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| St Catherine’ Primary School &  Early Learning and Childcare Class |

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| STANDARDS AND QUALITY REPORT  June 2024  This report will inform you of the school’s progress and achievements in the last session and let you know about our plans for 2024-2025. I hope that you find it helpful and informative.  Marie McLaughlin  Marie McLaughlin  Head Teacher |

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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 seventy-two children, this is also split over three placements with twelve AM spaces, twelve PM spaces, forty term time spaces and 8 2.5 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. |
| SUCCESSES AND ACHIEVEMENTS  This session has seen many achievements and successes including:-   * We completed professional learning with the Talk for Writing Team, and this has enhanced our children’s engagement with writing. * Our P6 children worked on making a film with West Scotland British Sign Language. They used visual language to tell a local story. * The whole school has collaborated and developed the Outdoor Learning Area and Community Garden. We applied for and were awarded a grant from Renfrewshire’s Sustainable Communities Fund and this has financed the resources for the Outdoor Learning Area and Community Garden. This area will be ready to be officially opened in September 2024. * Our children have participated in sporting competitions including:   + NBA basketball draft event   + the NBA finals – silver medal winners   + P4/P5 achieved 2nd place in the Renfrewshire Dodgeball Competition   + A collaboration with a local school for football friendlies   + and   + Taking part in several girls and boys football tournaments   + Within the ELC we have completed professional learning De-Escalation, Child inclusion Research into Curriculum Learning Education, and the Mosaic Approach which ensures all children feel included, safe, and secure within a nurturing environment lead by knowledgeable practitioners.   + We have created links with Kyle Court Nursing home and have begun our intergenerational work within the local community.   + Our baking workshops have been a success, and this has supported an increase in parental involvement.   + Stay and play sessions have been successful. Parents/carers have enjoyed attending and sharing learning experiences with their child/ren.   We participated in   * Maths Week Scotland * Book Week Scotland * Fair Trade Fortnight * STEM week * Health week * Mental Health Awareness Week * Wee Box Big Change appeal for Scottish Catholic International Aid Fund |

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| HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?  **School Improvement Priority 1 - Literacy – Developing high quality learning, teaching and assessment leading to improved attainment and achievement in literacy, through continuing to implement the Talk for Writing programme by incorporating non-fiction writing into the planning, learning and teaching of writing. We have also developed Talk for Writing Assessments to be used on a termly basis to ensure the standard of writing is maintained or improved upon.**   * By December 2023, all teachers were more confident and skilled in the learning and teaching of writing through participating in Talk for Writing non-fiction training and implementing this pedagogy within their classroom practice. * By January 2024, all teachers and students were using the newly developed Talk for Writing Assessments designed and created by the teaching staff. These assessments were evaluated and reviewed in May 2024. * The Talk for Writing Programme has been a success with improved student engagement in writing, with 96% of children achieving at the nationally expected level.   **ELCC - Improvement Priority 1 – Learning and engagement. An effective use of assessment by introducing Mosaic Approach and Circle Framework and embedding these throughout ELCC’s practice. (UNCRC Article 12) right to an opinion and for it to be listened to and taken seriously.**   * Almost all staff have completed CLPL on Child Inclusion Research into Curriculum Learning Education (CIRCLE). Staff complete pre and post confidence scales which showed an average rating of 1.36 at the beginning of the session and a 4.00 rating after the session. Staff use the CIRCLE Framework to track, monitor and set targets for children within the ELCC. * Almost all staff have achieved the Open University Mosaic Approach Certificate and are using a range of participatory visual methods, alongside observation and interviewing, to build up new understandings of young children’s views and experiences of early childhood environments. * Almost all children have contributed and have been involved in shaping their learning environment, identifying the need for change through children’s voice and pictorial evidence. * Pre and post staff confidence scale recorded that 90% of staff intimated their confidence had increased from 0 out of 10 prior to the introduction to the Mosaic Approach, to an average of 6 out of 10.   **School Improvement Priority 2 - Numeracy – Developing high quality learning, teaching & assessment leading to improved attainment achievement in numeracy through engaging with the Renfrewshire Numeracy and Math Development Team’s CLPL on the teaching, learning and assessment of percentages, decimals and fractions.**   * By December 2023 all staff (teaching and support staff) had gained a greater understanding of how to implement the assessment, learning and teaching associated with percentages, decimals and fractions. * This knowledge and understanding of the implementation of our Math and Numeracy curriculum was enhanced through the sharing of good practice with our cluster colleagues at a moderation event that builds upon our previous involvement in the Maths Recovery Programme, SEAL, Mindset Maths and CPA; in order to achieve a high-quality consistent approach to planning, teaching and learning in numeracy throughout the school. * The above engagement in math and numeracy assessment, teaching and learning has resulted in 92% of our children achieving at the nationally expected level.   **ELCC - Improvement Priority 2 – Develop a shared vision, values, and aims relevant to the ELCC setting and community. (UNCRC Article 29) You have the right to an education which tries to develop your personality and abilities as much as possible and encourages you to respect other peoples’ rights and values and to respect the environment.**   * We consulted the staff, children, and families, thoughts on our setting. The ELCC was described as nurturing, inclusive, welcoming and supportive. * Staff have participated in continuous CLPL to ensure they feel confident, motivated, and inspired. They have a shared understanding of theoretical approaches employed to promote learning within the ELCC. Staff continue to practice and sustain high standards of delivery of early learning and childcare.   **School Improvement Priority 3 – Health Wellbeing - To support the Health & Wellbeing of our community through promoting parental engagement, learning for sustainability (UNCRC Article 29) 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 (UNCRC Article 31).**   * The whole school community, (students, parents, staff and stakeholders) have benefited from engagement in school and community activities, including the planning, financing and creation of a nature trail, as well as an outdoor learning area and community garden. The school outdoor learning environment and future outdoor learning experiences have been significantly improved, as this area contains a literacy pagoda, STEM section, calm area and planters for plants and vegetables. * A group of students also enjoyed being part of an art project led by Sculpture House to design and create a unique sculpture to be situated within the outdoor learning area. * This outdoor learning area and community garden will be opened and fully functional in September 2024 to support learning and teaching within the school and greater engagement with the community.   **ELCC Improvement Priority 3 – To support the health and wellbeing of our community through promoting parental engagement. Leadership of play and learning, curriculum, and family learning. (UNCRC Article 29) You have 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. (UNCRC Article 5) You have the right to be given guidance by your parents and family.**   * Our parents and families were encouraged to join baking workshops. 22% of our parents having engaged with this experience. * Our Equity and Excellence Lead (EEL) has led and supported staff, parents, and families in the use of class Dojo. Almost all parents (79%) engage with Dojo, and this app enables us to share the learning and development of their individual child between our setting and home in an easily accessible manner. Class Dojo has ensured continued high standards of communication and parental engagement. * 60% of our parents/carers attended our open day where they experienced a day in the life of their child within ELCC. Parents completed and returned feedback giving an average rating of 8 out of 10 for this experience. Parents have given suggestions which we have reflected upon and will use for future open day sessions. |

