



## Standards and Quality Report 2023 - 2024

### 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 74 with the learners split across four composite classes. We are currently staffed by 4 full time class teachers (including the Principal Teacher), one part-time teacher (4 days a week) and a Head Teacher. We have a Support for Learning Teacher one day a week.

St Andrew's Primary is in an area of high deprivation and poverty and this is reflected in the needs of our pupils. The school has undergone considerable change in its leadership in the past few years, with there being three head teachers this year alone, thus has experienced some inconsistency and instability. The current Head Teacher took up the post in March this year and is appointed on a permanent basis.

In our school we are committed to providing appropriate opportunities for the development of pupils' spiritual, moral, social and cultural values through both the ethos and the curriculum. Our Vision, Values and Aims were last reviewed with our wider school community in May 2020 and launched in August 2020. 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 which take account of our unique rural island setting where appropriate
- Ensure all children are supported, nurtured and included
- Work in partnership with parents, partners, parish and our rural island community to share skills and knowledge so that every child has the opportunity to reach their full potential
- Ensure all pupils recognise the importance of respecting the beliefs and opinions of others
- Utilise digital technologies to enhance skills for life, learning and work

### Review of SIP | Priority 1

#### Progress and Impact:

##### Improve attainment in reading and writing across whole school

All learners take part in regular personal reading for enjoyment. This includes daily reading time using Accelerated Reader, shared reading between older and younger children and weekly Bookbug sessions for the infants, led by one of our trained ASN Assistants. These protected times for reading have helped create a reading culture in the school.

Class teachers are using assessment data – including STAR Reader tests, GL Reading Assessments and Scottish National Assessments – to record and track data and use it to identify pupils requiring targeted interventions.

At the start of the school year, 41 out of 67 learners (P2 – P7) were on track in reading. By the end of the school year, 39 out of 68 learners (P2 – P7) were on track. This shows a change from 61% to 57.35%. The overall number of learners in P1 to P7 who were on track in reading was 59.43%. Throughout this school year, there has been some variation in our roll – with learners leaving the school and new learners joining. This can account for some of the change in data. However, overall there has not been any increase in the number of learners on track in reading.

Year groups where there was noted increase were P2 (+ 12% approx.) and P7 (+ 6.5% approx.)

Teaching staff have been working in partnership with cluster primary schools to moderate writing, which is beginning to support teacher judgements in writing. However, overall there has been a decrease in writing attainment.

#### Next Steps:

- Measure learners' attitudes to reading at the start of the year then repeat at the end of the year
- Follow the Reading Schools programme and use their research-based approaches to engage readers
- Engage with CPD into the development of reading skills (Based on literature – 'The Art and Science of Teaching Primary Reading by Christopher Such – and research – Education Endowment Foundation)
- Review the systematic teaching of phonics programme used in school
- Enhance fluency support
- Explicitly teach reading comprehension strategies
- Use assessment data to identify learners' needs and target support
- Develop the use of assessments to gain more in depth knowledge of learners who demonstrate the greatest difficulty in literacy to identify barriers and support progress
- Track and review learners' progress regularly (monthly) and alter approaches as needed

### Review of SIP | Priority 2

#### Progress and Impact:

##### Improve attainment in numeracy across specific stages

Class teachers use a variety of resources to plan numeracy lessons to engage their learners and revisit areas of prior learning to check understanding and build on this.

Digital platforms are used to engage learners in numeracy activities, including Sumdog challenges and assessments.

Assessments are used to gain insight into overall numeracy knowledge and understanding and support teacher judgements regarding progress of learners.

Numeracy data from the start of the year to the end of the year shows a decrease in attainment. Change of pupils (in and out) of the school can account for some of this. Learners who were on track not making year-on-year progress is another factor. This year, overall 54.43% of learners in P1 to P7 are on track in numeracy.

