



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

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.

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 2 Early Years Support Workers, 1 full time Classroom Assistant, and 103.5 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)

SUCSESSES AND ACHIEVEMENTS

- ★ Our school continued our Reading Schools Award journey, and over the course of this year, we improved and created reading areas in the school, including re-development of our school library and creation of a new upper school/community reading library. We also took part in bookbug sessions in our local library, and intergenerational reading with our parish community, to help others in our local area develop a love of reading too. As a result of our work this year, we successfully achieved Reading Schools Award Gold Level in May 2024!
- ★ In partnership with "Who Cares Scotland" and our cluster schools, we provided family learning sessions, staff training, and planned learning experiences for our pupils, to help develop knowledge and understanding of care experience, and to help ensure we keep "The Promise" to improve outcomes for those who have care experience.
- ★ 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 for P1-P3, Scottish Music project (Tin Whistle) for P5, Bikeability Level 1 (P5), Level 2 (P6) and Level 3 (selected P7 pupils), Bookbug and Stay and Play sessions (ELC Class), Renfrewshire Primary Schools Girls Football tournament, Clyde in the Classroom project (P6), Crossreach School Careers Day (P7), Renfrewshire Beat the Streets project (ELC Class and School)
- ★ Our Pupil Voice Groups continued to bring about positive change in school and local community – actions included, but was not limited to: Laudato Si home/school/parish joint learning activities on climate change and supporting positive action in this, JRSO Road Safety assemblies and competitions to promote sustainable and safe travel, and How Good is OUR school parentship development work with Erskine Community Council and local businesses.

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 (HT) participated in local authority Self-Evaluation trio visits to another establishment and led Trinity Cluster Developing in Faith self-evaluation, and as a result, further developed knowledge and skill in effective approaches and skill in self-evaluation. She, and the Depute Head Teacher (DHT), also attended Seasons For Growth training for loss and bereavement, and as a result, both the HT and DHT increased skill in supporting the wellbeing of those affected by loss. Our Depute Head Teacher also attended a national Catholic leadership training conference, and thus further developed leadership knowledge, understanding and skill within the context of Catholic education. Our Principal Teacher (PT) was a member of the local authority Computing Science working party, supporting her own knowledge and skill in developing curriculum planning. She also was trained in Non-Violent Resistance (NVR) level 1, and as result was able to more effectively support children's wellbeing needs and help colleagues to do so too. 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.
- Through leadership of learning roles, all of our staff have helped to lead and improve approaches to learning, teaching and assessment to raise attainment in Literacy and Numeracy and improve children's wellbeing. This included leadership of Reading Schools Award (Gold level), and Talk4Writing Project Leadership training to support the effective implementation of the approach to raise attainment in writing. As a result of this work, in Literacy (Writing) almost all children at P1 (94%) and P4 (93%), and all children (100%) in P7 have achieved expected levels for their age and stage. In Literacy (Reading), almost all children at P1 (94%), and all children in P4 (100%) and P7 (100%) have achieved expected levels in reading for their age and stage. As a result of leadership of learning in Numeracy, and school improvement priority development work with staff to improve numeracy through outdoor learning, all children of children in P1 (100%) and P7 (100%) and almost all children in P4 (93%) have achieved expected levels for their age and stage in Numeracy.

