

Context of the school:

Our Vision, Values and Aims

Our Vision

At St Michael's Primary School, as a community of faith and learning, we aspire: Through a nurturing approach and high quality learning and teaching, to provide our pupils with the knowledge, skills and attributes they need for learning, life and work; to develop each person's unique, God-given talents, ensuring that every child exceeds what they believe their potential to be.

Our Values

The school community has identified the following values which reflect the important principles on which we base all our decisions: Respect, Honesty, Ambition and Self-Esteem.

Our Aims

It is the aim of everyone in St Michael's to ensure that:

- There is a welcoming atmosphere fostering a commitment to a sense of identity and pride in the school
- A strong partnership with parents exists and that we strive to keep parents fully informed and involved in their child's education
- Every child's needs are met – intellectual, physical, spiritual, social and emotional, through teaching and learning experiences of the highest standard
- All staff are committed to their ongoing professional development and there is a strong commitment to teamwork amongst staff
- As a Catholic school, Gospel Values permeate throughout all of school life and spiritual formation develops in partnership with the home and parish
- Respect for each other, co-operation, self-discipline and positive attitudes are encouraged
- We reach out to develop links with our local community and other agencies and establishments

St. Michael's has a school roll of 229, with 67% of children living in SIMD Bands 1 and 2, and 27% pupils receiving free school meals. The school has been part of the Scottish Attainment Challenge for two years, aiming to raise the attainment of children and young people living in deprived areas, in order to close the poverty related attainment gap. Pupils at all stages of the school have benefitted from targeted interventions supported by staff funded from PEF in addition to support provided to children at the early stages by the Attainment Challenge outreach teachers. Staff capability and capacity has continued to be developed through engagement in high quality professional learning opportunities.

Our attainment:

We use the following to validate teacher judgements

- interrogation of PIPs data, SNSA data, GL reading assessment results, SEEMiS data, SWST, Staging Posts, writing assessments, reciprocal reading assessments, SEAL assessments
- professional dialogue at progress meetings including analysis of learning in relation to the Benchmarks
- jotter monitoring
- Learning Conversations with pupils
- Review meetings
- Parental input

In session 2016/17

- the majority of our P1 pupils achieved Early Level in Reading, Writing, Listening and Talking and Numeracy
- the majority of our P4 pupils achieved First Level in Reading. Most pupils achieved First Level in Writing, Listening and Talking 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/AchievementofCurriculumforExcellenceCfELLevels-Dashboard/Dashboard1>

On analysis of 2016/17 BGE Toolkit, our school consistently performs in line with the Virtual Comparator.

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

3.2 Raising attainment and achievement
2.3 Learning, teaching and assessment
2.2 Curriculum

Strategies, progress and impact:

Strategies (as outlined in SIP 2017-18)

- All teaching staff will engage in professional learning on Visible Learning provided by Osiris, leading to highly effective teaching and learning in all classrooms
- All staff focussing on development of oral and listening skills through newly developed Listening and Talking Pathways
- Further develop Active Literacy at Early Stages and upper school

- Review and formalise approaches to teaching reading ensuring a consistent and effective approach
- Introduce and implement Talk 4 Writing
- Extend the use of SEAL in to Primary 3 and use Number Talks across all stages
- Targeted interventions provided through nurture experience to support children's readiness to learn

Progress

- All teaching staff have engaged in Visible Learning. They have created Learner Characteristics which pupils strive to develop across the school. All classes have engaged in themed weeks focussing on key aspects of Visible Learning.
- Staff finalised Listening and Talking assessment profiles in line with the Benchmarks.
- All teaching staff have engaged in professional learning with the Literacy CMO to develop understanding of Active Literacy.
- A review of teaching approaches for reading has taken place. All classes are implementing Talk 4 Writing and assessment records have been modified as appropriate. A new policy for assessment of writing has been created. Staff regularly engage in planning and moderation sessions across stages.
- All infant classes are now using SEAL and all classes use Number Talks.
- Pupils who have engaged in nurture experiences are more readily able to engage in learning

Impact

- A more consistent learning experience is being created through Visible Learning.
- Once moderated against the new local authority Talking and Listening Pathways, our assessment process will ensure that appropriate targets are set for next steps in learning.
- Our review of the approaches to teaching reading identified that our pupils do not currently benefit from a consistent approach.
- All staff are more confident in their use of Active Literacy and continue to work with the Literacy CMO on a 1:1 basis to further develop their skills.
- Through the introduction of Talk 4 Writing, we have observed improved confidence in oral language and communication skills. Through the successes of the highly structured programme, learners are able to transfer their writing skills to new and unfamiliar contexts. Staff moderation is leading to a consistent approach and agreed expectations.
- Direct observation of learners evidences the effectiveness of SEAL and Number Talks. Almost all pupils can identify and share their preferred most efficient strategies. Number calculations are more accurate with learners demonstrate deeper understanding.
- Some pupils who have engaged in nurture experience have made significant gains in literacy and numeracy

