



School Name: St Thomas RC Primary

Standards and Quality Report: Review of Session 2022-2023

School Context and Overview

School Vision

- We learn together based on compassion and respect; inspiring each other to create a positive future for ourselves and others.

School Values

St Thomas' school values are:

- Aspire
- Respect
- Community
- Creativity

Our school aims:

We are currently in the process of revising our school aims and primarily wanted them to be very accessible and user friendly for all. None of us could remember paragraphs of aims, hence the draft format below. This also incorporates the Four Capacities into our road forward.

Successful Learners

- Listen
- Work hard
- Be creative
- Be persistent, don't give up

Confident Individuals

- Be yourself
- Ask for help
- Know what is right and wrong

Effective Contributors

- Keep trying
- Work as part of a team
- Help others

Responsible Citizens

- Care about others
- Make good choices
- Respect each other and the environment

School Motto

Believe - Aim High - Achieve



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Context of the school

St. Thomas R.C. Primary School is located in the town of Keith. We are a two-teacher primary school. The school is built on the site of the original school building beside St. Thomas Roman Catholic Church.

At St Thomas' we strive to ensure that every member of our community is given the nurture, care and support required to enable them to reach their fullest potential. We are committed to providing a positive and inclusive ethos, based on Gospel Values, where high expectations are set for all learners, where diversity is valued with a rich and varied curriculum.

Our pupils are the most important people in our school and every member of staff is fully committed towards ensuring that each child's time spent at St Thomas' is a happy and fruitful experience.

We endeavour, with the essential co-operation of our parents, parish and local community, to ensure the holistic development of our pupils, not only physically and intellectually but also spiritually, emotionally and socially. We want to develop happy, responsible, caring children, encouraging self-respect, respect for others, resilience and independence.

Roll	Physical Capacity	Functional Capacity	Attendance	Exclusions	LAC	ASN pupils	SIMD profile	Staffing	Vacancies
43	96	75	94.75%	0	0	26	7	3	0



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Priority 1

Raising attainment in Literacy

Key links to Moray Education Priority Area(s):

- | | |
|-----------------------------------------------------------------------|---------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Learning, Teaching and Assessment | <input checked="" type="checkbox"/> Curriculum |
| <input type="checkbox"/> Empowering leadership at all Levels | <input type="checkbox"/> Closing the poverty related attainment gap |

NIF Priorities:	NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:		
<input checked="" type="checkbox"/> Placing human rights and needs of every child and young person at centre <input type="checkbox"/> Improvement in children and young people's health and wellbeing <input checked="" type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children <input checked="" type="checkbox"/> Improvement in skills and sustained, positive school leaver destinations for all young people <input checked="" type="checkbox"/> Improvements in attainment, particularly in Literacy and Numeracy	<input type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and practitioner professionalism <input type="checkbox"/> Parent/carer involvement and engagement <input checked="" type="checkbox"/> Curriculum and assessment <input checked="" type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> Performance Information	<input type="checkbox"/> <u>Priority 1</u> – Improve Wellbeing <input type="checkbox"/> <u>Priority 2</u> – Safeguarding <input checked="" type="checkbox"/> <u>Priority 3</u> – Poverty <input type="checkbox"/> <u>Priority 4</u> – Corporate Parenting	<input type="checkbox"/> 1.1 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.4 <input type="checkbox"/> 1.5	<input type="checkbox"/> 2.1 <input type="checkbox"/> 2.2 <input checked="" type="checkbox"/> 2.3 <input type="checkbox"/> 2.4 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2.6 <input type="checkbox"/> 2.7	<input type="checkbox"/> 3.1 <input checked="" type="checkbox"/> 3.2 <input type="checkbox"/> 3.3

Progress and Impact

All teaching staff have improved their planning of writing across stages for children to experience a wider variety of genres. Children have been given opportunities to write about personal experiences to enrich their learning and to continue to improve their technical skills in writing.