Teacher and Practitioner Professionalism

- All staff within the school undertook training to increase confidence and skill in promoting nurturing principal "The environment offers a safe base", supporting wellbeing of children. 3 member of teaching staff also attended Renfrewshire Nurturing Relationships Approach (RNRA) leadership training, and as a result, further supported all staff in ensuring that the physical environment and relationships in the school offered a safe base for all.
- In addition to our Principal Teacher undertaking NVR level 1 training, a class teacher who is also our Inclusive Pedagogy Champion undertook NVR Level 2 training to help ensure effective wellbeing support for children and their families, and to support colleagues in ensuring personalised support for children. Our Depute Head Teacher and a further class teacher also undertook training in Cognitive Behaviour Therapy approaches, again to ensure that the environment in school meets the wellbeing needs of children, and our class teacher who is our Play Pedagogy champion also undertook training in Renfrewshire Inclusive Communication Environments (RICE) training. All teaching and support staff undertook training with "Who Cares, Scotland" to support knowledge and understanding of experiences of care, and to improve skills in ensuring supportive environments and best outcomes for those with care experience. As a result of training and development work to support well-being, most pupils across P4-P7 (84-90%) had high scores (8-10) in all areas of wellbeing identified with then Glasgow Motivation and Wellbeing toolkit profile, which is used effectively by all staff to track and monitor pupil's wellbeing.
- Within the school, all teaching staff in Term 2 undertook training and professional learning in Outdoor Learning, with a focus on Numeracy. This included professional enquiry in the use of Outdoor Learning to support learner's engagement and attainment in Numeracy, and moderation of outdoor learning in numeracy learning, teaching and assessment across stages of school. As a result of our work, there is greater consistency in providing high quality learning experiences in outdoor learning in numeracy, and there is very good engagement in numeracy as evidenced by performance data (below).
- Within the ELC Class, staff undertook bespoke Talk for Writing training with the Early Years Teacher to help develop early writing skills and to improve children's attainment in Literacy (Writing), and also worked with the Early Years Teacher to create a detailed working plan to support Stages of Early Arithmetic Learning (SEAL) and a numeracy rich learning environment.

Parental/Carer Involvement and Engagement

- Within our ELC Class, we ensured a range of opportunities to engage with our parents/carers. These opportunities have included "Stay and Play" sessions to support transition from home to ELC Class, Bookbug sessions to support families in developing early literacy skills with children, and cooking sessions to support families in developing healthy eating attitudes with children.
- In the school, we also sought to respond to parental feedback from parent/carers questionnaires about increasing opportunities for parental engagement. We provided sessions for all parents with "Who Cares, Scotland" to help our families to develop awareness of care experience and to help ensure community support for those who are care experienced. In partnership with our parish, a programme of family learning and support for sacramental preparation was implemented at Primary 4 stage, helping families to better support their child in faith formation. We extended the "Travelling Crib" initiative to include both P2 and P3 families. The Advent 'thought for the day' home learning provided opportunity for children and families to spend time together talking about faith and supporting wellbeing and engagement.

- We also provided opportunity for families to be more involved in policy review through our “Respect for All” policy review group in term 1, and also our “Vision, Values and Aims” parent consultation group, and provided regular invitation to parents/carers to become involved in our school through volunteering and participation in our Pupil Voice Groups.
- In addition to home learning activities to support children, our pupil voice groups also supported parent/carer engagement and involvement in learning through, for example, Laudato Si Schools Steering Group Lenten home learning challenge on Climate Change, and our Junior Road Safety Group’s Road Safety Week poster competition in November.
- In response to parent/carer feedback on the provision of extra-curricular activities, we increased the number of extra-curricular sports clubs for pupils, and every class teacher in the school ran or supported a 6 week extra-curricular club.

