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 2022-2023. 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)

A strong sense of leadership continuously supports the ELCC in delivering 1140 hours to all families. We have now transitioned to the new extended building within St Catherine’s primary school premises, with SMT and all staff, providing a smooth transition for all children and families

## All staff are developing their pedagogical approaches to facilitate and support children’s learning and development through a balance of child led and adult initiated experiences to create an environment where play is valued. To deepen and extend our children’s learning they can revisit and evaluate their own learning through floor books and learning journals. 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 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 we 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 can access. Targeted nurture continues for 8 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 three families to develop their parenting strategies. Planners were also updated to reflect Education Scotland’s, The Compassionate and Connected Classroom resource.

## Early Learning and Childcare Class

## All staff have continued to participate in many continuous professional development opportunities. Staff have benefited from online, in person, inhouse and external training. ELCC staff participated in iLearn modules including GDPR, Equality and Diversity and Security. SSSC open badges have given opportunities for staff to upskill and gain knowledge to help shape their pedagogical approach with a focus on Observation, Environments, First- aid and Child Protection. Staff CPD training has had and continues to have a positive impact on all children. Staff are aware of 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 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

## The children within the ELCC setting are actively involved and 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 open-ended 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. Practitioners continue to develop children’s learning and targets through communications with parents through face-to-face interactions, wellbeing calls and Class Dojo, with experiences being shared between home, nursery, and staff. Practitioners know their children very well and make very good use of children’s learning journals and floor books 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, and as children achieve these, they 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 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

## During the significant change in the ELCC there has been a strong focus on continuous improvement. During the self-evaluation process, staff can express their views on our strengths and areas for development, with a focus on forward planning within our new environment and providing staff with opportunities to share their views in order to enhance the experiences and outcomes for our children. Our tracking system allows staff to ensure children are making good progress within literacy, numeracy and health and wellbeing along with observations, regular cross referencing of floor books and learning journals. Jointly these identify all aspects of the children’s progress and learning across the curriculum.

## 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. We will also reintroduce mental maths workshops and reading café sessions to support our parents with their children’s learning.

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

## All St Catherine’s ELCC children have benefitted from the continued use of Class Dojo with staff sharing and informing parents of achievements, participation events, and updates. This online tool has been valuable with all involved have gaining skills and confidence in using Class Dojo and digital technologies. The digital communication has enabled parents/carers to view their children’s learning and have an increased awareness of the different aspects of their child’s day and also encouraged parents to engage and provide feedback to ELCC.

Class Dojo was a valuable resource during the Covid 19 restrictions and staff used it effectively to provide activities for all children and families to participate in at home. Class Dojo continues to be a valued resource for all. Staff also provided quality wellbeing phone calls for their key children and their families to discuss the child’s learning targets, development, and wellbeing.

With the easing of restrictions, we have welcomed parents into St Catherine’s ELCC for drop off and pick up times. Children, parents and staff, including SMT, have all greatly benefited from face-to-face communications, building relationships, and supporting children and parents.

Recently we welcomed all parents/carers into St Catherine’s ELCC for an “Open Day”. Parents/ carers enjoyed engaging with their children’s indoors and outdoors learning environment. Parental engagement will be an essential aspect of our interactions and will take the form of parents’ evenings, stay and play, open days, Book Bug, home-link learning bags, Class Dojo and wellbeing calls.

## 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

Our tracking overviews confirm that most of our children are making very good progress in their development and learning. Staff have high aspirations and expectations for all children and collaborate effectively as a team, to identify areas for improvement. Through using the Progression Tool staff and senior management can identify the preschool children’s stage of development in numeracy, literacy and health and wellbeing. The Progression Tool enables all staff to collate the relevant data and effectively support the children within each of these areas. Regular wellbeing meetings are held with senior management to ensure all children’s needs are identified and potential barriers to learning and development are positively addressed. All information gathered informs the school’s 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 (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, partners 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 information 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 ensures a collegiate approach to school improvement and pupil equity fund spending 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 8 learners. 10 learners have had access to targeted interventions from Place 2Be. All care experienced children have a support plan in place with access to targeted support and/or nurture support. Drop in nurture has been accessed by 160 children.

# 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 and have attended extra-curricular clubs including, breakfast club, lunch club or after school clubs. Wider achievements including the NBA basketball draft and football tournaments have also been targeted.
* 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
* 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

Place2Be, has been providing emotional support in school this academic year, interacting, and building relationships, with the pupils in St. Catherine's, at the morning breakfast club, at school breaks and throughout the school community. This approach has been a valuable support, for both individually and the whole school, including whole class work, the lunchtime Place2Talk service, as well as blocks of one-to-one counselling sessions. Place2Be has also continued to build relations with staff and provided Place2Think sessions to explore the communication behind some of the pupil's behaviour, as well as offer advice on self-care and the impact of personal circumstances to their working day. Place2Be has engaged with parents and supported them in Parent Partnership through phone calls as well as on site, when Covid 19 restrictions eased.

The Place2Be Family Practitioner has also been able to provide support to families with the PIPT service - (Personalized Individual Parenting Training) for parent/carer and child, as well as individual support for parents.

Further support for primary seven class has been provided, to assist with their transition to Secondary School.

This academic year to date, Place2Talk has delivered 196 sessions, 66 of those were group sessions and the remainder individual. 54 girls and 41 boys have requested and accessed this lunchtime service.

Common themes from these sessions have been shared with the school, which in turn has determined whole classwork sessions delivered, to reach a wider number of pupils with their emotional well-being.

Nine pupils have received one-to-one counselling and a further six are currently in the assessment process and will commence on return from the summer holidays.

# 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 accredited the Silver Scottish Book Trust Reading Award
* 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 basketball 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
* The ELCC engagement with the Dolly Parton Imagination Library was showcased at The Gathering event at the Scottish Exhibition Centre as it demonstrated the effectiveness of this programme in support early learning.

# Our Next Steps – Priorities for 2022-23

During session 2022-23 and we will use the improvement priorities listed below to build on progress, moving forward.

* Priority 1 Literacy – Developing high quality learning, teaching and assessment leading to improved attainment and achievement in literacy.
* Priority 2 (School) NumeracyDeveloping high quality learning, teaching and assessment leading to improved attainment and achievement in numeracy**.**
* Priority 2 (ELCC)
* Priority 3 Leadership of change – Strategic planning for continuous improvement
* Priority 4 (School) Curriculum – Skills for life and learning
* Priority 4 (ELCC)

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.