Next Steps:

- Continue with the Visible Learning Programme
- Plan for next steps in Listening and Talking through the effective use of new assessment records
- To work in partnership with Literacy CMO to create a whole school reading policy which is based on academic research including dialogic and

reciprocal teaching

- Continue to develop the Talk 4 Writing and link with Social Studies to extend the learners' experiences
- Continue to use the moderation cycle as a model for professional dialogue
- Continue to embed the use of SEAL and Number Talks
- Continue to use nurture experience to support children's readiness to learn

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

2.3 Learning, teaching and assessment
2.4 Personalised support
3.1 Ensuring wellbeing, equality and inclusion

Strategies, progress and impact:

Strategies (as outlined in SIP 2017-18)

- Use of ICT to provide additional support for targeted pupils
- Implementation of Talk 4 Writing programme
- Attendance to be monitored closely through new, robust processes with timely interventions being in place
- Target groups in reading, writing and numeracy to receive additional support
- Targeted family support at home, during and after school
- SMT to lead the development and implementation of Visible Learning strategies known to raise attainment
- Playtimes and lunchtimes to be more structured with activities which support social skills development

Progress

- The purchase of new 25 laptops through PEF have created an IT facility which is purposeful and reliable for learning to take place.
- All classes have successfully implemented the Talk 4 writing programme.
- We have now created processes to monitor, track and act upon attendance information.
- Through analysis and discussion of data, identified pupils are receiving additional support through Nurture provision, PEF staffing and the Attainment Challenge Outreach team.
- Our Barnardo's Family Support Worker and CLD Worker work with families at home and in school.
- Our Visible Learning journey is developing and we expect to see this gather momentum in the new session. All teaching staff have engaged in professional learning provided by Osiris.
- Games are available in both playgrounds. Unfortunately we no longer have a Health and Wellbeing Coach as the post was unfilled after our original coach moved to a new position.

Impact

- We have seen significant improvement in reading within targeted reading groups in P6 and P7 through the introduction of Literacy Toolbox in our newly formed IT suite.
- The Talk 4 Writing programme has led to improvement in attainment. At the

early and middle stages, the use of text maps and following the process of imitation and innovation have been particularly successful. At the upper stages, the use of model texts has had a significant impact in developing writing skills.

- The attendance process was implemented from January onwards and has been refined over two terms. We are in a stronger position moving in to the new session to support families to prevent attendance becoming a concern and also to respond appropriately when concerns are beginning to develop. A high level of chicken pox this session has had a significant impact on our attendance figures this session. Clarity is required from local authority on implementing Stage 3 of the policy in order to address more significant issues which arise.
- Improvements have been recorded in almost all learners' attainment data where additional support has been provided.
- Staff have become more confident in their interpretation and use of data to plan for improved outcomes for learners. Although not all learners have achieved the desired outcomes for their stage, almost all have made progress from targeted interventions. Development of afternoon nurture sessions have provided senior pupils with the opportunity to develop leadership skills within a highly planned and structured environment.
- Our partners at Barnardo's and CLD have formed positive relationships with families and are able to provide bespoke support which makes a difference at home and school.
- As a school, we have created profiles of Learner Characteristics that we aim to develop within our young people. These have been shared with the parents of our new families for August by our Impact Coaches. These parents have been provided with "tips" for supporting and discussing learning at home.
- During the time our HWB Coach was in place, we had no football related referrals from the playground. This led to happier, less stressed pupils who were ready to engage in their learning. Our alternative playground games require more structure and further direction from staff in order to have maximum impact.