Curriculum and assessment

- During Term 1, all teaching staff undertook professional learning within Digital Technologies (Google for Educators programme). As a result of this training, staff confidence in the use of digital technologies to enhance learning, teaching and assessment has increased, and there are good improvements in the use of digital technologies across learning, for example, the use of QR codes to support reading, coding, and facilities of GOOGLE such as Jamboards, Slides, Documents and Forms within learning, teaching and assessment experiences.
- To ensure shared understanding of quality and standards, all class teachers took part in cluster moderation of Literacy (Writing – non-fiction) to support and enhance a shared approach to writing learning and teaching, and assessment of children’s progress. As a result of this, and through knowledge and understanding gained during cluster moderation of writing, we ensure effective use of benchmarks and assessment evidence to provide reliable judgements on children’s progression, and to provide appropriate and consistent approaches to Literacy (Writing) learning and teaching in line with our own and cluster schools.
- 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 Literacy (Writing) and Numeracy learning which strengthens the high quality interactions to support and challenge children in their learning. Specific learning needs 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 partnerships with a number of community groups and local businesses to help support our school and ELC Class’ improvement journey. We established links with Erskine Community Council, Inchinnan Development Trust and Thermal Fisher who supported our How Good is OUR School pupil voice group’s work in developing our school grounds. Our Junior Road Safety Officers worked in partnership with Renfrewshire’s Sustainable Travel Coordinator to promote the “Beat the Streets” project in Erskine and Inchinnan which was launched in our school and ELC Class. We also continued our partnership with Clyde River Foundation, Youth Music Initiative and National Youth Choir of Scotland (NYCoS).
- In conjunction with the Early Years Teacher, our ELC staff continued to develop high quality outdoor play and learning, to ensure that play, learning and having fun outdoors in our ELC Class helps to improve wellbeing and resilience. As a result of this work, our ELC Staff are making impactful change to increase the time children are accessing outdoor learning during free flow play, and support children’s learning and development in literacy and numeracy in outdoor spaces.
- Our ELC Class were visited by Care Inspectorate in March 2024, with important strengths and areas for further development highlighted. A strong key message highlighted was that ‘Staff were kind, caring and nurturing in their interactions with children’.
- Across the school and ELC Class, we continue to track children’s and young people’s progress carefully. We use a wide range of assessment information and data effectively to understand the progress our children are making and use this information and data well to identify and target gaps in learning, so that our learners get the right help at the right time.

Performance Information

- Overall, attainment in the school is very good and where almost all learners achieve expected levels for their age and stage in Literacy (Reading), Literacy (Talking and Listening), and Numeracy. P1-P7 average attainment of children achieving expected levels as follows: Literacy (Reading) 92% average attainment, Literacy (Listening and Talking) 97% average attainment and Numeracy 94% average attainment. Attainment in Literacy (Writing) is good, where 88% of learners achieve expected levels for their age and stage.
- At the end of Early Level (P1), overall attainment is very good. In Literacy (Talking and Listening) and Numeracy, all children (100% of learners) have achieved expected levels for their age and stage (Early Level secure/attained). Almost all children (94% of learners) have achieved expected levels in Literacy (Writing) and Literacy (Reading)
- At the end of First Level (P4) overall attainment is very good. In Literacy (Talking and Listening) and Literacy (Reading) all children (100% of learners) have achieved expected levels for their age and stage (First Level secure/attained). Almost all children (93% of learners) have achieved expected levels in Literacy (Writing) and Numeracy.
- At the end of Second Level (P7) overall attainment is Excellent. All learners (100%) have attained expected levels for their age and stage in Literacy (Reading), Literacy (Writing), Literacy (Listening and Talking) and Numeracy (Second Level secure/attained).
- P2, P3, P4 and P5 stages, most (88-90% of learners) are on track to achieve expected Levels in Reading, most learners (87-95%) are on track to achieve expected levels in Numeracy, and most are on track to achieve expected levels in writing (74-85%)

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 41 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 2023, in Literacy (Reading), 5 of the 41 pupils (12%), in Literacy (Writing) 12 of the 41 pupils (29%) and in Numeracy, 5 of the 41 pupils (12%), were not on track to attain expected Curriculum for Excellence levels. Whilst there was a reduction in the poverty related attainment gap from session 22/23 (where 17% of children were not on track in Reading, 35% were not on track in Writing, and 27% were not on track in Numeracy), the data for pupils who may be adversely affected by poverty suggested an ongoing and continuing need to reduce gaps in attainment with a focus on Literacy (Writing).

