



North Ayrshire Council  
Comhairle Siorrachd Àir a Tuath



## St. Palladius' Primary School



### STANDARDS AND QUALITY REPORT

June 2024

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2024 - 2025.

I hope that you find it helpful and informative.

*Jennifer Fleeting*

Acting Headteacher

## OUR SCHOOL

St Palladius' Primary is a denominational primary school situated in the town of Dalry, North Ayrshire. Our current role is 84 pupils across 4 classes: P1/2, P3/4, P5/6, P6/7.

Our pupils and families are supported by our dedicated school staff. Our staffing consists of the Headteacher, Principal Teacher, three full time Class Teachers, two part time Class Teachers, and one part time Pupil Support Teacher. The children are also supported by two Pupil Support Assistants, our Janitor, two catering staff members and one cleaner/lunch hall supervisor.

The majority of our Primary 1 pupils transition from Dalry Early Years Centre and Playtime Early Years, both located within the town. Most of our pupils go on to attend St Matthew's Academy where they continue to experience high quality learning and teaching and opportunities for wider achievement.

At St Palladius, we pride ourselves on the excellent relationships we have with our children and families, as well as strong links with the wider community of Dalry, our Parish and the Garnock Valley.

St Palladius is a welcoming, nurturing, and inclusive environment where diversity is celebrated. Our staff provide high quality learning and teaching experiences, designed to meet the needs of all our learners, equipping them with the skills and knowledge needed to become lifelong learners and the decision makers of the future.

## OUR VISION, VALUES AND AIMS

Through consultation with our learners, parents/carers and partners we share our newly refreshed vision, values and aims.

### Our Vision

We have a nurturing and inclusive ethos at St. Palladius which ensures all children are safe and happy. We ensure that by working together and across the community, children are engaged in activities which allow them to reach their full potential and give them the skills needed for life, learning and work.

### Our Values

**Compassion    Ambition    Respect    Equity**

### At St. Palladius we aim to:

- Be caring towards others and the world around us; treating everyone with kindness and helping people in need.
- Work hard in all that we do, setting ourselves high expectations, believing that we can succeed and showing a determination to achieve.
- Be honest and trustworthy. Valuing the rights of others and treating all members of our school community with dignity and respect.
- Ensure that the needs of the individual are met, providing appropriate opportunities and support to enable all learners to reach their full potential.

## ATTAINMENT & ACHIEVEMENT

Throughout the year we gather a wide variety of information on how our pupils are progressing in their learning. To monitor their progress, we observe pupils working through tasks, listen to what they say, ask important questions, set challenges and use some standardised assessments. Staff meet regularly to discuss and examine the data in order to track the progress made by pupils.

North Ayrshire Council and The Scottish Government also ask us to summarise our children's progress in Reading, Writing, Listening and Talking, Numeracy and Maths. They ask us to look particularly at children who have reached the end of Early, First and Second Levels: P1, P4 and P7. We are proud of how well our learners are progressing.

Our attainment levels were good in the year 2023-2024.

The majority of P1 pupils achieved Early Level in Reading, Writing, Listening and Talking and Numeracy.

The majority of P4 pupils achieved 1<sup>st</sup> Level in Reading, Writing and Numeracy. Most of P4 achieved First Level for Listening and Talking.

Most P7 Pupils achieved Second Level in Writing, Numeracy and Talking and Listening. Almost all of P7 achieved Second Level for Reading.

All pupils who have not achieved a level or who have been identified as 'not yet on track', receive additional targeted support.

A focus on attendance at Parents/Carers' Evenings, coupled with a survey to highlight barriers to attendance resulted in a 92.43% overall attendance rate; this is higher than last session. There was a loss of 0.78% of school days due to exclusion.

## WIDER ACHIEVEMENT

Some highlights and successes from this year are:

### Learner Participation

- All of our children are part of a leadership team, responsible for an area of school improvement. The children work across stages to plan, organise and deliver on a variety of aspects of school life. This ensures the children have their voices heard and can bring about positive change.
- We had a number of successful focus weeks all led by our leadership groups. Some of these include, organising British Science Week, successfully delivered by the STEM Leadership Group; a 'World of Work Week' led by Developing the Young Workforce Leadership Group; Be Bright Be Seen day organised by the Junior Road Safety Group and a Mental Health Awareness Week facilitated by the Right Respecting Leadership Group and the Health and Wellbeing Leadership Group jointly.
- We continue to build upon the success of our Digital Leaders. They represented St. Palladius at an authority wide digital learning event by leading a workshop. They also run clubs for their peers, organise technology for school events and lead learning in classes for new digital equipment.

