeracy co-ordinators.
- One class teacher volunteered to become Outdoor Learning co-ordinator.
- One class teacher volunteered to become Literacy Co-ordinator.
- P7 teacher successfully achieved Literacy CMO post.