



## St. Catherine's Primary School



### STANDARDS AND QUALITY REPORT

June 2020

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2020-2021. I hope that you find it helpful and informative.

*E Henry*

EMMA HENRY  
Head Teacher

To find out more about St Catherine's Primary and Early Learning and Childcare Class visit our school website.

Here you will also find full details of the school's improvement priorities and actions. Alternatively, you can request a copy from the school office.

<https://blogs.glowscotland.org.uk/re/stcatherines>

## OUR SCHOOL

St Catherine's Primary School is a denominational school in Paisley. The school provides good facilities including a nursery room for two year olds, a nurture room and an outdoor classroom. The current school role is 175, organised into 8 classes. We also have a 15/15 two year old room and a 24/24 three to five year old room in our nursery.

Our school community is vibrant and seeks to engage and involve learners and their families in all areas of school life. At every level, an ethos of excellence and ambition for all our learners is encouraged; and attainment, achievement and participation are recognised and celebrated.

## OUR VISION, VALUES AND AIMS

**Our vision:** Attain Achieve Aspire!

**Our values:**

All children develop to be the best they can be, in both their learning and socially; the children being responsible, creative, tolerant and independent individuals who are aware of their role in the school and develop self-discipline through a focus on promoting positive behaviour.

**Our vision and values will be achieved through:**

- The development of an inclusive ethos based on the Gospel Values of The Church that will enable each child to develop their God given talents
- Providing our pupils with the appropriate skills for the world of work and how to contribute to the wider community
- Fostering and providing opportunities that develop effective partnerships with parents, our wider school community and partner agencies
- Acknowledging and celebrating wider achievements, of pupils and staff, out with school
- Ensuring the provision of equal opportunities for pupils and staff to learn together within the school context.

**Our aims: In St Catherine's we aim to:**

- Create a welcoming, secure and inclusive atmosphere conducive to a positive attitude to learning and teaching.
- Raise attainment and develop lifelong skills by providing a stimulating and accessible curriculum for all children.
- Promote a sense of responsibility, tolerance, loyalty, self-worth, co-operation and care for our community environment.

## SUCSESSES AND ACHIEVEMENTS

- Participation in Winning Scotland Mindset Mathematics Modules
- ECO School 2019
- Cycling Friendly School Award 2019
- Recognition of Skills Programme by Education Scotland/Published blog
- Published in a Thematic Inspection – Assessment of the Broad General Education
- Partnership working with West College Scotland
- Participation in Scottish Learning Festival
- Participation in West Partnership Maths Conference/West Partnership Quality Assurance Event

### **School Leadership**

Staff across the school are committed to ensuring children's views are taken account of as they plan learning experiences. During the period of lockdown staff have used pupils' interests to promote engagement and motivation with the tasks set. Throughout the year there are opportunities for children to make decisions about their topics and they are routinely asked to identify what they would like to learn. Staff seek children's views on a range of issues such as how motivated they are in their learning and the quality of opportunities they have for decision making. Almost all children make positive responses to school surveys. The pupil council collect and analyse data from children's questionnaires and identify actions to ensure children's views are taken forward. Staff respond to the results of surveys to ensure children feel valued and listened to. Children benefit from participating in a wide range of learning opportunities that contribute to the wider life of the school and local community. All children are involved in a range of citizenship groups such as Charity Champions, Pride in the Community and Gardening Club. All groups have clear aims as to what they will achieve and children participate in activities that support them in understanding the four capacities of Curriculum for Excellence. A very strong collegiate culture exists; the collaborative and collegiate working of staff is a major strength in taking forward identified aspects for development. The annual professional learning calendar ensures a focus on continually supporting the professional learning of staff through engagement with national and local guidance in the field of learning and teaching and frequently involves colleagues sharing practice. This session staff have led change in areas including creativity, numeracy and mathematics, Froeble, literacy and assessment and moderation.

### **Teacher Professionalism**

Staff across the school demonstrate appropriately high aspirations for all children. The School Motto of 'Attain, Achieve, Aspire', underpins all teaching and learning approaches. Lessons are well planned and take very good account of the range of needs of children. Staff have provided online learning during term four taking into account the skills experienced within the classroom. Staff demonstrate in-depth knowledge of children's socio-economic context and use this information well to plan high quality learning. Improvement Plan Priorities including participation in the Local Authority Literacy and Numeracy Development Programmes have led to improvements in attainment in Literacy and English and in Numeracy and Maths. In particular, participation in training in the use of Concrete Pictorial Abstract (CPA) and involvement in the Winning Scotland Mindset Mathematics Modules have significantly improved learners' experiences of maths with almost all children reporting increased engagement and motivation for the subject. This is strongly evidenced through pupil attitudinal surveys. Staff have used digital technologies in creative ways to ensure teaching and learning continues throughout the period of lockdown with most children engaging with online learning or paper learning packs. Evaluative statements from recent consultations reported the positive development in the use of digital technologies due to online learning. Throughout the period of lock down Early Learning and Childcare staff participated in modules including STEM, play pedagogy.

