



Standards and Quality Report 2022 - 2023

Name of school

St Andrew's Primary School

Context of the school

Including some or all of the following:

- *basic school details (roll, class composition etc.)*
- *school vision, value and aims;*
- *local contextual issues;*
- *factors affecting progress (e.g. staffing changes/issues).*

St Andrew's RC Primary School is a denominational and co-educational school situated in the heart of Rothesay, on the Isle of Bute. The present roll is 73 and staffed by 5 full time and 1 part time teacher including **the Head Teacher** and Principal Teacher.

St Andrew's Primary is in an area of high deprivation and poverty and this is reflected in the needs of our pupils. This can be seen in our Free School Meal Entitlement of 57% and with 78.8% of our children live in SIMD 1-4.

St Andrew's aspires to be a respectful and safe learning community where pupils are encouraged to be responsible, independent and ambitious. Our Values are Honesty, Respect, Responsibility and Ambition. Our Aims are to raise attainment in Literacy, Numeracy and Health and Wellbeing by providing a range of stimulating learning experiences, to ensure that all children are supported, nurtured and included.

We aim to work in partnership with our parents, partners and parish and local community. Parents play a very important role in the education of their children at St Andrew's RC Primary and there is a long standing, but ever-developing sense of partnership.

Review of SIP | Priority 1 Improve attainment in reading & writing across all stages

Progress and Impact:

Reading

- Staff have employed the universal approach of accelerated reading, using the baselines and progress (Star Reader) assessments to evidence improvements in pupil reading.
- Toe by Toe has been used as a targeted intervention for specific learners. Individualised assessments have been used to evidence progress.
- Reading ACEL data has improved from 60% in 2022 to 92.6% in 2023. This shows an increase of 32.6%.

Writing

- All staff engaged in training in the Storyline approach and collaborated with colleagues to share their understanding and practice.
- Staff have engaged in moderation within the school to develop secure judgements in writing.
- Pupil confidence and improved attainment is evident in classroom observations and moderation activities.
- Writing ACEL data has improved from 35% in 2022 to 88.9% in 2023. This shows an increase of 43.9%.

Next Steps:

- Continue to track and monitor progress in Reading & Writing to ensure appropriate and early intervention.
- Ensure that new staff are trained in reading & writing interventions
- Staff should now engage with the wider cluster and authority in moderation activities.

Review of SIP | Priority 2 Improve attainment & numeracy across all stages

Progress and Impact:

- All staff engaged in Mental Agility training with Iona Coutts from Education Scotland
- Pupils engaged in daily mental agility activities and teacher observations showed improved flexibility and embedded understanding of number.
- Staff implanted SEAL and Power of Two and Plus One as targeted numeracy interventions
- The Northern Alliance Numeracy & Mathematics Framework was used by all staff to provide clear next steps and understanding of support needs for all learners.
- Staff introduced SAFE challenges which enabled pupils to regularly revisit core mathematical skills resulting in improved attainment (see next bullet point).
- Numeracy ACEL data has increased from 55% in 2022 to 88.9% in 2023. This is an increase of 33.9%

Next Steps:

- Continue to track and monitor progress in numeracy to ensure appropriate and early intervention.
- Ensure that new staff are trained with numeracy interventions
- Staff should engage with secondary Maths staff from Rothesay Academy to work on challenging more able learners
- Continue to track and monitor progress in numeracy to ensure appropriate and early intervention

Review of SIP | Priority 3 Further develop high quality approaches to learning, teaching, and assessment

Progress and Impact:

- Staff participated in training in the Plenaries, Self & Peer assessment and Effective Questioning modules from *A Guided Approach to Pedagogical Enquiry (GAPE)*
- New staff were supported to understand previous learning in GAPE
- An additional member of staff was trained to facilitate GAPE training within the school.
- Staff engaged in peer observations with colleagues from the Cluster (RPS).
- Peer observations show improved use of plenaries, effective questioning and self & peer assessment.

Next Steps:

- Staff will continue to engage in further training in Differentiation and Integrating Skills for Learning, Life and Work using the Guided Approach to Pedagogical Enquiry.

