



St. Anne's Primary School and Early Learning & Childcare Class



STANDARDS AND QUALITY REPORT

June 2023

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2023-2024. I hope that you find it helpful and informative.

Nuala Boyd
Head Teacher

OUR SCHOOL

St. Anne's Primary School and Early Learning and Childcare (ELC) Class is a denominational primary school with a current roll of 150, and a 52-week non-denominational ELC Class with current capacity for 64 children. We serve the east side of Erskine in Renfrewshire, with our school building opening in March 1981. Our school is open plan in design, with 5 double teaching bays, 1 single classroom, gym hall, music room and library. Our ELC Class is located within the school grounds, and was refurbished and extended during academic session 2021/2022 as part of the increase of Early Learning and Childcare provision for children. Our ELC Class building comprises of 2 large playrooms (including recently extended main playroom), decking area and large garden. A community nursery class is housed in our school building.

Our Senior Leadership Team comprises of Head Teacher, Depute Head Teacher, Principal Teacher, 2 Depute Heads of Centre and Senior ELC Officer. In addition to our class teachers and ELC Officers, our children are also supported by our 4 Early Years Support Workers, 1 full time Classroom Assistant, and 58.5 hours Additional Support Needs Assistant support.

We have very good partnership links with our local community, in particular with our local library and parish of St. Bernadette's. The school also has an active Parent Council who support the school and ELC class on our journey to improvement.

OUR VISION, VALUES AND AIMS

Our Vision

Our children will reach their potential.

Our children will be supported, challenged and listened to, and have their rights respected in our school/ELC Class (where Christ is at the centre of all that we do – *School*).

Working in positive partnerships with all in our school/ELC community, highly motivated staff will strive to create a safe, happy and stimulating environment, and make learning fun.

Our Values

Compassion & Kindness

Wisdom & Courage

Justice & Integrity

Our Aims

- *Within a Catholic ethos, develop a community guided by gospel values of love, care and honesty (school)
 - *To provide a safe, secure, stimulating, nurturing environment (ELC Class)
- *To enable our children to become successful learners by providing challenging and relevant programmes of work(school)/activities (ELC Class)
- *To enable our children to be confident individuals by encouraging them to play an active and increasingly independent part in their own learning (School and ELC Class)
 - *To enable our children to be responsible citizens by taking an active part in the wider community, respecting people of all beliefs, cultures, background and ethnic origins. (School and ELC Class)
- *To enable our children to be effective contributors by promoting an ethos of achievement for all, so that they may develop fully in all aspects of their life. (School and ELC Class)

SUCCESSES AND ACHIEVEMENTS

- ★ Our Pupil Voice group (Reading Schools Award Steering Group) further developed our approach to reading. As a result of our work, we successfully achieved Reading Schools Award Silver Level in May 2023. We also were the best performing school in Renfrewshire in the Summer Reading Challenge 2022 and work in Dolly Parton Imagination Library resulted in 51 of 76 children registered.
- ★ We worked in partnership with other services to enhance learning experiences for our children – this included, but was not limited to: Youth Music Initiative (Singing Rhymes and Games P2&P3), Scottish Music project (Tin Whistle) for P5, Bikeability Level 1(P5), Level 2 (P6) and Level 3 (selected P7 pupils), Renfrewshire Primary Schools Girls Football tournament, Clyde in the Classroom Project (P6). We also represented the Diocese of Paisley during national veneration of St. Bernadette at Carfin Grotto, and also established further networks of support with Crossreach school in Erskine.
- ★ We continued to promote healthy and active lifestyles through provision of extra-curricular activity and participation in national initiatives such as the Walk to School Week project, where our pupils earned 622 walking to school badges, as a result of 74% of pupils making active journeys to school (correct as of June 2023). In our ELC Class, the development of our allotment has encouraged and supported our children to grow, cook and eat a range of vegetables, again promoting a positive attitude to healthy eating.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

