



St Catherine's Primary and Early Learning and Childcare Class Standards and Quality Report 2021

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2021-2022. 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.

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Our School

St Catherine's Primary School and Early Learning and Childcare Class is a denominational school in Paisley. The school provides good facilities including an Early Learning and Childcare facility, a nurture-room, and an outdoor classroom. We have a two-year old room with capacity for 20 children, this is split over three placements, 5am spaces, 5pm spaces and 10 term time spaces. We have a three to five-year old room with the capacity for 82 children this is also split over three placements with 18am spaces, 18pm spaces and 46 term time spaces.

Our school community is vibrant and seeks to engage and involve learners and their families in all aspects of school life. At every level, an ethos of excellence and ambition for all 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.

School Improvement

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 made positive responses to school surveys this year, using Microsoft Forms.

The Pupil Council collect and analyse data from the children's questionnaires and identify actions to ensure children's views are taken forward. Staff then 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. This has continued this year with children staying in their class bubbles. 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, digital technologies, numeracy and maths, Religious and Moral Education and moderation.

Early Learning and Childcare Class (ELCC)

A strong sense of leadership has supported the ELCC in delivering 1140 hours to all families. The significant expansion of the staff team and the recruitment of two deputies has enabled a smooth transition in the new staffing structure and the decant to new premises while the nursery building extension is completed. Senior management have guided and managed the direction and pace of change effectively. The new staff team are beginning to develop pedagogy

in creating a balance of child-lead and adult-initiated experiences to create an environment where play is valued. To deepen and extend our children's learning they can re-visit and evaluate their own learning through floor books and profiles. Developing our staff's skills in observation has enabled the development of responsive and intentional planning providing suitable experiences that connect with and extend our children's interest and their motivations.

Teacher Professionalism

Staff across the school demonstrate appropriately high aspirations for all children. The School Vision 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 three, taking into account the skills experienced within the classroom and developing strategies to support new learning such as recorded lessons and the use of Microsoft Teams. 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 continuous improvements in attainment in Literacy and English and in Numeracy and Maths. In particular, building on our training in the use of Concrete Pictorial Abstract (CPA) and involvement in the Winning Scotland Mindset Mathematics Modules have significantly improved childrens' experiences of numeracy and maths with the school using staff training/team teaching to ensure sustainability of approach and consistency across the school. Staff have used digital technologies in creative ways to ensure quality teaching and learning continues throughout the period of lockdown with most children engaging with online learning. The school purchased visualisers to support the delivery of new learning.

Early Learning and Childcare Class

Throughout the period of lock down ELC staff participated in iLearn modules including GDPR, Equality and Diversity and Security. SSSC open badges completed included, child development and observing children, this has had a positive impact on the opportunities and experiences being offered to all the children. ELC practitioners' understand the importance of continuous professional learning and demonstrate their commitment in developing a well-trained, professional, and skilled workforce.

Assessment of Children's Progress

Clear strategic direction has secured improvements in the quality of children's learning. As of June 2021, almost all learners were on or above expected levels of attainment with results across the school of 94% in Reading, 92% in Writing, 99% in Talking and Listening, 97% 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 June 2021 indicates that all children in P1 are achieving Early Level in literacy and numeracy. At P4, almost all children are achieving First Level in literacy and all in numeracy. At P7, most children are achieving second level in literacy and almost all in numeracy and maths. Staff and children use a range of approaches to assess progress and attainment, with staff ensuring an effective use of the assessment information gathered. The school's assessment schedule has been amended to take account of the period of lockdown whilst still allowing for data to be gathered to inform pupil targets. 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, Literacy Planet, Sumdog, teacher judgement through regular feedback, online learning conversations, Microsoft Forms and by phone call and wellbeing check ins.

Early Learning and Childcare Class

The children within the ELC setting are actively involved and are fully engaged in rich and meaningful experiences that enable our children to make their own decisions and think creatively. Practitioners observe children during free play and facilitate their interests with a variety of opened resources and inviting spaces within each playroom and outdoors. Progress in learning is tailored to children's individual needs as practitioners listen to children's thoughts and ideas. Throughout lockdown and beyond practitioners have continued with children's learning and learning targets through wellbeing calls and communication through class Dojo where experiences were shared between home, nursery, and staff. Practitioners know their children very well and make very good use of the children's profiles and floorbooks to support children to reflect on their learning. Children's learning targets relating to literacy, numeracy and health and wellbeing are reviewed and evaluated termly as children achieve these, and are recorded on tracking overviews.

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 and 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.

Early Learning and Childcare Class

During the significant change in the ELCC there is a strong focus on continuous improvement. During the self-evaluation process staff can express their views on our strengths and areas for development. Focusing on forward planning for the new extension has provided the staff with the opportunity to share their views in enhancing experiences and outcomes for our children. The addition of the health and wellbeing trackers to the tracking system has enabled staff to ensure children are making good progress in their development and learning.

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. Parents have continued to be involved in self-evaluation throughout lockdown through the use of Microsoft Forms in areas including, remote learning, reporting to parents, SIP priorities and PEF spending.

During term three staff reported good engagement with parents looking to support their children with online learning.

Early Learning and Childcare Class

The introduction of Class DoJo has been a useful and positive resource in sharing family learning, especially throughout lockdown. The online communication has enabled parents/carers to see the learning and different aspects of the day and encouraged parents/carers to feed back.

