



St. Peter's Primary School

Standards and Quality Report 2023/2024

Context of the school:

St. Peter's Primary School is a denominational Primary School in South Lanarkshire Council, serving catchment localities in areas of Laighstonehall, Fairhill, Little Earnock and Meikle Earnock in Hamilton. The current school roll is calculated on the basis of 114 pupils. The school is one of six associated primary schools within St. John Ogilvie High School Learning Community. Children transition to St. Peter's Primary School from a variety of nurseries within the local area and beyond. The spiritual direction of the school is guided by the School Chaplain, the parish of St. Peter's RC and the Diocese of Motherwell.

St. Peter's Primary School is proud to promote a caring and welcoming ethos based on Gospel values. All staff invest in nurturing the care, welfare and health and well-being of all children and families, within a culture of inclusion, equality and equity. The school strives to provide high quality, exciting, inspirational and challenging learning opportunities and experiences, in an aspirational learning environment which promotes excellence in attainment and achievement. The school visionary focus is to inspire 'Aspiring Hearts and Minds' through embracing success in learning and life opportunities. The school values of inspiration, investment, nurture and achievement seek to encourage all members of the school community to work together in partnership to support and guide our children to become global citizens in a digital world. The school vision, values and aims are planned to be reviewed in session 2024-2025 to ensure currency for learners and the whole school community with a further emphasis of according values with the rationale of the United Nations Convention on the Rights of the Child.

The school applies the principles of GIRFEC (Getting it Right for Every Child) in identifying and adapting provision to meet the needs of learners. The school aims to meet learners' needs through effective, well-organised and targeted learning provision. Parents/carers are well-informed of children's development strengths and next-steps and are encouraged to be fully involved in target setting. A variety of health and well-being learning is incorporated in learning programmes to develop knowledge and application of: Attachment Theory, Promoting Positive Relationships and Understanding Distressed Behaviour Guidance, Nurture Principles, Emotion Works, Building Resilience, Mental Well-being supports and Online Safety. Learners are encouraged to demonstrate global citizenship through learning for sustainability. A range of afterschool and lunch time clubs are offered to enable all learners opportunities to achieve in sport, music, dance, art, play and technology. Out of school achievements are regularly celebrated through whole school assemblies.

All staff endeavour to foster quality partnerships with parents/carers, families, the whole school and parish community through: mutual trust, respect, informative communications, positive opportunities, faith practices and contributions to the wider life of the school. The views of every child and member of the wider team are fully valued and respected. A range of pupil leadership roles and responsibilities throughout the school offer excellent opportunities for children to voice their opinions and ideas regarding learning and school life. A PTA supports the school in organising school enterprise events. Bi-annual reporting opportunities, curriculum presentations, online digital communications provide information for parents/carers and families on pupil learning and experiences. The school website, App and Twitter feeds are regularly updated to provide relevant useful information.

At St. Peter's Primary School, the children are encouraged and motivated to embrace their personal learning journey with the mantra of "I can do, you can do and we can do together!" learning, form sustainable friendships and embrace school life with positivity, inspiration and aspiration.

