St Catherine’s Primary and Early Learning and Childcare Class Standards and Quality Report 2023

This report will inform you of the school’s progress and achievements in the last session and let you know about our plans for 2023-2024. I hope that you find it helpful and informative.

M McLaughlin

Marie Mclaughlin

Acting 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 twenty children, this is split over three placements, five AM spaces, five PM spaces and ten term time spaces. We have a three to five-year old room with the capacity for sixty-six children, this is also split over three placements with ten AM spaces, ten PM spaces and forty-six 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. Through collaborative working with our cluster colleagues, led by the numeracy and maths cluster working party, we 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 and Learning for Sustainability. This work is now reflected in our contextualised learning programme, religious and moral education programme, school assembly programme, citizenship groups and learning for sustainability. As well as being a focus for our outdoor learning and the regeneration of a local nature trail.

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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 been present for over one year in the extended building within St Catherine’s Primary school premises, with SMT and all staff providing a smooth transition for all children and families. SMT support practitioners to continually reflect on and develop their practice ensuring our setting promotes and supports innovation, creativity, and practitioner enquiry.

## All staff are continuously developing their pedagogical approaches to facilitate and support children’s learning and development with a balance of child led and adult initiated experiences to create an environment with high quality learning, through play, being a central focus. We extend our children’s learning by giving opportunities to revisit and evaluate their own learning through consultation of 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 ideas, interests, and develop their creativity.

## Teacher Professionalism

Staff across the school demonstrate appropriately high aspirations for all children. The School’s 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 almost all learners’ attaining at nationally expected levels in Literacy and English and in Numeracy and Maths. In particular, professional learning and the introduction of the Talk for Writing Programme across the school has supported improved pedagogy and has positively influenced the design of targeted interventions for learners, leading to a direct impact on attainment and engagement. This was further developed by peer learning visits and professional dialogue within the school to share knowledge and understanding, good practice, successes and next steps in the use of the Talk for Writing pedagogy.

In June 2023 we were accredited the Gold 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 Talk for Writing interventions for targeted children, and this will continue to be a focus for next session.

A visit from the local authority education manager identified the following strengths. In all classes there was evidence of teachers applying their professional learning, demonstrating their engagement with local authority and national training on 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, End of Level Pathway Assessments and, where appropriate, the associated S.E.A.L planners. The Maths Recovery framework is used consistently across the school to support targeted interventions, it is well-planned with the learning activities being tailored to the needs of the individual 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, were comfortable with being challenged and understood that 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 continued nurture drop-in sessions which all children can access. Targeted nurture continues for six children with a focus on supporting our children to develop self-regulation strategies. Place2Be continues to be a vital support for our children and families. Through the introduction of the Place2Be family practitioner, five families have been supported through an eight-week parenting partnership programme.

## Early Learning and Childcare Class

## All of our practitioners actively engage in continuous professional development opportunities to improve our setting and practice. 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, Child Protection, Learning Stories and Renfrewshire Inclusive Communication Environments (Rice) training. 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 to developing as a well-trained, professional, and skilled workforce.

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## Assessment of Children’s Progress

Clear strategic direction has secured improvements in the quality of children’s learning. As of June 2023, almost all learners were on or above expected levels of attainment with results across the school of 94% in Reading, 93% 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 2023 indicates that almost all children in P1 are achieving Early Level in literacy and numeracy. At Primary 4, almost all children are achieving First Level in literacy and all in numeracy. At Primary 7, almost all children are achieving second level in literacy and 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 Senior Leadership Team (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 SLT and teachers to identify next steps in learning and any interventions required. Moderation underpins this process and ensures a shared understanding of the high expectations we have for all our children, with a 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 are fully engaged, in rich and meaningful learning 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 continuously developing the learning environment and experiences indoors and outdoors. Progress in learning is tailored to children’s individual needs as practitioners make good use of children’s interests and ideas. Practitioners use a well-informed range of approaches to assess children’s learning and learning targets through face to face and verbal communications with parents. Discussions and the sharing of information regularly takes place between parents/carers and practitioners to encourage engagement with the home learning bags, our class Dojo and parent/practitioner evenings. Practitioners know individual children 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 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 modelled by SLT and driven by values-based leadership.