In agreeing the focus of Pupil Equity Fund spending for session 2023/2024, we consulted with staff through monitoring and tracking meetings and collegiate sessions throughout session 2022/2023 to help us identify where Pupil Equity Fund spend should be targeted for session 2023/2024. In addition to identifying Literacy (Writing) as an area where data suggested the need for ongoing support, professional dialogue also identified that the data for Numeracy did not take account of children who required ongoing support to remain on track for expected levels for their age and stage. Taking this into account, 19% of pupils who may be affected by poverty required support to bridge reduce poverty related attainment gap.

We also ensured consultation with our Parent Council, providing updates on PEF spending and activity throughout the session 2023/2024 and evidence for PEF spend focus for session 2023/2024. 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 2023/2024, we identified common themes– these were of continuing lower attainment in Literacy (Writing) particularly at second level classes.

All of the above helped us to identify that Pupil Equity Fund spending for session 2023/2024 should help close poverty related attainment gaps in Writing and Numeracy, to support effective progression within and across stages in the Primary, and with a particular focus on Writing at second level (P5-P7).

Pupil Equity Fund was used during session 2023/2024 to fund additional teaching support 2 days per week (0.4 Full Time Equivalent), with a focus on writing and numeracy for pupils within P2-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 June 2023 to June 2024, the overall number of children not on track for expected levels in Literacy (Reading), Literacy (Writing) and Numeracy reduced as follows:

Literacy (Reading): from 17% not on track to 12% not on track, Literacy (Writing) from 35% not on track to 29% not on track, and in Numeracy from 27% not on track to 12% not on track.

At Primary 2 and Primary 3 stages, whilst those in receipt of PEF support remain off track to achieve expected levels for their age and stage by the end of P4, ongoing assessment evidence shows the aggregation of incremental gains over time which have helped to narrow gaps in learning attainment.

At Primary 4 stage, 5 of the 6 pupils in receipt of PEF support for Literacy (Writing) attained expected levels (First Level Secure).

At Primary 5 stage, 3 of the 7 pupils in receipt of PEF support for Literacy (Writing) are now on track to achieve expected levels in Writing, and 2 of the 4 pupil in receipt of PEF support for Numeracy are now on track in Numeracy.

At Primary 6 stage, 4 of the 7 pupils in receipt of PEF support for Literacy (Writing) are now on track to achieve expected levels in Writing, and 5 of the 6 pupil in receipt of PEF support for Numeracy are now on track in Numeracy.

At Primary 7 stage, pupils in receipt of PEF support in Literacy (Writing) remained on track and achieved expected levels (Second Level Secure) in June 2024.

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.

KEY STRENGTHS OF THE SCHOOL and ELC CLASS

- ★ A warm, nurturing and values-based community of learning. 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.
- ★ 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.
- ★ A strong commitment to professional learning across the school and ELC Class which is bringing about positive change, as evidenced in attainment and wellbeing data.
- ★ Very Good levels of attainment in Literacy and Numeracy, and clear impact of Pupil Equity Fund targeted interventions.

OUR NEXT STEPS – PRIORITIES FOR 2024-25

We have made good progress during session 2023-24 and we will use the improvement priorities listed below to build on this progress moving forward.

- ★ Within the school, further development of approaches to Learning, Teaching and Assessment which ensure increased pace and further challenge in learning.
- ★ *Within the ELC Class further raise attainment in Literacy and Numeracy through further development of robust approaches to self-evaluation to ensure consistency of learning, teaching and assessment across the ELC Class.*
- ★ Across the school and ELC Class, improve attainment in literacy, numeracy, and all other curricular areas through outdoor learning, and use of community spaces and partnerships to enhance and extend learning, teaching and assessment.
- ★ Further develop effective use of digital technology to raise digital literacy skills across the school and ELC Class.
- ★ Within the school and ELC Class, further develop approaches to ensure wellbeing, equality and inclusion through professional learning and whole school development of second nurture principle, as part of Renfrewshire Nurturing Relationship Approach, working towards further RNRA accreditation.

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.