#### Next Steps:

- Explore and purchase a new mathematics and numeracy scheme, to ensure consistency across the school
- Carry out mathematics and numeracy end of topic assessments, as well as summative assessments
- Use numeracy data to identify what concepts learners require support in and target support as required- including pre-teaching upcoming areas of numeracy and reinforcing areas which a learner has struggled to demonstrate a sound understanding of
- Teach problem solving skills
- Encourage learners to talk about their working/ how they got their answers – increasing understanding of processes and confidence

### Review of SIP | Priority 3

#### Progress and Impact:

##### Further develop high quality approaches to learning, teaching & assessment

Due to changes in headship, the strategic plans with regards to pupil focus groups and staff observations have not taken place. No staff member attended GAPE training this session and thus there was no sharing of practice in effective use of questioning, learning intentions and success criteria.

Teaching staff highlight the importance of learners being aware of what they are learning and why and ensure this is discussed during lessons.

At PRD meetings, in March this year, a member of teaching staff was identified to attend GAPE training and lead the rest of the staff next year.

#### Next Steps:

- Teacher to attend GAPE training
- GAPE lead teacher to work in partnership with the head teacher to plan for this to be cascaded to other teaching staff and engage in a teacher learning community reflecting on research and sharing practice
- Observations of learning and teaching

### Review of SIP | Priority 4

#### Progress and Impact:

##### Develop whole school nurturing approaches

This year, the school's Nurture Assistant has worked with class teachers to identify learners who would benefit from some emotional check-ins and coaching. Wellbeing Webs were used at the start of the school year to ensure all learners had a chance to share their views of their wellbeing and the Glasgow Wellbeing and Motivation Profile (GMWP) has been used to gain pupil voice on their wellbeing in the final term this year.

The Nurture Assistant helps children who need a check-in and those who require ongoing/ long-term support – including co-regulation, movement/ quiet breaks and working in a different environment for part of the school day with planned time in the classroom. This has helped learners feel understood and supported to engage with tasks.

The Nurture Assistant has modelled approaches to supporting learners who are dysregulated, working alongside a newly appointed ASN Assistant.

At the start of the school year and mid-way through, Wellbeing Webs were completed by all learners to show how they feel about their wellbeing. The setting-up of spaces for learners to go to and strategies for learners to use and the support to access these has meant that there is a notable reduction in the number of high level escalations of behaviours and more learners engaging with some form of activity/ learning.

The Nurture Assistant and Head Teacher have discussed plans for the coming year to further develop whole-school nurture and the role of the Nurture Assistant.

The Rights Respecting School Lead has developed the school's relationship with our partner Early Learning and Childcare Centre – Apple Tree Nursery – as part of our journey towards Gold RRS accreditation. This has included working together to share information about Children's Rights within the wider community by placing posters around the town.

#### Next Steps:

- Repeat GMWP data at the start and end of the school year, to compare pupils' views of their wellbeing and measure impact of interventions
- Use Boxall Profiles to identify strategies to support learners both one-to-one and in groups
- Develop a whole-school policy in supporting wellbeing, in line with nurture principles and trauma-informed practice
- Train staff in Seasons for Growth

### Review of SIP | Developing in Faith Priority

#### Progress and Impact:

##### Further development and refresh our commitment and approaches to faith education

Classes have started regularly practising Mass responses in preparation for more active engagement in Mass. Already, there is a notable difference in participation levels- as commented on by Bishop Brian.

Our parish priest, Father Jarek, is a regular visitor to the school. He has been involved in preparing the children and families for the Sacrament of Reconciliation and the Sacrament of First Holy Communion. The parish – school links are being further developed by displaying the children's work in the church and having parish-school celebrations.

Father Ronald has been to visit the school and explained his role in supporting Catholic schools to work together. Meetings are arranged for networking and opportunities to learn from each other.