- We have newly established Film Ambassadors who have responsibility for leading learning in Screen Education. After a successful grant award of £5000 from Creative Scotland, we were able to purchase equipment to enable us to professionally produce our own documentary called “St. Palladius Grows”. The Film Ambassadors have also led after school events training the teachers.
- We were delighted to receive a funding bid from Education Scotland’s Food for Thought. The £3000 was used to purchase an outdoor polytunnel and much needed gardening equipment and planters. Our children use the space to grow their own fruit and vegetables and learn about sustainability.
- A new group of sports leaders completed their training with Active Schools and have planned Sports Day, lunchtime clubs and family events.

### **Awards**

- We are currently working toward our Rights Respecting Schools Gold Award.

### **Cost of the School Day**

- All of our school outings were at no cost to our families. Staff applied for grants to ensure no extra pressure was put on our families. This also included the P7 trip and a whole school trip.

### **Partnerships**

- We continue to have a strong partnership with Dalry Boundary Trust. The school has supported local events and the Trust has supported the school with funding outings and activities. Being visible in our community has fostered a sense of pride.
- We join with Dalry Primary on joint projects to enhance relationships between the learners in the community. This year we again worked together on a community litter pick. Families and local residents turned out on the day to support the event.
- Building strong partnerships with STEM Ambassadors has been a strength for the school and we continue to engage with them to enhance the learning and teaching of STEM subjects.
- This year we have been successful in forging partnerships with local film makers and they have enabled us to develop our skills in Screen Education. We will continue to develop these relationships to further enhance our practice and skills.

## **HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR ESTABLISHMENT?**

### **Priority 1: To embed play pedagogy across classes and learning environments.**

Through high quality interactions and play provocations the children developed imagination, curiosity, creativity and skills in problem solving. This was evident in classroom observations. Pupil focus groups gave the children the opportunity to share pupil voice and share a positive attitude towards their learning. Teaching staff collaborated with other schools in the cluster to develop skills and knowledge in play pedagogy. Staff paired up with other teachers from cluster schools to moderate pupils’ learning.

Staff engaged in professional learning from the Educational Psychologist in improving learning environments, they visited other establishments and sought ideas from the children on how to improve the learning environments.

Our spare classroom was transformed into a 'Play based Learning Zone' suitable for use by all children. From August to December we employed a part time teacher to develop play pedagogy across all stages. We used PEF funding to purchase new furniture, play equipment and outdoor learning resources. PEF funding was also used to fund a Classroom Assistant to support the implementation of play pedagogy primarily in the Primary 1/2 class.

Our outdoor areas have been improved to provide further access to play opportunities. Our Area Inclusion Worker, Brian has been working with his leadership group to develop this further.

**Priority 2: Implement NAC's 'Learning, Teaching and Assessment Policy' to ensure a consistent approach to raising attainment.**

Staff professional dialogue showed an increase in understanding what high quality learning, teaching and assessment looks like at St. Palladius. As a staff we discussed and agreed on what a high quality lesson would look like and this was used during Senior Leadership Team observations. These classroom observations evidenced a consistent approach to learning and teaching. A very successful quality improvement visit from visiting Headteachers validated our self-evaluation.

Our House Captains and Vice Captains devised an observation sheet identifying what high quality learning looks like. The children observed other classes and gave feedback.

Pupils were able to demonstrate their knowledge, understanding, skills, attributes and capabilities in different contexts across the curriculum. This was achieved through developing skills for lifelong learning and the world of work. Teachers ensured lesson content was relevant and make links to real world contexts. Learning for sustainability was a particular strength.

PEF funding enabled us to purchase new Numeracy and Maths Textbooks to enhance the learning across all stages. An assessment resource was also purchased to help inform teacher judgement of the achievement of a level. Termly progress and achievement meetings evidenced accurate teacher professional judgement and enabled planning for intervention groups to improve attainment for all.

**Priority 3: To fully embed children's rights in the ethos and culture of St. Palladius through a refresh of our vision, values and aims.**

A refresh to our whole school approach to building on positive relationships has had a successful impact on our nurturing, inclusive and safe environment and ethos. The children, parents and partners were all involved in the refresh through questionnaires, sharing feedback at parents/carers' evenings and through a parent workshop.