Review of SIP | Priority Develop a whole school nurturing approach

Progress and Impact:

- Awareness raising of nurture for staff has taken place.
- A Nurturing space has been identified and developed within the school.
- A Nurture Assistant has been appointed to take forward nurturing approaches

Next Steps:

- A member of teaching staff needs to be identified to participate in authority training so that they can lead Nurturing Approaches within the school along with the Nurture Assistant.
- Staff need to be trained in the 6 Principles of Nurture by the member of staff who will be leading on Nurturing Approaches.
- The school's Relationships Policy should be reviewed to ensure that it is incorporating the Principles of Nurture.

Review of SIP | GME Priority

Progress and Impact:

Next Steps:

Review of SIP | Further develop and refresh our commitment and approaches to faith education

Progress and Impact:

All teaching staff continue to implement new RERC pathways to ensure appropriate progression from P1-P7 and pupils are developing their understanding of the Catholic faith, aspects of Christianity, and of other world religions.

School values based on those of the Gospels continue to underpin our ethos and expectations. Pupils are continually made aware that there is an expectation for everyone at St Andrew's to put our values of respect, responsibility, honesty and ambition into practice in our everyday lives.

Each class creates and displays their own Class Charter and staff and children refer to these regularly.

Six pupils have received the Sacrament of Holy Communion and Confirmation this session.

Father Roddy Johnston has been appointed as St Andrew's Parish Priest and is a regular visitor to school. He leads regular assemblies and Sacramental Preparation and accompanies class groups on Forest School outings.

Links between parish and school continue to be strengthened. Parish members are invited to school events and also help support pupils at Masses in church.

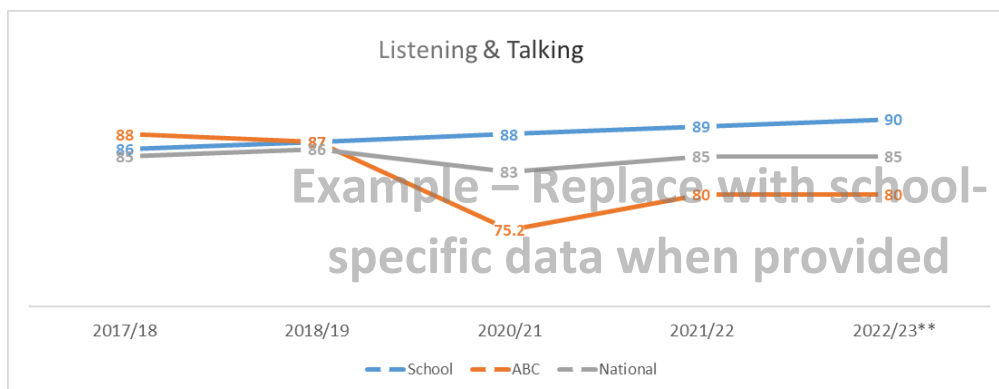
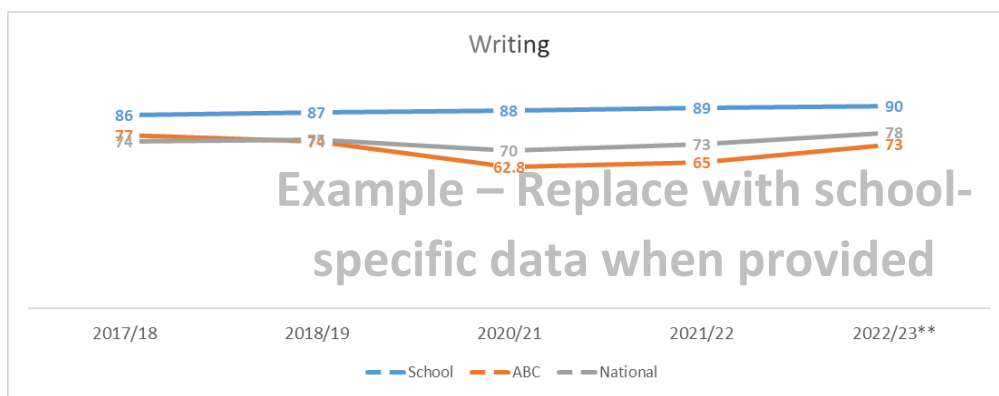
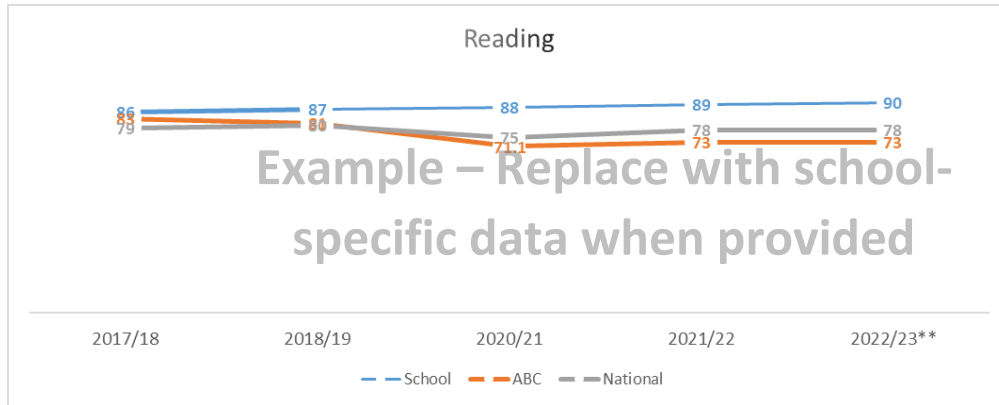
Next Steps:

Re-establish previous links with Diocesan R.E adviser and other Catholic schools in the authorities to keep up to date with new developments, resources and opportunities for staff and pupils.

Key members of teaching staff have enrolled to study for the [Certificate in Religious Education by Distance Learning \(CREDL\)](#) in session 2023-2024

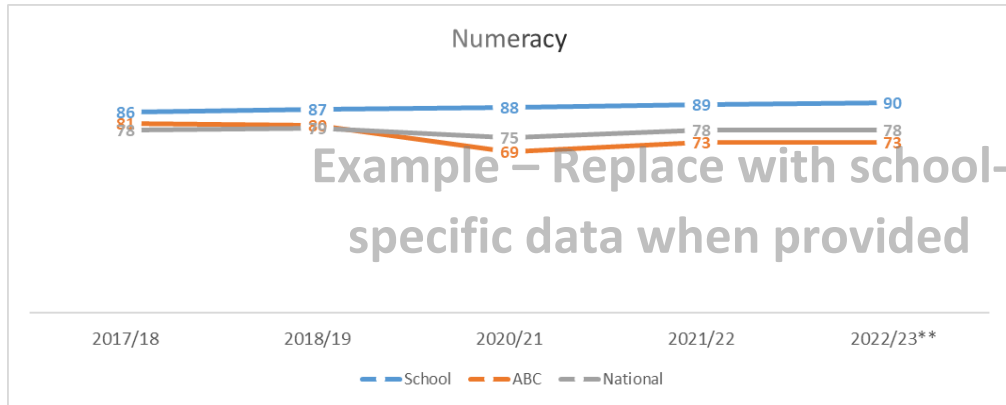
1.1 Attainment Data

Attainment of Literacy Curriculum for Excellence levels 2017/18, 2018/19, 2020/21, 2021/22 and 2022/23. (teacher judgement – confirmed levels – 5 year trend).



1.2 Attainment Data

Attainment of Numeracy Curriculum for Excellence levels 2017/18, 2018/19, 2020/21, 2021/22 and 2022/23. (teacher judgement – confirmed levels – 5 year trend).



Please Note:

The above data (1.1 and 1.2) reports achievement of a level – P1/P4/P7 combined.

Due to the Covid 19 pandemic, there was no collection of ACEL data by Scottish Government in 2020.

Wider achievements

- What opportunities for wider achievement were offered?
- What systems are in place to track and monitor participation?
- How have you addressed any gaps in participation?

Clubs

Movie Making Club - this club was in response to pupils' enjoyment of the new Screen Education course. It gave pupils the opportunity to consolidate and explore skills they were learning in class.

Bowling – we linked with Rothesay Bowling Club, one of our local partners, and provided learners with 4 taster sessions. In the last session parents joined us so that we could show them what we had learned.

Knitting – we linked with the Lade Centre, another of our local partners. This helped us to develop inter-generational working and the elderly attendees of the Lade Centre taught our learners how to knit and crochet.