### **Assessment of Children's Progress**

Clear strategic direction has secured improvements in the quality of children's learning. As of March 2020, almost all learners were on or above expected levels of attainment with results across the school of 92% in Reading, 91% in Writing, 92% in Talking and Listening, 96% in Numeracy. Across the school, attainment in literacy and numeracy is very good. Teacher professional judgement of Curriculum for Excellence levels is based on a range of evidence from day-to-day learning and teaching, assessment and analysis of standardised assessments. Evidence from teacher professional judgement as of March 2020 indicates that almost all children in P1 are achieving Early Level in literacy and numeracy. At P4, almost all children are achieving First Level in literacy and in numeracy. At P7, all children are achieving second level in literacy and almost all in numeracy. Staff and children use a range of approaches to assess progress and attainment, with staff ensuring an effective use of the assessment information gathered. Planning documentation has a clear focus on how learning is assessed. Periodic assessments enable staff to identify progress and next steps at specific times throughout the term. Standardised assessments are used at key times to confirm professional judgements. Information from the range of assessments is used very well by the senior leadership team and teachers to identify next steps in learning. Staff are making increasing use of children's views about their own learning to contribute to assessment information. Throughout lockdown a variety of assessment strategies were used including, Sumdog, teacher judgement through regular feedback, learning conversations online and by phone call and wellbeing check ins.

### **School Improvement**

There is clear evidence of the school improving attainment year on year. Staff are able to provide attainment data over a number of years showing improvements in attainment in literacy and numeracy. They identify and implement effective interventions to support cohorts of children. These interventions begin at early level and include a strong focus on shared pedagogy, effective transition, a cohesive or coherent transfer of learning across the curriculum and joined-up target setting.

A holistic approach to improving attainment includes a strong emphasis on improving wellbeing. From tracking meetings, actions are agreed which include literacy, numeracy or wellbeing interventions. Staff have high expectations and aspirations for all children.

### **Parental Engagement**

The school has a very clear strategy for achieving excellence and equity for all learners. This is built on a strong research base and knowledge of the local community. Feedback from all stakeholders is used to build on and enhance school priorities. A range of family learning opportunities have been provided for parents across the year including, maths workshops, reading cafés, walking groups and sleep training classes. During term four staff reported good engagement with parents looking to support their children with online learning. Almost all P1 and P7 children attended transition visits in which school tours, curriculum information, practical arrangements etc were provided. This was supported by school and Early Learning and Childcare staff.

### **Performance Information**

The school uses a range of reliable data and has very effective tracking systems and procedures in place. Termly conversations with the senior leadership team focus on recent attainment data and based on this information, appropriate actions and interventions are agreed and monitored. Standardised assessments are used at key times to confirm professional judgement. In collaboration with the Local Authority Attainment Challenge Team we have created assessments in numeracy and maths which focus on tasks to promote opportunities for quality feedback. Staff and children use a range of approaches to assess progress and attainment. Staff are confident in their planning approaches and take very good account of the needs of all learners. Individual Educational Plans are in place for those children who face additional challenges. Targeted support continued on-line in terms three and four with children being offered interventions to encourage engagement and support their individual needs. Wellbeing visits were well attended throughout the month of June.

The senior leadership team works collaboratively with teaching staff to monitor and track the progress and attainment of all children across the school. Children who are not making expected progress are supported very well using appropriate interventions. The senior leadership team and staff use their knowledge of children's strengths, needs and socio-economic context to monitor the progress of specific children. All staff have a clear focus on ensuring children are attaining as highly as possible. The robust approaches to tracking and monitoring, including of children's progress in wellbeing, is resulting in improved attainment and outcomes for almost all learners.

### KEY STRENGTHS OF THE SCHOOL

- Children who are confident, motivated and highly engaged in their learning. Their views are valued and are used well to inform the work of the school.
- Children are attaining very well in literacy and numeracy. They have a very good understanding about the skills they are developing and how they will use these skills in their life, learning and work.
- The headteacher, depute headteacher and staff team have created an extremely positive and nurturing learning environment. All staff have very high expectations of pupils and everyone within the school community feel equally valued for their contributions.
- The high-quality support offered to children, parents and families. Staff intervene to help families as early as possible to ensure children have the best possible opportunities to achieve success.

### OUR NEXT STEPS – PRIORITIES FOR 2020-21

*We believe that we have made very good progress during session 2019-20 and we will use the improvement priorities listed below to build on this progress moving forward. The impact of Co-Vid 19, and the subsequent school and Early Learning and Childcare closures on Friday 20<sup>th</sup> March 2020, have resulted in significant changes in working practices and routines. As such, our ability to complete all actions within our improvement plan has been hindered. Some priorities and actions will be carried forward to academic session 2020-21 as outlined below.*

- Promote the positive health and wellbeing of children, parents/carers and staff.  
*Following this extended period of working from home, we recognise the importance of ensuring all staff, pupils and parents feel safe and secure about a phased return to school. We will ensure that time and space is provided to actively promote health and wellbeing. We will support transition back to, and beyond school.*
- To plan and implement a phased return to the establishment for children and staff.  
*We will ensure a clear plan is in place for the phased return of pupils and staff to our establishment, in line with local and national guidance.*
- Develop high quality learning, teaching and assessment leading to improved attainment and achievement in literacy and numeracy.  
*We recognise the increased importance of formative assessment and will use evidence-based pedagogies in literacy and numeracy to identify and address gaps in the attainment and achievement of pupils.*
- To ensure effective use of data and evidence to plan for recovery.  
*During the recovery phase we will ensure a broader approach to data to ensure that the data which is important now is being considered and used for planning for recovery.*

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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.