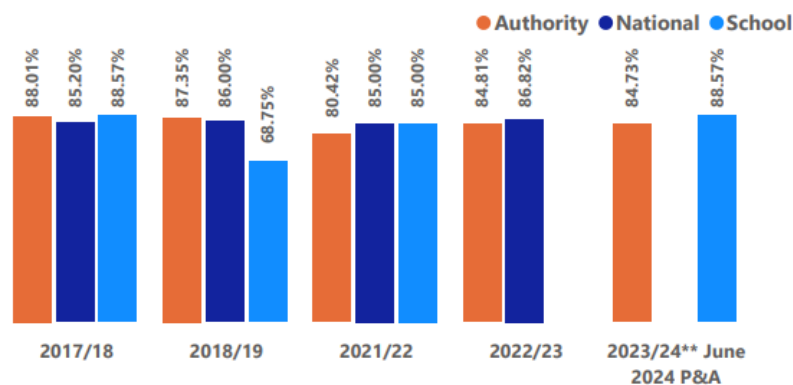
#### Next Steps:

- Connect with colleagues in Catholic schools across the authority to share practice and resources to support the faith development of learners, as well as their understanding of Catholic practices
- Revisit the Charter for Catholic Schools with staff and pupils
- Teaching staff to complete appropriate Religious Education courses to gain enhanced knowledge and understanding of expectations of teaching within Catholic school
- Increase opportunities for families and parish to be involved in school/ church celebrations

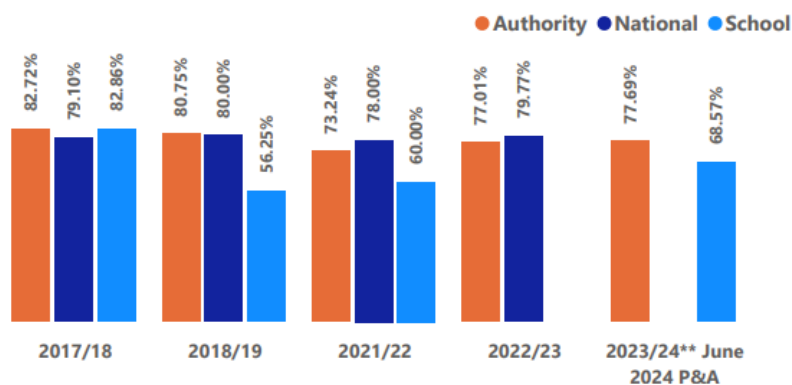
## 1.1 Attainment Data

Attainment of Literacy Curriculum for Excellence levels 2018/19, 2020/21, 2021/22, 2022/23 and 2023/24.  
(teacher judgement – confirmed levels – 5 year trend).

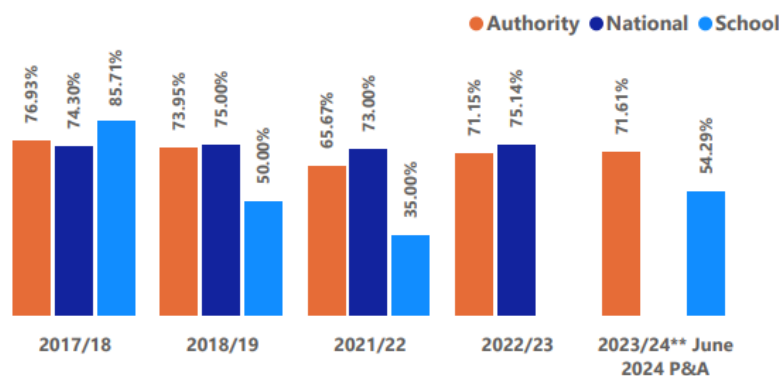
**Listening & Talking - % P1,4,7 achieving CfE**



**Reading - % P1,4,7 achieving CfE**

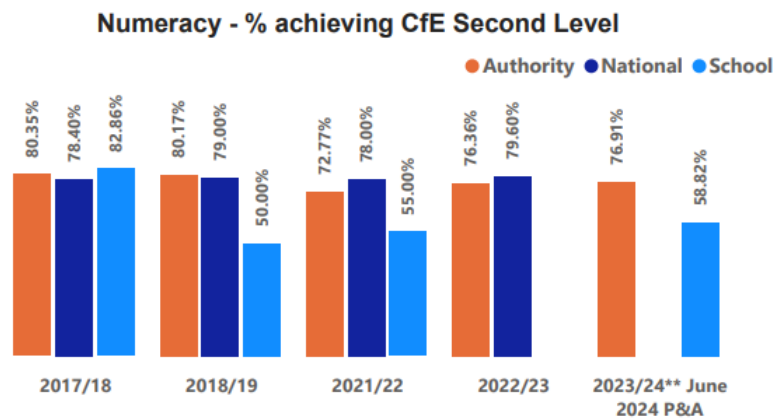


**Writing - % P1,4,7 achieving CfE**



## 1.2 Attainment Data

Attainment of Numeracy Curriculum for Excellence levels 18/19, 20/21, 2021/22, 2022/23 and 2023/24.  
(teacher judgement – confirmed levels – 5 year trend).