Next Steps:

- To further develop use of IT to support learning. Whole school approach will be led by RCCT teacher.
- Continue to develop the Talk 4 Writing Programme
- Develop Dialogic Teaching pedagogy across whole school
- Fully implement Attendance Policy using refined procedures
- Continue with the Visible Learning Programme with focus on assessment and feedback
- Continue to provide targeted support but using more intense, time limited model to address barriers
- To increase learners' awareness and understanding of own learning targets through Visible Learning and introduction of new reporting system
- Provide family learning opportunities within our newly formed Family Hub, led by our acting PT
- Continue to work in partnership with Barnardo's and CLD
- Through the new appointment of a HWB Coach, develop further our playground opportunities for our young people

wellbeing

NIF Priority

Improvement in children and young people's health and wellbeing

NIF Driver

Parental engagement
School leadership

HGIOS?4 QIs

3.1 Ensuring wellbeing, equality and inclusion

2.7 Partnerships

Strategies, progress and impact:

Strategies (as outlined in SIP 2017-18)

- Audit of pupil interest in sport and corresponding sessions delivered
- Relevant sessions for parents to be following audit carried out in May 2017 by CLD
- Range of school and cluster events arranged to ensure parental engagement in their child's learning
- Agree and implement initiatives to celebrate the centenary of Catholic education with St Stephen's cluster, whilst ensuring opportunities for our communities to worship together as a Catholic Community of Faith
- Revisit GIRFEC Pathways and Wellbeing Application with staff

Progress

- Vast increase in the provision of after school sports clubs
- Range of sessions offered to parents by CLD based on feedback: family cooking, crafts,
- Shared Finish took place at all stages this session
- Only the Early Years parental engagement event took place at cluster level
- Cluster Mass took place to celebrate Centenary of Education (Scotland) Act 1918. P7s from within cluster primaries attended Schoenstatt together
- All staff have engaged in discussions about GIRFEC Pathways. These are referred to routinely in planning and monitoring sessions with DHT.
- SMT more familiar with Wellbeing Application. Senior Admin has requested further training in use of this tool.

Impact

- Increase in sports related activities before and after school leading to improvements in wellbeing. One element of senior year group showing limited interest.
- Families who attend sessions with CLD tend to come back to other events. Parents providing positive feedback.
- Parents started to become familiar with Talk 4 Writing and developed an understanding of how their child is learning at school.
- Strong partnership within the cluster at Early Years event. Parents aware of the learning journey of their child and how Curriculum for Excellence continues in to Primary and Secondary school.
- Visit to Schoenstatt strengthened existing transition work for moving on to Secondary.
- Staff engage in professional dialogue about GIRFEC Pathways for their learners and use appropriate language for planning outcomes.
- SMT have shared access to important information for pupils which is vital when planning and working with other agencies.

Next Steps:

- Continue to develop groups to support emotional wellbeing eg Lego Group, GEM

- Continue to build on provision of after school groups
- Increase the number of lunch time clubs
- Continue to develop playground experiences
- Continue to offer family learning events eg Families Connect
- Increase opportunities to work in partnership with other agencies or groups eg RIG Arts' recycling, reusing project
- Develop healthy attitudes towards walking to school and safe parking eg JRSOs to lead Car Park Charter
- Further training in use of Wellbeing Application for senior admin staff

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

School leadership

Parental engagement

HGIOS?4 QIs

2.5 Family learning

3.3 Increasing creativity and employability

3.2 Raising attainment and achievement

Strategies, progress and impact:

Strategies (as outlined in SIP 2017-18)

- Develop enterprise skills through interdisciplinary learning and Pupil Voice group tasks, supported by DYWF Employability Skills overview
- World of Work to be included within termly planning ensuring that appropriate visits to and outwith the classroom environment support pupils' development and awareness of different types of skills and employment
- CLD arrange sessions in line with requests from parental audit in May supporting access to online courses, cookery classes, financial advice, homework advice and computing classes.

Progress

- Staff are familiar with the DYWF Employability Skills overview and refer to this in their teaching
- Some visits to workplaces have taken place. At some stages learners have had visitors to their classes from a range of workplaces.
- CLD have provided some of the sessions requested though parental audit

Impact

- Learners are beginning to talk about the skills they are learning and how they can be transferred to other situations. Learners have a curiosity to find out more about the skills associated with particular jobs and careers.
- Learners are beginning to make connections between their learning and possible future careers and life choices.
- Uptake of CLD courses tends to be by a small core group of families

Next Steps:

- Staff to revisit key documentation for DYWF
- A more consistent approach to planning for employability skills to be developed
- A more consistent approach to engaging with businesses, FE colleges and

youth organisations to be developed

- World of Work Week to be reintroduced
- STEM to have stronger focus within the school
- Acting PT to work in partnership with CLD to encourage engagement in courses on offer

National priority: How we are ensuring Excellence and Equity?

Gaps in attainment

Based on teacher professional judgements at the end of session 2016/17 and comparing results of pupils in SIMD Bands 1 and 2 with SIMD Bands 3-10 the following gaps were identified; a negative figure indicates that pupils in SIMD Bands 1 and 2 are making better progress than those in SIMD Bands 3-10.