School and ELC Class Leadership

- Within our school, all of our Senior Leadership Team (SLT) further developed their leadership knowledge, understanding and skills this session. Our Head Teacher participated in the local authority Self-Evaluation Working Party, led Trinity Cluster Numeracy working party, and attended leadership of Renfrewshire Nurturing Relationships Approach training and conference. Our Depute Head Teacher attended training in Improving Gender Balance in Science, Technology, Engineering and Mathematics (STEM), Getting It Right for Every Child relaunch training, and attendance at Renfrewshire Child Protection Committee Conference. Our Principal Teacher was a member of the local authority Computing Science working party, and also participated in a learning set for Principal Teachers, throughout this session. She also participated in Self-Evaluation, and Outcomes and Measures training, for Principal Teachers and Depute Head Teachers with our Attainment Advisor. As a result of these leadership learning activities, our Senior Leadership Team are more skilled in ensuring robust and effective self-evaluation of improvement and change, and in ensuring equity and inclusion for all.
- Within our ELC Class, Our Depute Heads of Centre (DHoC) have also further developed their leadership knowledge and confidence through participation in Self-Evaluation for Continuous Improvement training with our Attainment Advisor, Renfrewshire Nurturing Relationships Approach training, and Getting It Right for Every Learning re-launch. Our Senior ELC Officer undertook the role of ELC Class Numeracy Growth Mindset Trainer, attending training to support the leadership of growth mindset in numeracy. As a result of these leadership learning activities, our ELC Class Senior Leadership Team are also more skilled in ensuring robust and effective self-evaluation of improvement and change, and in ensuring equity and inclusion for all.
- Through leadership of learning roles, all of our staff have helped to lead and improve approaches to learning, teaching and assessment, and as a result, children experienced high quality learning experiences to raise attainment for all and close identified attainment gaps. This included achievement of Reading Schools Award (Silver level), and Talk4Writing project leader supporting our class teachers in the implementation of Talk4Writing in our school through developing planning and teaching resources to support this approach.

Teacher and Practitioner Professionalism

- All staff within the school and ELC Class undertook further training to increase confidence and skill in promoting nurturing relationships and delivering on the 6 nurturing principles of RNRA, and supporting wellbeing of children. This included training on “The Circle”, an approach to promote inclusive practice in schools to meet the needs of all learners, and “The Promise”, a commitment to ensure all care experienced children are effectively supported. As a result, all staff are able to ensure a safe, nurturing and inclusive environment for learning, promoting children’s rights.
- Within the school, all staff undertook training and professional learning throughout the session in “Talk4Writing”, to develop our approach to fiction writing. This also included improved approaches to Self-Evaluation and moderation, where we worked with another cluster school to moderate our approach to learning and teaching within writing. As a result of our work, there is greater consistency in providing high quality learning experiences in writing, there is very good engagement in writing, and most children are more able to use author’s techniques to create their own fiction texts as evidenced in writing attainment data.
- Through “Maths Recovery” (School) and Numeracy Growth Mindset and Early Years Team support in our ELC Class, practitioners have increased their knowledge, understanding and skill in deepening learner’s numerical understanding through Stages of Early Arithmetic Learning (SEAL). As a result, learning experiences in Numeracy provide greater bespoke support and challenge which is helping most children to meet expected levels for their age and stage.

Parental/Carer Involvement and Engagement

- Within our ELC Class, we increased the range of opportunities to engage with our parents/carers. To support transition from home to school, we developed a new user-friendly welcome pack, increased home visits prior to children beginning ELC Class and also increased the number of “stay and play”. We also listened to feedback from our parents about possible barriers to them attending events, and in response provided opportunity for both daytime and evening book bug sessions.
- In the school, we also sought to respond to parental feedback from parent/carers questionnaires about increasing opportunities for parental engagement. To support transition from ELC Class to school, we increased opportunities for our P1 parents to visit the P1 classroom to experience learning with their child, with a focus on supporting parents in their understanding of approaches to literacy, numeracy and play pedagogy. We also provided sessions open to all parents to increase parent/carers knowledge of our School

Improvement Priorities of Talk for Writing and Maths Recovery, and also to support parents in online safety as part of anti-bully work. As a result of our work, most parent/carers (81%) agreed or strongly agreed that the school organised activities where they could learn with their child, with positive feedback received on how parent/carers felt more knowledgeable about our approaches and how they could support at home.

- We also provided mini-CPR sessions with Heart Start Scotland for our parents/carers, in addition to Heartstart training for all P1-P7 pupils during our Health Week in May. We also facilitated Social Security information sessions during Reporting to Parents' Evenings. We also continued to ensure that information about supports which help to support cost of living were communicated through our communication channels to help signpost our families, and engaged with Erskine Community Council to secure funding to our school of £1558 to support families where financial hardship is experienced.