### 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?

The school have well-developed partnerships with many different organisations to offer wider experiences for our learners.

Every class has blocks of forest school outdoor education, in partnership with Bute Forest.

Swimming lessons are attended by every child in the school, in partnership with Live Argyll. There has also been trampoline classes for our P1/2s.

Active Schools arrange sporting events- P7 Cross-Country, Triathlon, Football Festival. As well as supporting one of our class teachers, to offer bowling lessons as part of an after school club – open to learners in P1 to P7.

The local pipe band deliver weekly drumming and chanter lessons to pupils in P4 and P5.

All pupils in P4, P5 and P6 took part in Street Drumming sessions, finishing with a drumming performance for their parents.

Pupils are encouraged to share any achievements from outside of school with the St Andrew's family.

### Summarise progress and next steps in relation to pupil equity funding

Breakfast Club is used daily by a varying amount of learners. It is a support strategy which we are able to offer to encourage children into school on time and to help settle children in school alongside peers and prepare them to be ready to engage with activities as soon as they are in the classroom.

Nurture Assistant has connected with children in every classroom and offers wellbeing support which means class teachers are able to focus on teaching the class while individuals are offered responsive check-ins which ensure they are helped to regulate and be more able to manage their emotions and return to class.

- Continue interventions to support learners to be in school and in class
- Continue work with Active Schools, using the School Sport Award as a structured approach to developing the opportunities available to our young people and tracking this to ensure equity
- Track the wider achievements of all learners to identify any learners who are not actively engaging and seek to support participation
- Set up a pupil group to include learners' views of wider achievement opportunities in our school

Quality Indicator	How are we doing?	How do we know? (Evidence)	School Self-Evaluation (1-6) *
<p>1.1</p> <p>Self-Evaluation for Self-improvement</p>	<p>Some staff, parents and pupils have shared their views of what is going well in St Andrew's and what could be better. This has informed some improvements in this final term of the year and for next session.</p>	<p>Teaching staff have discussed Qis 1.3, 2.3, 3.1 and 3.2. This has informed decisions regarding next steps/ priorities for next year.</p> <p>Parents attended a drop-in session with Head Teacher and used the West Partnership self-evaluation tool to identify areas of strength and areas which could improve.</p> <p>Some learners have been consulted regarding their views on behalf of the wider pupil forum. This has informed changes for the coming session.</p>	<p>3 – Satisfactory</p>
<p>1.3</p> <p>Leadership of Change</p> <p>This QI also focusses on the following aspects of empowerment:</p> <ul style="list-style-type: none"> <li>• curriculum;</li> <li>• improvement activities;</li> <li>• parental and community engagement; and</li> <li>• pupil participation.</li> </ul>	<p>Curriculum development project on Equality and Diversity has concluded</p>	<p>Some teaching staff have created a curriculum planner for Equalities &amp; Diversity. Due to there being various changes in leadership, the overall strategic direction has not been maintained consistently.</p>	<p>2- Weak</p>

2.3 Learning, teaching and assessment	Attainment in literacy and numeracy has mostly been maintained – there has been a decline in some areas	Attainment levels have mostly remained the same. Some have reduced. See Appendix 1	2 - Weak
3.1 Ensuring wellbeing, equality and inclusion	Staff are adaptable to meet the needs of learners.	Paperwork to evidence the processes of support in place is required	3 – Satisfactory
3.2 Raising attainment and achievement	Attainment in literacy and numeracy has mostly been maintained	See Appendix 1	2 - Weak

\* Evaluation 6-point Scale:

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