## Early Learning and Childcare Class

Through observation, monitoring and tracking of individual children. Practitioners and SLT effectively build on prior and continuous learning of our children. Practitioners are responsible for promoting and developing an environment in which children have opportunities to explore all areas of the curriculum with a strong focus on literacy, numeracy and health and well-being. There is an emphasis on improving health and well-being with practitioners taking a full account of each child’s needs, interests and stage of learning and plan effectively for this. Practitioners understand the importance and approaches to flexible and responsive planning which ensures our children are making sustained progress in their 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, through West Partnership Self-evaluation Families and Communities, Kathryn Riley’s Belonging and Community Framework has been used to enhance the school’s priorities. The school has consulted with parents on a variety of themes which correlate directly with the school’s self-evaluation cycle and allows for consultation on key issues arising throughout the year.

The school reintroduced parental engagement in term one to encourage parents/carers into the school after a period of restrictions. Consultations on parental engagement, in conjunction with another local school, identified a need to focus on aspects of health and wellbeing following on from the COVID19 restrictions. Parents identified specific themes to ensure a needs-based approach and as such sessions had been arranged in areas including, positive behaviour, mental health, developing good sleep routines, supporting good attendance and mindfulness and fitness. Sessions were delivered in the community using a variety of partners including Place 2Be, Active School, HomeLink, Adviceworks and trained teaching staff. After these sessions it was agreed that further parental and community engagement was essential. The mental maths workshops and reading café sessions were reintroduced and were well attended by parent/carers, with the evaluations highlighting that these were an effective support to our parents when engaging with their children’s learning.

Through children, parents and all staff engaging in self-evaluation activities, including the children being student researchers and classes enjoying community walks, it was identified that the regeneration of a local nature trail, in collaboration with a local primary, would be a useful and family friendly way to engage all families in learning for sustainability, in the local area. All of the children decorated stones to line the nature trail paths. All of the classes received a fairy door and record a story about the fairy, that can be accessed through a QR code. As well as Primary Seven children recording information about the nature trail environment, for example animals that live in the woods, and these can also be accessed through QR codes. The regeneration of the nature trial will be evaluated through the collation of a Microsoft Form that will record the number of visitors and their comments on this initiative, with further hopes of forming a local working party to take forward initiatives to engage the local community in improving the environment.

The school has continued to build on the digital successes from the COVID19 restrictions in areas including online tutorial videos, allowing working parents to have access to parental engagement activities, for example the mental maths strategies and each class produced a podcast on their class novel that was shared through the school twitter account. Staff have been trained and are using the new Renfrewshire Council Digital Literacy Pathway.

## Early Learning and Childcare Class

## All St Catherine’s ELCC children have benefitted from the continued use of Class Dojo where staff share and inform parents of achievements, involvement, and updates. This online tool has been valuable as both parties have gained skills and confidence in using Class Dojo and the associated technology. The online communication has enabled parents/carers to see their children’s learning, the different aspects of the day and encouraged parents to leave feedback. Class Dojo has been an invaluable tool allowing us to share the curriculum and our children’s progress. 83% of parents/carers now access the resource on a regular basis.

## Class Dojo continues to be a valued resource for all. Staff communicate face to face, for their key children, to check-in with families and discuss their learning targets, development and wellbeing. Children, parents, staff including SMT have all greatly benefited from face-to-face communications, building relationships and supporting children and parents.

We have welcomed all parents/carers into St Catherine’s ELCC for “Open Days” with parents/carers enjoying seeing their children’s learning environment indoors and outdoors. Parental engagement will continue to be practised through parents’ evenings, workshops, open days, home link learning bags, and Class Dojo.

## Performance Information

The school uses a range of reliable data and has very effective tracking systems and procedures in place. Termly conversations with the SLT 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 SLT 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 SLT 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 children’s progress in wellbeing, result 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 literacy, namely fictional writing and next session quality assurance has identified non-fiction writing as a focus for professional development.

## Early Learning and Childcare Class

Our tracking overviews inform 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. With the use of the Progression Tool staff and senior management can identify how each of our preschool children are progressing in the areas of numeracy, literacy and health and wellbeing with children achieving 82.76% across all areas. Having this tool allows us to collate relevant data and support our children where needed within each of these areas. Regular wellbeing meetings are held with senior management, and these ensure that all children’s needs are discussed and identified, with any potential barriers to learning and development being addressed. All information gathered informs the school’s enhanced transition programme and ensures targeted support can be continued into Primary 1.