• Curriculum and assessment

- To ensure effective curricular transition between P7 and S1, our Head Teacher led, and our Numeracy Champion participated in, a cluster working party to support and enhance a shared approach to Numeracy learning and teaching, curriculum planning and assessment of children's progress. As a result of this, and through knowledge and understanding gained during in-house moderation of Numeracy, we ensure effective use of benchmarks and assessment evidence to provide reliable judgements on children's progression, provide appropriate and consistent approaches to learning and teaching in numeracy, and use a shared language of progression with our cluster high school to ensure continuity and progression from P7 to S1.
- ELC Class staff worked in effective partnership with our Early Years Teacher and ELC Senior Leadership Team to further develop approaches to planning and assessment, and to further develop approaches to support children's learning and development. As a result of ongoing professional learning and development throughout this session, environments for learning provide provocations for learning, and high quality interactions support and challenge children in their learning. Specific learning needs, for example, Autistic Spectrum Disorders, are more effectively met through carefully planned interventions and personalised support, and child-initiated experiences are supported through provocations (sparks) to promote curiosity and exploration in learning.

• School and ELC Improvement

- We further developed "Visible Learning" across all stages of the school to promote understanding of skills required in learning, life and work. In all classes, we ensured consistent use of our "Visible Learning Heroes" to highlight and support children's understanding and use of learning skills and their attributes. Further visible learning displays in classes promoted and supported learning for all children across curricular areas but with a specific focus on Numeracy, Literacy, and Health and Wellbeing.
- We further developed our approaches to self-evaluation, providing further opportunity for staff to observe, share and challenge colleagues in good practice within cluster schools for both Literacy (February 2023) and Numeracy (May 2023), in addition to ongoing peer learning visits to classes with a focus on Visible Learning and promotion of skills for learning, life and work.

Performance Information

- Within our ELC Class, high quality learning experiences and observations, combined with practitioner's sound knowledge of children's development, is used well to identify significant learning and to build upon this. Good use is made of the Early Years Progression toolkit to record and analyse progression and identify next steps in learning.
- Overall, attainment in the school is good. We make very effective use of a range of data and evidence to support our professional judgements about learner progression and attainment, and to identify attainment gaps and learning needs.
- At P1, in Literacy (Reading), Literacy (Talking and Listening) and Numeracy, all children have achieved expected levels for their age and stage (Early Level). Almost all children have achieved expected levels in Literacy (Writing)
- At P4, almost all children have achieved expected levels of their age and stage (First Level) in Numeracy and Literacy (Reading), and the majority of children have achieved expected levels in Literacy (Writing)
- At P7, most children have achieved expected levels of their age and stage (Second Level) in Numeracy, Literacy (Reading) and Literacy (Writing). All children have achieved expected levels in Literacy (Talking and Writing).

PUPIL EQUITY FUNDING

In order to make effective use of Pupil Equity Funding to close the poverty related attainment gap, we made good use of data and intelligence to identify where poverty related attainment gaps existed. Scottish Index of Multiple Deprivation (SIMD) data, Free School Meal Entitlement (FME) and/or Clothing Grant (CG) data was used to identify where gaps might exist, as well as information on possible hidden poverty and care experienced children.

Of the 51 pupils living in the lowest SIMD deciles (deciles 3-5), in receipt of free school meals or clothing grant, care experienced, or with hidden poverty factor in June 2022, in Literacy (Reading), 9 of the 51 pupils (17%), in Literacy (Writing) 18 of the 51 pupils (35%) and in Numeracy, 14 of the 51 pupils (27%), were not on track to attain expected Curriculum for Excellence levels. This data highlighted a need for Pupil Equity Fund spending to be targeted to support Writing and Numeracy.

In agreeing the focus of Pupil Equity Fund spending for session 2022/2023, we consulted with staff through monitoring and tracking meetings and collegiate sessions throughout session 2021/2022 to help us identify where Pupil Equity Fund spend should be targeted for session 2022/2023. We also ensured consultation with our Parent Council, providing updates on PEF spending and activity throughout the session 2021/2022 and evidence for PEF spend focus for session 2022/2023. We gathered the views of our children on learning through termly and daily learning targets and feedback conversations with pupils. Through working with our cluster schools during session 2021/2022, we identified common themes– these were of lower engagement and enjoyment in writing at First and Second levels, and of increased numbers of children presenting with numeracy anxiety and/or difficulty in demonstrating deep number knowledge across all stages. This helped identify that Pupil Equity Fund spending for session 2022/2023 should help close poverty related attainment gaps in Writing and Numeracy, and support effective progression within and across stages from Primary to Secondary in these curricular areas.