School Priority 1: 2023-2024	
<p>NIF Priority Improvement in attainment, particularly in literacy and numeracy.</p> <p>NIF Driver Curriculum and assessment Performance information</p>	<p>HGIOS?4 Quality Indicators 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support</p>
<p>Strategy: Raise attainment in reading by end June 2024 to at least 58.8% to 84.6% of children achieving Early, First and Second Level.</p>	
<p>Progress and Impact</p> <p>Attainment levels in reading in Primary 1, Primary 2, Primary 3 and Primary 4 showed improvement by June 2024 comparatively to reciprocal cohorts in 2022-2023. Reading attainment in Primary 6 and Primary 7 maintained progress close to target range. The majority of assessed learners in Primary 1 achieved Curriculum for Excellence Early Level in reading by June 2024. Most assessed learners in Primary 4 achieved Curriculum for Excellence First Level in reading by June 2024. Most assessed learners in Primary 7 achieved Curriculum for Excellence Second Level in reading by June 2024. Data projections show that the majority of Primary 2 and Primary 5 assessed learners are on track to achieve expected national Curriculum for Excellence levels in reading by the end of June 2026. In addition, data projections indicate that most assessed learners in Primary 3 and 6 are on track to achieve expected national Curriculum for Excellence levels in reading by the end of June 2025.</p> <p>A coherent rationale for the learning and teaching of reading from P1-7 was compiled to ensure a shared understanding of appropriate expectations for learning and teaching of reading and to encourage focus on the development of reading for understanding skills. A 'Good Lesson Guide' was devised to promote key elements of lessons and pedagogies for use in learning, teaching and assessment of reading. The process of developing the guide raised staff awareness and improved collaborative dialogue on quality learning and teaching practices and associated pedagogy. The inclusion of SLC pathways in new Reading Curriculum Planners, which were piloted in 2022-2023, ensured consistency and continuity with SLC pathways to improve accuracy and validity of teacher judgements towards achievement of CfE Level benchmarks. The process of moderating target setting prompted staff to engage closely with CfE Benchmarks leading to improved focus on planning for learning and teaching in reading. Teachers communicated greater confidence in their own teacher judgements of assessment of CfE Levels.</p> <p>Extension of the use of PM Reading Scheme resources at Primary 3 First Level 2 enabled improved continuity in reading learning from Primary 2 prior to transition to Literacy World in Primary 4 First Level 3. This is evident in improved reading attainment at Primary 3 and Primary 4. A wide range of resources including: Complete Comprehension, Primary Education Cloze, Big Box Reading Materials, Primary Education Comprehension Skills and Scholfield and Sims Comprehension Skills resources were introduced alongside upleveled Novel Studies at P4-7 to improve differentiation and extend challenge, depth and enjoyment for all learners. These resources supported more focused development of reading for understanding skills including literal, inferential, deductive and evaluation skills from Primary 4 to Primary 7. Novel Studies were widened to provide more links to wider world issues including discrimination and climate change etc. The increased exposure to a greater level of more differentiated skills contexts for learning has encouraged continuity in the use of language to explain reading skills from Primary 1 to Primary 7. New skills-based planners have encouraged a clear pathway of learning on specific skills and cohesive whole school decisions on language specific definitions of skills terminology. Definition cards are planned to be available for session 2024-2025. Opportunities for ongoing skills-based assessment in reading was supported by additional reading materials. Staff training on Reflective Reading from Learning Zoo encouraged a refocus on teaching methodologies and promoted the use of higher order thinking, Reciprocal and Reflective Reading strategies. This training raised the profile of active reading strategies and encouraged staff to be creative in their approaches to active learning, teaching, questioning and Assessment is for Learning. New grammar plans and Early Level literacy plans, devised in session 2022-2023, were introduced from Primary 1 to Primary 7 and succeeded in guiding a more progressive grammar focused approach to learning in reading and writing. This approach supported some learners to better decipher and decode the structure of language and to realise how authors use language and literacy techniques to engage the reader's interest.</p>	
<p>Next Steps for Session 2024-2025</p> <p>Focused approaches to raising attainment at Primary 2, Primary 3 and Primary 6 will be required in session 2024-2025. Continuation of implementation of: new reading Pathways, revised reading, literacy and grammar planners, skills based pathways, cross curricular learning, agreed definitions, extended available resources and moderated assessment materials is intended to systematically embed improved learning, teaching and assessment practices.</p>	