All teachers attended CLPL events on Explicitly Teaching Writing training sessions and have increased understanding of best pedagogy. Teachers have shared the learning with pupils and trialled the new approaches to writing across Early – Second Level. Staff have agreed and developed a draft consistent and progressive whole school approach to teaching writing within St Thomas PS. As a result, at Attainment and Tracking meetings;

- Teachers are more able to share accurate data around learner's progression and attainment
- Teachers are able to discuss their analysis of the data and identify next steps for individuals
- Professional discussions are more able to support the shared agreement of achievement of a level

The majority of learners are more confident to discuss their strengths in writing and identify their next steps. The majority of pupils are more aware of how digital technologies can support, challenge and remove barriers to their learning and now use these apps on a daily basis.

An audit of listening and talking approaches and resources has been completed and barriers and gaps identified. As a result, teachers agreed and developed a consistent, progressive approach of listening and talking which will be implemented august 2023.



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All teachers completed training in the use of a new attainment and tracking programme, Progress and Achievement, linked to SEEMIS and have implemented it this session. Joint Attainment and Tracking meetings have focused on targeted interventions, including drilling down of learner's data. As a result teachers are more confident in identifying areas of strength and development needs.

Next Steps

- Develop a framework for an 'Excellent Writing Lesson'
- Develop ASG Rubrics to ensure more accurate data around learners' progress
- Further develop learners participation in the co-construction of success criteria
- Planned moderation opportunities to support assessments to ensure a shared understanding of what a level looks like at school and ASG levels
- Implement agreed Listening and Talking pathway
- Continue to develop the use of digital technologies to enhance learning opportunities and provide home/school links
- Introduce 'Power up your Pedagogy'



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Priority 2

Raising attainment in Numeracy

Key links to Moray Education Priority Area(s):

- Learning, Teaching and Assessment
- Empowering leadership at all Levels
- Curriculum
- Closing the poverty related attainment gap

NIF Priorities:

- Placing human rights and needs of every child and young person at centre
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in skills and sustained, positive school leaver destinations for all young people
- Improvements in attainment, particularly in Literacy and Numeracy

NIF Drivers:

- School and ELC Leadership
- Teacher and practitioner professionalism
- Parent/carer involvement and engagement
- Curriculum and assessment
- School and ELC Improvement
- Performance Information

Children's Services Plan:

- Priority 1 – Improve Wellbeing
- Priority 2 – Safeguarding
- Priority 3 – Poverty
- Priority 4 – Corporate Parenting

HGIOS?4 QIs:

- | | | |
|------------------------------|-----------------------------------------|-----------------------------------------|
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 2.1 | |
| <input type="checkbox"/> 1.2 | <input type="checkbox"/> 2.2 | <input type="checkbox"/> 3.1 |
| <input type="checkbox"/> 1.3 | <input checked="" type="checkbox"/> 2.3 | <input checked="" type="checkbox"/> 3.2 |
| <input type="checkbox"/> 1.4 | <input type="checkbox"/> 2.4 | <input type="checkbox"/> 3.3 |
| <input type="checkbox"/> 1.5 | <input type="checkbox"/> 2.5 | |
| | <input type="checkbox"/> 2.6 | |
| | <input type="checkbox"/> 2.7 | |

Progress and Impact

An ASG (Area Schools Group) development has ensured a shared understanding of the agreed Numeracy curriculum progression to raise attainment in numeracy within the school.

ASG Numeracy groups are now more focused and tightly linked to the ASG Improvement Plan and all teaching staff have a clear understanding of learning and teaching in numeracy. The ASG has a consistent approach in Numeracy as well as developing a progressive shared language across CfE levels and stages. This supports P7 – S1 staff's cross sector understanding of learners' tracked progress and achievements aiding clearer transitions. ASG marking/key guides are in place to support consistent use of assessments to enable more robust data. During Attainment and Tracking meetings, St Thomas staff are more able to talk confidently about assessment results and how this impacts on future learning and teaching within their class. Within St Thomas Primary ASG assessment banks for numeracy organisers are in place from early – second level and provide learners with appropriate support and challenge within their numeracy curriculum. Learners are now more confident about discussing their areas of strength and identifying next steps. Almost all pupils can confidently identify their CfE level in numeracy. ASG learner strategy books have been developed and shared with class teachers at St Thomas Primary. Learners will be introduced to the relevant strategy booklets next session and supported in how to use these within their numeracy curriculum. Learners are already speaking about their preferred strategies to aid calculations.

