

# St Catherine's Primary and Early Learning and Childcare Class Standards and Quality Report 2022



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.

St Catherine's Primary School

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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!

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 Leadership

Staff across the school are committed to ensuring children's views are taken account of as they plan learning experiences. 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. 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, ECO, 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. A whole school focus on professional learning, practitioner enquiry and moderation has ensured a shared drive for quality and improvement in the use of diagnostic assessment in numeracy and maths this session, this has had a direct impact on attainment. Peer learning visits with another primary school and learning visits involving the local authority numeracy and maths teams have evaluated the impact of professional learning and identified school improvement priorities for next session.

This session staff have led change in areas including moderation, literacy, numeracy and maths, expressive arts planning and Laudato 'Si. Engaging with Laudato 'Si has ensured a continued focus on the United Nations Convention on the Rights of the Child. This work is now reflected in our contextualised learning programme, religious and moral education programme, school assembly programme and citizenship groups.

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## **Early Learning and Childcare Class (ELCC)**

### **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 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, professional learning and embedding the use of maths recovery across the school has supported improved pedagogy and the design of targeted interventions for learners which has led to a direct impact on attainment. This was further developed by peer learning visits to another establishment to share knowledge and understanding, good practice, successes and next steps in the use of maths recovery.

In May 2022 were accredited the silver reading award from Scottish Book Trust. This has further developed our school's excellent reading culture. Classroom assistant training has also improved the quality of bespoke writing interventions for targeted children and this will be a focus for next session.

A recent learning visit from the local authority maths team identified the following strengths. In all classes there is evidence of teachers applying their professional learning, demonstrating their engagement with local authority and national training on concrete-pictorial-abstract strategies, S.E.A.L principles and the Maths Recovery framework. Concrete resources were utilised by most teachers to support learning and it is evident that learners are familiar with the resources and the role that they play in their learning. All teachers plan lessons supported by the Renfrewshire

Progression Pathways and, where appropriate, the associated S.E.A.L planners. Where the Maths Recovery framework is used to make targeted interventions, it is well-planned with the learning activities being tailored to the needs of the child. This is clearly helping children receiving targeted support to make progress and close gaps in their learning. All support staff apply the strategies that they've learned at local authority training, supported by the S.E.A.L keychains. This has a strong positive impact on the children they work with, whose progress is evident through the results of their Maths Recovery assessments. Throughout the school there is a very positive ethos. All children across the school demonstrate a very positive attitude towards numeracy and mathematics, comfortable with being challenged and making mistakes as part of their learning.

The school's Health and Wellbeing Strategy continues to develop and improve each year. This session we have reintroduced nurture drop in sessions which all children have access to. Targeted nurture continues for ? children with a focus on supporting our children to develop self-regulation strategies. Place 2Be continues to be a vital support for our children and families. The introduction of the family practitioner through the service is supporting ? families to develop their parenting strategies.

## Early Learning and Childcare Class

### Assessment of Children's Progress

Clear strategic direction has secured improvements in the quality of children's learning. As of June 2022, 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.

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Evidence from teacher professional judgement as of June 2022 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 all in numeracy. At P7, all 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 allows for data to be gathered to inform pupil targets and dialogue with SLT during planning and tracking meetings. 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 and learning and interventions required. Moderation underpins this process and ensures a shared understanding of the high expectations we have for our children, consistency of approach across all stages and high standards of teaching and learning. Staff are making increasing use of children's views about their own learning to contribute to assessment information.

## Early Learning and Childcare Class

### 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 modelled by senior leadership and driven by values based leadership.