School Priority 2: 2023-2024	
<u>NIF Priority</u> Improvement in attainment, particularly in literacy and numeracy. <u>NIF Driver</u> Performance information Curriculum and assessment	<u>HGIOS?4 Quality Indicators</u> 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement 1.3 Leadership of change
Strategy Improve reliability of assessment evidence through moderating and editing assessments in reading and numeracy and mathematics at Early Level 3, First Level 1-3 and Second Level 1-3 to ensure consistency with CfE Benchmarks.	
Progress and Impact <p>Building the Curriculum 5, West Partnership and SLC QAMSO Assessment and Moderation Roadmap and Self-Evaluation Toolkit, SLC Staff Learning Centre Assessment Guidance and Pedagogy Palette were used to refresh and uplevel staff knowledge of assessment processes in reading and numeracy. Revision of categories of assessment including: high quality, ongoing, periodic and standardised assessment was used to reinforce the need for ongoing and periodic high quality assessment as part of well-planned and spontaneous learning and teaching opportunities. The Self-evaluation Toolkit was used to evaluate current practice, promote collegiate dialogue and identify next steps in development through discussions of indicators.</p> <p>Teaching staff expressed successful regular use of ongoing assessments to inform assessment judgements. Teaching staff are now more confidently assessing learning against CfE Benchmarks in all core subjects as evidenced by more confident expression of attainment in teacher dialogue at Assessment Reviews. Teaching staff proactively participated in a review and moderation of the existing Assessment Calendar using examples from wider Learning Community schools. It was identified that Assessment Calendars were fairly consistent but that some schools used more regular ongoing standardised assessments in each year group. On review, the planned use of Standardised Assessments in St. Peter's PS was considered realistic within time parameters, targeted at pre ACEL data years and is balanced with budgetary costs for Standardised Assessments. There is a running programme of Burt, Schonell, Salford, Literacy Profile and NGRT assessments.</p> <p>The process for analysing assessment data was given a higher profile to facilitate opportunities for staff to unpack factors impacting assessment and attainment data. Teaching staff were encouraged and supported to use data to inform next-steps, target setting and targeted intervention for year groups or individual learners. Profiles of assessment data were utilised by the SLT to ascertain anomalies in attainment projections and assessment data. This process of analysis supported the identification of learners who presented differently in Standardised Assessments from ongoing assessments and teacher judgement and allowed for collaborative dialogue regarding associated factors. In some instances, judgements were reviewed and staff revisited their analysis of assessment data and evidence against CfE Benchmarks resulting in an increase in attainment for some learners at different CfE Levels. There is some evidence of improvement in the recording of substantiated supporting assessment evidence.</p> <p>The EAL Teacher, Specialist Support Teacher and Educational Psychologist supported the assessment of children with English as an Additional Language and children with learning needs to provide a wider profile of assessment evidence. The information gathered by EAL provided a guide to the initial level of learner proficiency in English Language. Partnership with EAL Specialist Support has been significant for the purposes of supporting assessment of children at specific stages requiring English as Additional Language support.</p>	
Next Steps for Session 2024-2025 <p>More intensive focus is required on using performance data to inform next-steps in identification of factors impacting attainment, targeted intervention and support provision for individual learners. Further moderation and revision of the content of End of Level Assessments is required to ensure that the content of assessments match Benchmarks and Curriculum Pathways and to improve cohesion of evidence to support teacher judgement. Further opportunities for joint moderation of St. JOHS and Holy Cross Learning Community Assessments would support analysis of the changes made over time following the advent of Curriculum Benchmarks.</p>	

School Priority 3: 2023-2024	
<p><u>NIF Priority</u> Closing the attainment gap between the most and least disadvantaged children and young people</p> <p><u>NIF Driver</u> Performance information School and ELC leadership</p>	<p><u>HGIOS?4 Quality Indicators</u> 2.4 Personalised support 3.1 Ensuring wellbeing, equality and inclusion 1.5 Management of resources to promote equity</p>
<p>Strategy Improve the impact of targeted intervention to close the poverty related attainment gap through data informed target setting and improved consistency and cohesion of GIRFEC Staged Intervention processes.</p>	
<p>Progress and Impact Assessment data was used to identify learners requiring targeted intervention and this was reviewed and amended periodically at three assessment reviews per year based on progress in attainment or the identification of specific needs. The categorisation of learners was expanded from four in 2022-2023 to include six targeted priority categories in 2023-2024 using indicator codes. The new analysis procedure supported increased in-depth analysis of the timeline of learning for children experiencing challenges reaching nationally expected levels. It allowed tracking of progress through shorter time periods and the identification of children who could have their learning pace increased.</p> <p>Targeted intervention practices were used to support learning in reading and numeracy and mathematics from Primary 1-7, particularly at Primary 1, Primary 4 and Primary 7. Planning blocks of intervention for specific target groups were staggered from September 2023 to May 2024. Planning blocks of 6 weeks intervention for alternative targeted learners were completed in numeracy, reading and writing between August 2023 and 31st March 2024. Assessments show that the majority of this group of targeted learners made some progress as a result of intervention comparative to their individual baseline assessment levels. Projected P1, 4 and 7 combined ACCEL data indicates that most learners are achieving nationally expected levels in reading, numeracy and mathematics and listening talking. Projected P1, 4 and 7 combined ACCEL data indicates that the majority of learners are achieving nationally expected levels in literacy and writing. Comparative projected data analysis indicates a relatively equal split of attainment per gender in numeracy, boys performing marginally better in literacy and writing and girls performing marginally better in reading and listening and talking. Gender data does not indicate diverse issues in gender performance. Projected SIMD Data indicates that a majority of Quintile 1 learners are achieving in most core curricular subjects. The school continues to support learners with English as an Additional Language and children with Additional Support Needs using appropriate and relevant Getting it Right for Every Child Staged Intervention processes.</p> <p>Weekly training collaboratives for Classroom Assistants were led by the teacher delivering targeted intervention for specific learners to enable identification of training needs and implementation of guided training strategies and approaches for daily targeted intervention by Classroom Support staff.</p> <p>Liaison between Specialist Support Teacher, Educational Psychologist and partner agencies was encouraged to analyse assessment or diagnostic assessment evidence to ensure learners were equipped with tools and resources to support learning development e.g. ASN Support strategies and materials. Training for teaching and non teaching staff on the use of ASN specific support materials was offered through regular updates on SLC CLPL training opportunities through forwarding of SWAY and ASN training updates. Staged Intervention was co-ordinated to improve continuity and depth of information to inform targeted intervention priorities to ensure Staged Intervention Chronologies matched the specification of children requiring specific targeted interventions. The threshold for the monitoring and tracking of attendance was increased to 85% by December 23 and 90% from January to June 2024. By June 2024, the overall school attendance improved to a level indicating that almost all children had an attendance for the academic session of over the 90% threshold. Overall school attendance continues to be impacted by repeated patterns in lower attendance for children who have not yet reached the 90% threshold. SLC attendance procedures were implemented and referrals made to relevant agencies where supports were indicated.</p>	
<p>Next Steps to inform SIP 2024-2025 The school aims to continue to improve consistency and fluidity of targeted interventions for identified learners. Changes to the allocation of Principal Teacher and Acting Principal Teacher support intervention roles to offer more continuity across departments and enable Principal Teacher to better evaluate impact and to maximise targeted intervention time allocation by setting support groups across Curriculum for Excellence levels. Provision of liaison meeting time in Working Time Agreement for Staged Intervention Review and Planning aims to promote more robust analysis of progress indicators. A refresh of the school approach to Promoting Positive Relationships and Understanding Distressed Behaviour, Nurture Interventions and UNCRC could be beneficial alongside further cohesion of health and well-being programmes of study and the continuation of training for Support Staff.</p>	