	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.

Our current attainment data would indicate that the poverty related attainment gap is closing.

How PEF funding has been used

- Visible Learning training
- 0.3 teacher support
- HWB Coach
- 3 ASN auxiliaries
- 0.6 EYECO
- 10 Clerical hours to manage and support pupil attendance
- Purchase of 25 laptops
- Purchase of IWB for IT suite

Evidence of Impact

- Pupils are receiving a more consistent learning experience through staff engagement in the Visible Learning programme. Greater consistency in the language of learning used is evident.
- Our PEF teacher input was very limited as she moved on to a new position and we were unable to recruit a replacement
- The introduction of the HWB Coach led to a significant reduction in senior playground referrals, an increased uptake in sports clubs in school with a much wider range of events being on offer. Targeted 1:1 support led to improvements in social skills and self confidence. Unfortunately the HWB Coach moved on to a new post and we were unsuccessful in securing a successor.
- Targeted interventions in literacy and numeracy from ASNAs and EYECO have led to improvements in reading, writing, listening/talking and numeracy. This is evidenced in class lessons through direct observations and through formal assessments.
- Our additional clerical hours have enabled a member of staff to liaise closely with parents whilst implementing the local authority Attendance Policy. There are aspects of the policy which require to be addressed to enable the school to implement it fully. Processes developed by the clerical assistant have been refined and should lead to improved tracking and interventions in the new session.

- The purchasing of new laptops has enabled us to successfully implement Literacy Toolbox at the upper stages of the school. Data shows significant improvements for all pupils in our target groups.
- The interactive whiteboard in the ICT enables class teachers to deliver lessons more effectively. There was no IWB provision in the suite previously. Pupils are more motivated and engaged in their learning.

Key priorities for improvement planning 2018-19

What is our capacity for continuous improvement?

We consider we have very good capacity to improve and we will

- Continue to engage in professional learning which leads to high quality learning and teaching
- Develop self-evaluation processes which further include all stakeholders, leading to improved outcomes for our learners
- Continue to engage with data to plan for improved outcomes for our learners, relentless in our pursuit to close the poverty related attainment gap
- Increase opportunities for parents to learn how to support their child's learning whilst developing family learning opportunities through partnership with CLD and Barnardo's

NIF quality indicators

Quality Indicator	School Self Evaluation	Key priorities for session 2018/19
1.3 Leadership of change	Good	Revisit our Curriculum Rationale
2.3 Learning, teaching and assessment	Good	Professional learning leading to highly effective practice in: Dialogic teaching, Visible Learning, Talk 4 Writing, Planning, Assessment and Reporting
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Develop wellbeing by: Developing playground experiences, extending opportunities for sport based activities, engaging parents and creating a "communication

		friendly” environment
3.2 Raising attainment and achievement	Good	Introduction of holistic planning Development of a whole school approach to teaching reading Embed use of Inverclyde Progression Pathways and Assessment Development of a whole school approach to support DYWF

Key Achievements of the school
<p>Strong partnership with Ardgowan Hospice developing Compassionate Inverclyde and providing support to own families</p> <p>Winter Wonderland continues to be a highly successful venture with our Parents Group</p> <p>Successful piloting and implementation of Talk 4 Writing whilst supporting other schools to develop this initiative</p> <p>Improvements in reading at the upper stages though the introduction of Literacy Toolbox</p> <p>Inclusive Sports Event planned and led by senior pupils in partnership with Active Schools</p> <p>Success at Dragons’ Den event at P4 has led to profitable enterprising venture raising funds for Jayden’s Rainbow</p> <p>Success of country dance teams in Inverclyde Music Festival</p> <p>Whole school participation in Christmas and Scots’ concerts</p> <p>Successful senior school production of “Pirates of the Curry Bean”</p> <p>Continuing success of Fairtrade Committee in promoting Fairtrade</p> <p>Equitable residential experience for P7 pupils through mindful planning and fundraising by the Parents’ Group</p> <p>Equitable two day outdoor experience for P6 through use of outdoor education grant</p> <p>Whole school approach to developing Visible Learning</p> <p>100% pass rate in Bikeability On The Road training</p> <p>Fundraising for a range of charities: Mary’s Meals, Missio Scotland, Catherine McEwan Foundation, Compassionate Inverclyde Back Home Boxes</p> <p>Success in a number of categories at the Port Glasgow Bulb Show</p> <p>Three award winners in Inverclyde Childminders’ art competition</p>