A new vision was established and a new set of values and aims were created. The children have embraced them and can clearly articulate what they stand for. We discuss our values at assembly and we celebrate children's achievements in promoting them in school and throughout our community.

Children completed a questionnaire based on How Good is OUR School? The response was overwhelmingly positive. This was also evident during pupil focus groups with our link Senior

Manager where the children commented positively about many aspects of their school. Our school improvement plan was shared with children and they developed child friendly displays to highlight the priorities and ongoing journey to improvement.

Leadership groups were established and facilitated by staff members. Every child in the school had the opportunity to choose which group to be in. This gave the children a platform to bring about positive change in the school and make plans for improvement.

The Rights Respecting Leadership group have been working towards achieving our Gold Award. They organised a successful Mental Health Awareness Week and have led the learning on 'Articles of the Week'. Children's rights are taught in class and at assembly each week.

We have created a new tracker to record and monitor wider achievements amongst the children. This has ensured a more targeted approach to offering extracurricular activities. All of our children had the opportunity to take part in an after school club this session.

### QUALITY INDICATORS

Provide your evaluation & brief summary statement for each of the 4 core QIs

QI 1.3 Leadership of Change

Evaluation 5 – Very Good

All staff, including support staff have facilitated Leadership Groups within the school. This year all staff including support staff have either been in working parties, engaging with, and delivering professional learning and developing school policy.

Staff have undergone training to develop their practise and also delivered training as leaders of learning. The children have been instrumental in leading change throughout the whole school.

QI 2.3 Learning, Teaching & Assessment

Evaluation 4 – Good

As a focus and priority, the staff have increased capacity for providing high quality learning and teaching. The have been observed by visiting Headteachers who have given positive feedback on the high quality learning and teaching taking place in and outside of the classroom. Staff use a range of assessment methods to gather accurate data and evidence to support their professional judgement. Effective tracking of learners ensures that any barriers to learning are identified and supports put in place.

QI 3.1 Ensuring Wellbeing, Equality & Inclusion

Evaluation 5 – Very Good

We have continued to develop our whole school approach to nurture and two members of staff went on further professional learning to 'train the trainer'. The supportive and inclusive ethos is evident in all our interactions. We have a strong, supportive school community. Family, partners and pupil feedback is consistently positive. We have conducted a variety of questionnaires to gather feedback to allow us to continually improve and respond to suggestions by partners and families.

There are robust Child Protection processes in place and all staff are alert to changes in pupils both physically and emotionally.



QI 3.2 Raising Attainment & Achievement

Evaluation 4 – Good

Data shows that the majority of learners are making good progress across the school. Intervention groups are in place to ensure that attainment in Literacy and Numeracy is a priority. Children's achievements are celebrated across the whole curriculum. The progression planners alongside the benchmarks have given staff more confidence in their professional judgement. Data workshops have taken place to give staff increased confidence in interpreting results. All pupil learning is effectively tracked and pupils who do not meet the national expectations have individual targets in which they make progress.

### PUPIL EQUITY FUNDING

This session, we used most of our PEF funding to employ a Classroom Assistant to support our most vulnerable learners.

This involved:

- Soft starts
- Support in P1/2 class
- Nurture Group
- Leading the Health and Wellbeing Group

Our Classroom Assistant engaged in professional learning through the 'Let's Introduce Anxiety Management' training to become more skilled in helping children to recognise and minimise anxiety. The children planned the learning activities within the leadership group. The children shared their learning with the other children and created a 'Positivity Board' to promote kindness and wellbeing. The children were also taught mindfulness strategies and meditation.

The soft start programme ensure that children had a trusted adult they could speak with in the mornings. During this time the children could have breakfast and plan their day. This was for any pupil and not specifically targeted as several pupils encountered challenges unexpectedly throughout the year.

Our classroom assistant worked with pupils who became overwhelmed. With the class teacher, there was an agreed approach for the particular children. This work enabled the children to remain in class and access the learning with their peers.

We also spend £3799 on furniture and equipment to enhance our learning environments and £1425 on Literacy and Numeracy resources.

### IMPROVEMENT PLAN PRIORITIES 2024-2025

**Priority 1** - To develop as a community of faith and learning in our schools and across the Deanery.

**Priority 2** - To increase and enhance pupil participation in our school.

**Priority 3** - To raise attainment in literacy through high quality learning, teaching and assessment.