This session we undertook tasks from the Skills Development Scotland World of Work programme in order to address gender bias. We implemented a simple pre and post assessment of matching male and female names to eight different occupations. This was to measure the P5, P6 and P7 learners' propensity to connect a gender to a specific occupation. This engagement has enabled the school to identify that we can build upon our Attain, Achieve, Aspire vision and STEM school-wide tasks that are aimed at ensuring every learner is aware that they can strive to enjoy any occupation regardless of gender, race or class. Therefore, we will continue working towards ensuring that our learners have a positive view of themselves with regards to future occupations, through the use of the Skills Development Scotland World of Work programme and other resources including the Institute of Physics 'Improving Gender Balance' programme

## Early Learning and Childcare Class

### 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. The school has consulted with parents on a variety of themes which correlate directly with the schools' self-evaluation cycle and allow for consultation on key issues arising throughout the year.

The school has reintroduced parental involvement this term to encourage parents/carers back into the school after a period of restrictions. Consultations on parental engagement with a local school have identified a need to focus on aspects of health and wellbeing following on from lock down. Parents have been asked to identify specific themes to ensure a needs-based approach and as such sessions have been arranged in areas including, positive behaviour, mental health, developing good sleep routines, supporting good attendance and mindfulness and fitness. Sessions will be delivered

in the community using a variety of partners including Place 2Be, Active School, homelink and trained teaching staff.

The school has continued to build on the digital successes from lock down in areas including online tutorial videos, allowing working parents to have access to parental engagement activities.

## Early Learning and Childcare Class

### 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.

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.

We are committed to continuous improvement through evidence-based practice in order to improve the quality of teaching and learning and provide the best outcomes for our children. All staff participated in practitioner enquiry this session in numeracy and maths and next session quality assurance has identified writing as a focus for this.

## Early Learning and Childcare Class

## Impact of Pupil Equity Fund (PEF)

### Self-Evaluation for School Improvement

Collated quality assurance from all stakeholders using a variety of sources is used to directly inform PEF spending. When consulting with all stakeholders including our parents and children, we use the following processes. We decide how we are going to consult e.g. questionnaire, focus groups, Microsoft forms. We then collate our findings and analyse them collegiately. The results are then shared with all stakeholders and used to inform areas including, interventions, resources, professional learning focus. The results of all collated evidence and evidence from monitoring and tracking is then used at the end of the year when staff are involved in a scoping and scanning activity that allows us to identify, short, medium, and long term improvement priorities for the following session. This ensure a collegiate approach to school improvement with all stake holders clearly involved.

### 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. Classroom assistant training provided by the local authority this year will have an impact on bespoke writing interventions next session.

### Appointment of an Assistant Active Schools Coordinator

Our Assistant Active Schools Coordinator (AASC) 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 fifteen targeted children
- All care experienced children have individual health and wellbeing targeted support

- **Karys Woods** – Attended **2** extra-curricular clubs (breakfast club, lunch club) & has taken part in the fizzy programme
- **Hayden McCormick** – Attended **5** extra-curricular clubs (breakfast club, 2x lunch club 2x after school club)
- **TJ McCormick** – Attended **6** extra-curricular clubs (Breakfast club, 2x lunch club, 3x after school club) & has attended Jr NBA draft event and all fixtures as a key part of the team
- **Catherine Barr** – Attended **4** extra- curricular clubs (Breakfast club, 3x lunch club) & represented the school at Jr NBA draft event
- AASC supports staff health and wellbeing. All staff have participated in outdoor sport and wellbeing sessions, all staff participated in gymnastics training
- We have 100% of children engaged in a club at breakfast, lunchtime or afterschool clubs
- AASC supports all teaching staff through team teaching for one session a week in order to deliver quality physical education experiences
- All children in P6 and P7 experienced level 1 and 2 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 completed professional learning with Education Scotland as part of their Numeracy and Maths Recovery and Improvement Pilot
- We were awarded Education Scotland's Enhancing Professional Learning in STEM Grant and used this funding to improve the confidence of teachers and share good practice in the use of maths recovery to inform appropriate interventions
- Our P6 children participated and came second in the Renfrewshire Euro Quiz



- Our children have participated in sporting competitions including, NBA draft event and football tournaments
- 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 skills

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.