The teaching and learning of problem solving skills has been introduced in the upper stages. Learners are more confident in using key problem solving strategies to find solutions and most can confidently share and explain the strategies used with others. The lower stages continue to develop problem solving skills



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through a skills based approach to learning through play. Learning walks/conversations and observations have taken place with added focus on pupil voice regarding problem solving.

Next Steps

- Implement ASG learner strategy books
- Continue to develop curricular plans to ensure learning activities always match the needs of all learners, providing opportunities for children to lead learning as well as revisiting previously learnt knowledge
- Embed and extend ASG wide assessment opportunities to provide a consistency and further scaffold moderation sessions provided by QAMSOs and provide a greater understanding of ACEL. Link outcomes of this to peer to peer observations
- Continue to develop whole school approach to teaching and learning problem solving skills
- Develop sustainable family learning opportunities, particularly supporting literacy and numeracy key skills and confidence



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Priority 3

To improve children's health and wellbeing to ensure the best conditions for learning

Key links to Moray Education Priority Area(s):

- | | |
|--------------------------------------------------------------|--------------------------------------------------------------------------------|
| <input type="checkbox"/> Learning, Teaching and Assessment | <input type="checkbox"/> Curriculum |
| <input type="checkbox"/> Empowering leadership at all Levels | <input checked="" type="checkbox"/> Closing the poverty related attainment gap |

NIF Priorities:	NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:		
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Progress and Impact

A progressive programme and policy for a whole school approach to the teaching and learning of Health and Wellbeing (HWB) is being developed. Glasgow Toolkit training provided all teachers with the knowledge and skills to begin implementing this across the school. All children were screened and rescreened and as a result whole school, individual targets were set and interventions set planned as a result of data gathered. Individual data clearly demonstrates the impact of interventions put in place. These are outlined as follows:-

- There has been a reduction in low level behaviour incidents this academic year as evidenced in children's use and awareness of regulating their emotions and behaviours both in the class and playground
- Staff are more able to support children and are confident in using the language of emotions when engaging with children
- Dedicated assemblies to celebrate children's successes are in place and a dedicated wall display in the hall displays children's achievements

Rights Respecting School continues to be developed into the life and work of the school. Improved assemblies using digital technology provides a more engaging platform to discuss and demonstrate articles from the UNCRC. Pupils and staff actively engage with the articles and global goals during assemblies and lessons. The introduction of Learning Walls is beginning to provide a reminder for staff to have quality discussions with pupils to reflect and make links to rights during lessons. Articles of the month, global goals, and Rights Respecting calendar support this.



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All learners have increased opportunities to participate in a wide range of school and local community events and activities including, performing at Daffodil Tea, Rotary Club Burns Competition, Keith Music Festival, Earthtime Lunchtime and after school clubs. Positive feedback from children along with attendance and participation numbers evidence improved wellbeing opportunities for all.

Our whole school food project has been introduced and has made a positive impact in pupil engagement with learning. It has provided new experiences and given opportunities for children to 'shine' in different areas. The development and introduction of a skills based approach across the school enabled pupils to practise, consolidate and build on their individual skills. This has been successful, delivering high levels of engagement with pupils and staff. Teachers and children have engaged with a child led projects that engaged and developed the ethos of our school. Teachers experienced "handing over" to the children and exploring pupil participation.

Next Steps

- Ensure more focus/tracking on less high profile children through Glasgow Wellbeing Toolkit
- Continue to develop meaningful opportunities for children to influence decisions made in school and develop wider achievement
- Develop wellbeing opportunities for all staff
- Revise and refine tracking system for recording children's wider school achievements
- RRSa audit to provide the evidence and developments needed to achieve bronze
- Further develop the school garden
- Introduce 'Cook along sessions' with parents and make links with local businesses