National Priority: How are we ensuring Excellence and Equity?

St. Peter's Primary School consistently aims to promote Excellence and Equity through the setting of high expectations for attainment and achievement. The school promotes aspiration through: learning, nurture, creativity and opportunity. The school leadership team regularly informs staff of the school's attainment position in comparison to Learning Community, South Lanarkshire Council and National attainment data. Staff are well informed of attainment targets which are projected on robust analysis of school assessment data. A defined process of regular assessment and supported termly review of assessment data seeks to promote consultation and moderation of teacher judgements. Data intelligence is used effectively to guide targeted intervention to address learners' needs and to ensure equity of provision. A programme of targeted intervention from Primary 1-7 was implemented in reading, writing, numeracy and health and well-being to provide additional supports to identified learners. The ongoing improvement of curriculum design, curriculum planning and learning and teaching experiences aims to ensure the provision of learning opportunities which enable and encourage excellence. The continuous acquisition of resources helps to facilitate the widening of learning experiences in pursuit of depth, breadth and balance to the curriculum for all learners. Leadership, teaching and support staff are encouraged to actively and collaboratively engage in goal orientated self and whole school evaluation to support the identification of improvement opportunities. Leadership, teaching and support staff at all levels are encouraged to proactively engage in Career Long Professional Learning activities relevant to school improvement to guide the development of informed practices and strategic change relevant to the Excellence and Equity agenda. The increase in focused pupil learning conversations has enabled learners to become more participative in learning choices and provided opportunities for learners to identify barriers to learning.

The school takes account of the Cost of the School Day and minimises costs to participation and engagement, where possible. The PT PEF worked in partnership with Learning Community PEF leads at St JOHS and the Quality Link Officer leading SLC Cost of the School Day to consider opportunities for reducing cost of the school day. The SLC QLO for Cost of the School Day presented Inset training on 14th February 2024 for teaching and support staff which prompted increased awareness of cost considerations and increased dialogue on mechanisms for reducing costs for learners. The school Position Statement on Cost of School Day and SLC Cost of School Day Policy guidance and exemplars were reviewed and used to commence development of the school specific Cost of the School Day Policy which is due for implementation in October 2024. The school provides learning equipment and materials at no cost. The school sets high standards for the wearing of school uniform and ensures that uniform items can be sourced locally and at reasonable cost. Free school uniform items, donated by the parish of St. Peter's RC, are offered free at two Parents' Evenings per school session and large scale events to reduce cost to families in replenishment of uniform. Evidence of collection of uniform indicates families seem more comfortable in accessing uniform at events as the facility is open to all families. Parents/carers report that the offer of uniform is helpful especially at specific points in the school year. The school £1 online shop offers low cost used uniform items to families which can be accessed daily through Parent Pay or at the front entrance. Monies collected are allocated to the School Fund. The offer of Breakfast Club was sustained to ensure access to breakfast for all learners from 8.15am to 8.45am. All children were offered the opportunity to participate in one free fully funded whole school excursion to Blair Drummond Safari Park and one transport subsidised class excursion to a variety of localities relevant to interdisciplinary learning with maximum expense of £5. Transport to the Primary 7 Residential was subsidised to reduce costs for all learners. Payments were split across time periods to reduce financial pressures on parents/carers. The school subsidised costs for swimming lessons for P7 and Fun 5's for P5 and supported the PTA to run a Shorts and Shades Disco.