Impact of Pupil Equity Fund (PEF)

# Self-Evaluation for School Improvement

Collated quality assurance from all stakeholders, using a variety of sources, is employed 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, and the focus for professional learning. 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 two targeted support teachers 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 sixty-nine learners, this is 32% of the school of which 98% are SIMD 1/2 and 54% are FME/CG. We have forty-three children who are identified as English as an Additional Language (EAL), with five being supported by an EAL teacher. Targeted Nurture is in place for six learners. Twenty learners have had access to targeted interventions from Place2Be. All care experienced children have a support plan in place with access to targeted support and/or nurture support. The drop-in nurture sessions have been accessed by one hundred and thirty-two 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, along with the introduction of Renfrewshire Inclusive Communication Environment’s (RICE) training to ensure a consistent use of language throughout the school.

# Health and Wellbeing Officer (HWO)

Our HWO has provided support for the entire school community. Areas of good practice include -

* Children have free access to sport and physical education each day at Breakfast Club including targeted children.
* HWO delivers the Fizzy Programme to 17 targeted children.
* We have 100% of children engaged in a club at breakfast, lunchtime or afterschool.
* 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.
* The HWO engaged with the Student Researchers Group, which included all care experienced children and children who are carers, to analyse data collected from all classes, in conjunction with all classes being involved in a community walk, aimed at designing future activities that would benefit all families to engage in family learning.
* HWO supports staff health and wellbeing and continuous professional learning. All staff have participated in outdoor learning and wellbeing sessions.
* HWO has worked in partnership with the Dogs Trust, Living Streets Travel Tracker Launch, Basketball Paisley, Renfrew Cricket Club, Renfrew Golf Club, Shitokai Karate, P4 Strathclyde Tennis Festival and Trinity High School Young Leaders volunteering opportunities within the school.
* HWO will lead and support all teaching staff through team teaching for one session a week in order to deliver quality physical education and outdoor learning 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, both individually and for 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 offering 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 in the school.

The Place2Be Family Practitioner has also been able to provide support to five 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, along with a group of seven children Primary Three children who engaged in the Journey of Hope Programme.

This academic year to date, Place2Talk has delivered fifty-three sessions, nineteen of those were group sessions and the remainder individual. Trinity-nine girls and fourteen 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, including friendships and let’s connect, to reach a wider number of pupils with their emotional well-being.

Eleven pupils have received one-to-one counselling with a total of sixty-five individual counselling sessions. A further five pupils are currently in the assessment process and counselling will commence on return from the summer holidays.

# Successes and Achievements

This session has seen many achievements and successes including:-

* We were accredited the Gold Scottish Book Trust Reading Award
* We completed professional learning with the Talk for Writing Team, and this has enhanced our children’s engagement with writing
* Our P7 children participated and came first in the Trinity Cluster Maths Quiz
* Our children have participated in sporting competitions including:
  + NBA basketball draft event
  + the NBA finals
  + P4/P5 achieved 2nd place in the Renfrewshire Dodgeball Competition
  + A collaboration with a local school for football friendlies
  + A Primary 7 pupil achieved a gold medal in the 80m at Renfrewshire Track and Field and
  + Taking part in several girls and boys 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 visit from the Book Trust Scotland, where our Dolly Ambassadors had the opportunity to share all aspects of how the DPIL supported Literacy throughout our setting.

# Our Next Steps – Priorities for 2023-24

During session 2023-24 and we will use the improvement priorities listed below to build on progress, moving forward.

* Priority 1 (School & ELCC) Literacy - Developing high quality learning, teaching and assessment leading to improved attainment and achievement in literacy, as well as engaging in digital learning to enhance our literacy skills.
* Priority 2 (School) Numeracy - Developing high quality learning, teaching and assessment leading to improved attainment and achievement in numeracy**.**
* Priority 2 (ELCC) Learning Environment – Developing a high-quality learning environment to improve the learning experiences for all ELCC children
* Priority 3 (School & ELCC) Parental Engagement - To support the Health and Wellbeing of our community through promoting parental engagement and ensuring ‘the right to have rest and leisure, to engage in play and recreational activities appropriate to their age and to participate freely in cultural life and the arts (UN Convention of the Rights of the Child Article 31).
* Priority 3 (ELCC) Parental Engagement – To support the health and wellbeing of our community through promoting parental engagement. leadership of play and learning, curriculum, and family learning and ensuring the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people’s rights and values and to respect the environment (UN Convention of Right of the Child Article 29) and providing the right to be given guidance by your parents and family (Article 5).

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.