Pupil Equity Fund was used during session 2022/2023 to fund additional teaching support 2 days per week (0.4 Full Time Equivalent), with a focus on writing and numeracy for pupils within P4-P7 who were not on track to attain expected Curriculum for Excellence levels. Identified pupils received additional teaching support weekly for Writing and/or Numeracy, allowing teaching to support and enhance the ongoing learning of the class through, for example, team teaching. In order to provide effective personalised and targeted support, class teacher and PEF teaching personnel worked effectively with Senior Leaders to make good use of pupil performance data, and pupil's personal goal setting, to identify weekly/monthly learning focus, and to tailor supports pupils' individual learning needs. As a result of our interventions, the poverty related attainment gap has lessened over this session as follows:

From Primary 3 (June 2022) to Primary 4 June 2023, the number of pupils not on track for writing has reduced from 7 to 6 pupils, and from 7 to 2 pupils in Numeracy.

From Primary 4 (June 2022) to Primary 5 June 2023, all pupils in receipt of PEF support in writing made gains in learning throughout the session, as evidenced in formal writing assessments aligned to First Level Benchmarks. The number of pupils in receipt of PEF support not on track to achieve expected levels (Second Level) in writing reduced from 7 to 2. In Numeracy, as a result of PEF support, the number of pupils in receipt of PEF support who are not on track in Numeracy has reduced from 5 to 3 pupils.

From Primary 5 (June 2022) to Primary 6 June 2023, all pupils are on track for expected levels (Second Level) in Literacy (Reading), Literacy (Writing) and Numeracy

From Primary 6 (June 2022) to Primary 7 (June 2023) all pupils in receipt of PEF support in writing made gains in learning throughout the session, as evidenced in formal writing assessments aligned to Second Level Benchmarks. In Numeracy, as a result of PEF support, the number of pupils in receipt of PEF support who are not on track in Numeracy has reduced from 4 to 3 pupils.

Where required, and as identified through our tracking and monitoring of pupil progress and wellbeing, we made good use of additional supports such as enhanced transition programme, Scottish Attainment Challenge funded resources (for example, The Exchange Counselling Service), and partnership working (SCIAF, EBI Unites foodbank) to provide additional support to children and families to help ensure equity and inclusion. As a result of all of the above, good progress was made in closing the poverty related attainment gap for identified children.

KEY STRENGTHS OF THE SCHOOL and ELC CLASS

- ★ A warm, nurturing and values-based community. Within the school, this is aligned very clearly to the faith context of the community.
- ★ Children who are courteous and respectful, are eager to learn, and who talk confidently about their learning
- ★ Well-developed approaches in the ELC class to support family engagement and learning, and continued improvements to this in the school.
- ★ Good leadership across all levels where the whole staff team work effectively to provide support and challenge for children, families and each other. Pupil voice groups are purposeful and help to bring about school improvement.
- ★ Good and improving levels of attainment across Literacy and Numeracy.

OUR NEXT STEPS – PRIORITIES FOR 2023-24

We have made good progress during session 2022-23 and we will use the improvement priorities listed below to build on this progress moving forward.

- ★ Further raise attainment in Literacy (writing: non-fiction) through staff training in, and implementation of, Talk For Writing (non-fiction) approaches across all stages, and embedding of Talk For Writing (Fiction) approaches across all stages in the school, leading to increased achievement and attainment in writing.
- ★ *Within the ELC Class, raise attainment in Literacy through implementation of early phonetical and writing approaches (Jolly Phonics and Talk for Writing in the Early Years), with enhancement to Dolly Parton Imagination Library approaches and Literacy opportunities within the ELC environment (learning zones).*
- ★ Further raise attainment in Numeracy through embedding of Maths Recovery approaches (School), Stages of Early Arithmetic Learning (School and ELC Class), Numeracy Growth Mindset (ELC Class), and through improving our use of community and outdoor spaces for high quality outdoor learning.
- ★ Further develop Digital Literacy and effective use of digital technology across the school and ELC Class through professional enquiry and participation in Google for Education Professional Development training (school), development of pupil Digital Leaders roles supported by our Digital Literacy Champion, and in-house training and support to all practitioners by our Digital Literacy Champions.
- ★ Within the school and ELC Class, further develop approaches to ensure wellbeing, equality and inclusion through development of Renfrewshire Nurturing Relationship Approach and working towards Jade Level accreditation, including embedding of policy and practice to Get It Right For Every Child (GIRFEC)

Full details of the school's improvement priorities and actions are detailed on the school improvement plan which can be accessed on our website or by contacting the school office.

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HAVE YOUR SAY!

Please take the opportunity to share your thoughts with us as we use feedback to help us make improvements to the school. You can do this by speaking to staff, participating in Parent Council meetings, responding to questionnaires/surveys and by completing evaluations at school events.