Young Leaders

Our Active Schools co-ordinator delivered the Young Leaders training programme to our P6/7 pupils. They planned playground games and activities which they first tried out on the rest of their class.

Rights Respecting Schools

As a school we achieved our Silver award during the last school session and we have continued to develop our understanding of UNCRC articles. Throughout this session we have reinforced our understanding and we are starting to work towards our Gold Award.

Young World force – linked up with local business. Children went to visit greengrocer, bookshop, Bute Fabrics and Mount Stuart. Visits at school from Ambulance service, Fire Engine, Police, local forester.

Sporting opportunities – Sarah Sidebottom is a former pupil of the school and is a professional badminton player for Scotland. She visited our school and has set up a Badminton Club at which pupils are benefitting from her coaching.

Callum Deboys Paralympic athlete – leading up to his visit the children completed daily fitness activities and then enjoyed a question answer session with him.

We track activities on our tracker spreadsheet and encourage any learners who we identify as not participating. Clubs were introduced because of children's enjoyment and through suggestions from pupil voice.

Summarise progress and next steps in relation to pupil equity funding

We have made progress in the following areas:

- We have appointed a Nurture Assistant who is working with targeted pupils to support them with identified challenges. This is having a positive impact on pupil self-regulation and attendance.
- We have also identified and created a nurturing space and this is being used by targeted learners as their safe space.
- We have purchased literacy and numeracy support materials in order to target children who are facing challenges in these areas.

Next steps:

- To further develop the role of the Nurture Assistant to target identified areas of need
- To continue to develop our nurturing space
- To continue to target specific learners with literacy and numeracy support.

Quality Indicator	How are we doing?	How do we know? (Evidence)	School Self-Evaluation (1-6) *
<p>1.1 Self-Evaluation for Self-improvement</p>	<p>Our tracking spreadsheets are helping staff to track pupil performance, particularly in literacy and numeracy.</p> <p>We involved parents in shaping our DYW curriculum.</p>	<p>Spreadsheets with tracking info which also highlights targeted interventions</p> <p>Parents contributed to class inputs through visits and talks about their careers</p>	<p>4</p>
<p>1.3 Leadership of Change This QI also focusses on the following aspects of empowerment:</p> <ul style="list-style-type: none"> • curriculum; • improvement activities; • parental and community engagement; and • pupil participation. 	<p>Staff engaged in peer observations with Rothesay Primary School in order to focus on aspects of QI 2.3</p> <p>Staff took part in moderation activities in writing and this has increased confidence in teacher judgement.</p> <p>A member of staff has engaged in QAMSO training</p>	<p>Observation notes</p> <p>Notes and examples from moderation sessions</p> <p>She is facilitating training for other staff.</p>	<p>4</p>

<p>2.3 Learning, teaching and assessment</p>	<p>Staff have engaged in GAPE training with a focus on: Plenaries, Self & Peer assessment and Effective Questioning</p> <p>Staff have made more use of digital technology throughout the curriculum.</p>	<p>Observations show that teachers across the school are using these learning and teaching strategies more consistently.</p> <p>Pupil confidence is growing in this area.</p>	<p>3</p>
<p>3.1 Ensuring wellbeing, equality and inclusion</p>	<p>Our nurture assistant is working with targeted pupils to improve attendance and self-regulation</p> <p>We have developed a safe space within the school and pupils know that they can use this space when they are dis-regulated.</p>	<p>Attendance of targeted pupils is improving. Some targeted pupils are developing their self-regulation skills this can be seen through less disruption to learning & teaching.</p> <p>Pupil use of space</p>	<p>3</p>
<p>3.2 Raising attainment and achievement</p>	<p>We continue to identify learners who require support and have developed approaches to help them to improve their literacy and numeracy</p> <p>Attainment in literacy and numeracy has improved at all levels.</p>	<p>Introduction of Power of 2, Plus 1, and SEAL to improve numeracy.</p> <p>In literacy we used Toe by Toe, Nessy and Writing with Assisted Technology.</p> <p>Improved ACEL data</p>	<p>4</p>

* Evaluation 6-point Scale:

- 6 Excellent
- 5 Very Good
- 4 Good
- 3 Satisfactory
- 2 Weak
- 1 Unsatisfactory