Children were offered the opportunity to participate in one class assembly, one class showcase, one themed Coffee Morning and allocated Twitter 'X' week to share their learning with their families. All children were offered the opportunity to engage whole school experiences and events at no associated cost including: World of Work Day, Health Day, Fiesta de España Day, Outdoor Learning Day, Fun Day, Sports Day etc. Parent Teacher Events were run at low cost. School events, for example Hallowe'en etc, include an option for children to wear their own casual clothes to reduce financial pressures on families. The maximum monetary donation for themed events was limited to £1 per child. The school held St. Andrew's Day and Spring Coffee mornings to welcome parents/carers and families to the school at minimal donation costs of £1. The events were well supported by families with the inclusion of enterprising opportunities through Raffles. Monies supported School Funds to support the minimising of costs for other purposes and events. Charitable events have been tailored to include donations for the local Foodbank to ensure the offering of supports to the local community. Charitable events are timetabled for the period of Lent to avoid coinciding with other cultural events, for example Christmas, which can have additional financial implications for families. All classes supplemented the performance of the Nativity through class songs and dance routines ensuring all children were offered the opportunity to participate in the school Christmas performance. All families were invited to attend the performance to celebrate the children's achievements. The more traditional concept of a Christmas Fayre was replaced by Christmas Cracker Day to minimise financial pressures on families.

The school continues to develop mechanisms for communicating information to parents/carers using: the school website, school app, X, email lists, displays, flyers, newsletters and showcases to ensure all families have opportunities to access information and feel well-informed and prepared for planned events.

Children most at risk of cost related non-involvement in after school activities were identified through analysis of club attendance data. All afterschool and lunch time clubs including: Multi-sports, Chess, Boccia, Cooking, Coding, Art, Dodgeball and Basketball were offered free of charge. Clubs were allocated from Primary 1 to 7 on a variety of days Monday to Thursday to increase the opportunity for all learners to engage in at least 1 club. All children were offered the opportunity to attend at least one club in the school year. Club data indicates that most SIMD 1 and 2 or FME identified learners attended at least 1 school club. This is relatively comparable with most SIMD 3-10 and no FME identified learners attending at least 1 school club. Additional monitoring and tracking of wider out of school achievements was used to ascertain percentage of children engaging in out of school experiences in order to identify children in SIMD 3-7 and non FME not engaging in club based experiences. Children not engaging in out of school clubs or events were identified and offered opportunities to attend after school club based experiences in school.

Exposure to digital technologies is provided and children are beginning to demonstrate more confidence in the use of skills in digital technologies relative to their level of learning. Digital devices had previously been allocated to learners during the period of school closures. The school continues to use Google Classroom as a platform for online home learning. The development of music was supported by the SLC Primary 4 and Primary 5 Music Programme and specialist peripatetic music staff from St. John Ogilvie High School engaged P7 learners in woodwind instrumental tuition.

Next Step(s) to inform SIP/PEF Plan for 2024-2025:

The post of Acting Principal Teacher of Pupil Equity will run from September 2024 to March 2025 to continue to extend leadership opportunities to widen the knowledge, skill-set and capacity of staff in implementing the PEF agenda.

The role and remit of the Acting Principal Teacher of Pupil Equity Funding will centre on supporting the school to: identify and cater for learners' needs through targeted intervention, identify and minimise poverty related barriers to learning, develop the school's Cost of the School Day Policy, monitor and track any poverty related attainment gap and devise opportunities to ensure that all children actively engage in at least one school based or external club.

St. Peter's Primary School aims to schedule an earlier P6 meeting for parents/carers regarding P7 Residential to enable families to split costs over longer time reducing monthly costs to less than £20.

Continue to monitor and track attendance at clubs and ensure opportunities are offered and targeted. Attempt to raise club attendance in SIMD 1 and 2 and FME to beyond 90% in at least 1 club – after school or lunch time.

Complete and publish the new Cost of the School Day Policy (School version) by October 2024.