During lockdown Class Dojo was a valuable resource as staff used this to provide activities for the children and families to carry out at home. Staff carry out regular wellbeing calls to their key children to check in with the families and discuss their learning targets. Due to current restrictions, safe settling procedures have been adapted to initial visits with parent/carer and child outside in the garden area before inviting the child for short visits to the playroom.

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. 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 Action Plans are in place for those children who need individualised support. Targeted support continued on-line in term three with children being offered interventions to encourage engagement and support their individual needs.

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 very well supported 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.

Early Learning and Childcare Class

Our tracking overviews informs us that almost all of our children are making very good progress in their development and learning. Staff have high aspirations and expectations for all children and work effectively as a team to identify areas for improvement. Our regular wellbeing meetings with senior management ensure children's needs are identified and practitioners and the management team work together to ensure that potential barriers to learning and development are reduced. This informs the schools enhanced transition programme and ensures targeted support can be continued into Primary 1.

Class Dojo has been an invaluable tool allowing us to share the curriculum and our children's progress. 88% of parents/carers now access the resource on a regular basis.

Impact of Pupil Equity Fund

Targeted Support and Early Intervention

The appointment of a targeted support teacher and early intervention early learning and childcare officer has ensured bespoke interventions are in place to improve outcomes for all children with some children accelerating progress across the year.

In term four we have in place, targeted support in Literacy and Numeracy for 62 learners, 34% of the school of which 98% are SIMD 1/2 and 61% are FME/CG. Targeted Nurture is in place for 13 learners, 7% of the school. 10 learners have had access to targeted interventions from Place 2Be, 6% of the school. All care experienced children have a support plan in place with access to targeted support and/or nurture support.

The role of the Classroom Assistant

The appointment of a classroom assistant has enabled further timetabling of targeted support to take place. Weekly meetings with all support staff with the Depute Head Teacher ensures regular training in the resources required, discussions around wellbeing and attainment, moderation between staff and the sharing of good practice.

Appointment of an Assistant Active Schools Coordinator

This session we appointed an Assistant Active Schools Coordinator (AASC). This role has provided support for the entire school community. Areas of good practice include -

- Children have access to sport and physical education each day at Breakfast Club including targeted children
- AASC delivers the Fizzy Programme to seven targeted children
- All care experienced children have individual health and wellbeing targeted support
- AASC delivered outdoor lunchtime clubs during Level 3 allowing all children to continue to have access to and celebrate their achievements
- AASC supports staff health and wellbeing. All staff have participated in outdoor sport and wellbeing sessions, most staff participated in the Cluster Steps Challenge and there are plans for a HITS class for staff led by AASC
- During the period of lockdown AASC planned weekly health and wellbeing activities for all children and families
- Afterschool Clubs have resumed due to the move to Level 2 restrictions
- AASC supports all teaching staff through team teaching for one session a week to deliver quality physical education experiences with a focus on outdoor sports during level 3 and now across all aspects of PE
- All children in P6 and P7 experienced Bikeability training this session

Place 2Be Counselling Service

The flexibility of school and Place2Be in providing for the children's needs has meant that the Place2Be whole school approach has been able to effectively support the school community during the Covid19 pandemic. One-to-one play therapy has continued with currently seven targeted children benefiting from the sessions. Place2Think has been used to think about and explore strategies to support one-to-one interventions; understand the communication behind children's behaviour; managing children's behaviour, loss/bereavement and implementing compassionate boundaries. There has also been a sharp rise in requests for Place2Talk sessions, particularly from the upper stage school children. There were seventeen Place2Talk sessions this term, eleven of which were attended individually and six were group sessions. Sixteen girls attended and seven boys.

SMT are made aware of the themes of these sessions allowing the school to adapt our Health and Wellbeing curriculum and assembly programme to ensure key themes are explored in greater depth.

Successes and Achievements

This session has undoubtedly been one of the most challenging we have ever experienced. The impact of the Covid 19 pandemic has been profound and presented us with unprecedented challenges. However, despite these challenges, progress was made pre and post lockdown, of which we are very proud.

- ★ We were awarded our ECO flag

- ★ Almost all staff participated in the Cluster Step Challenge
- ★ We made the walk to school week local and national leader board
- ★ We were selected to participate in Education Scotland's Numeracy and Maths Recovery and Improvement Pilot
- ★ We were awarded Education Scotland's Enhancing Professional Learning in STEM Grant
- ★ Primary 3 all gained the Scottish Engineering Award
- ★ We have been published in Addressing the poverty-related attainment gap: cross-sectoral inspection evidence 2018-20
- ★ Our Numeracy and Maths case study was published with Winning Scotland
- ★ We participated in Maths Week Scotland/Book week Scotland/Fair Trade fortnight/STEM week/Science Week/Health week/Mental Health Awareness Week

Our Next Steps – Priorities for 2021-22

The Covid 19 pandemic hindered our progress and our ability to achieve all of our improvement priorities. Some priorities and actions will therefore be carried forward to academic session 2021 – 22. We believe that we have made very good progress during session 2020-21 and we will use the improvement priorities listed below to build on this progress moving forward.

- Priority 1 Promote the positive health and wellbeing of children & young people, parents/carers and staff.
- Priority 2: Develop high quality learning, teaching and assessment leading to improved attainment and achievement in literacy.
- Priority 3 Develop high quality learning, teaching and assessment leading to improved attainment and achievement in numeracy.
- Priority 4 To enhance our ecological education with a focus on tackling poverty, inequality and injustice through the Ladato si Programme.

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.