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| PUPIL EQUITY FUNDING  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 continued appointment of a targeted support teacher 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 fifty-six learners, this is 25% of the school of which 98% are Scottish Index of Multiple Deprivation (SIMD) 1/2/3 and 44% are Free Meal Entitlement/Clothing Grant (FME/CG). We have fifty-one children who are identified as English as an Additional Language (EAL), with four being supported by an EAL teacher. Targeted Nurture is in place for eleven learners. Thirteen 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 ninety-seven children. Two hundred and thirty-four children have accessed our weekly lunchtime homework club.  **Additional Support Needs Assistant**  The appointment of a classroom assistant has enabled further timetabling of targeted support to take place. Weekly meetings with all support staff, led by 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’s Nurturing Relationships Approach (RNRA), Renfrewshire Inclusive Communication Environment’s (RICE) training and Non-Violent Resistance (NVR) to ensure a consistent use of strategies and language throughout the school.  **Health and Well-being Key Worker (HWB-KW)**  Our HWB-KW 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. * HWB-KW delivers the Fizzy Programme to 15 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 included the designing and creation of a sculpture in collaboration with artists from Paisley’s Sculpture House for display within our new Outdoor Learning Area and Community Garden, the NBA basketball, dodgeball and football tournaments have also been targeted. * The HWB-KW engaged with all students, which included all care experienced children and children who are carers, to support their engagement in developing the outdoor learning area. * HWB-KW has worked in partnership with the Dogs Trust, Living Streets Travel Tracker Launch, Basketball Paisley, Renfrew Cricket Club, Shitokai Karate and supported Trinity High School Young Leaders to enjoy volunteering opportunities within the school. * All children in P7 had the opportunity to experience level 2 Bikeability training this session. * HWB-KW supports staff health and wellbeing and continuous professional learning. All staff have collaborated in outdoor learning. * HWB-KW 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.   **Place2Be 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 our morning soft entry, 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 seven families with the Personalised Individual Parenting Training (PIPT) for parent/carer and child, as well as individual support for parents. * This academic year to date, Place2Talk has delivered one hundred and thirty-eight sessions, fifty-three were group sessions and eighty-five individual. Seventy-seven girls and thirty-five 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 anxiety, to reach a wider number of pupils with their emotional well-being. * Thirteen pupils have received one-to-one counselling with a total of one hundred and thirty-two individual counselling sessions. A further five pupils are currently in the assessment process and counselling will commence on return from the summer holidays. * The Whole Family Well Being Service supported eight students to enjoy a more effective transition to Secondary School and six Primary 7 students also engaged in the Seasons for Growth Programme to further support them to enjoy a successful transition to their high school. |

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| KEY STRENGTHS OF THE SCHOOL  The local authority education manager and peer head teacher visit in March 2024 identified the following strengths:   * Well-established ethos of self-evaluation and a strong commitment to continuous improvement. * SLT use a wide range of effective approaches to ensure staff, parents, other stakeholders are actively involved in ongoing self-evaluation activities. * Stakeholders are consulted regularly both formally and informally to gather views and impact change. * Senior Leadership Team (SLT) team continue to develop new and innovative ways to gather feedback. * Reading Cafes have been enjoyed and have resulted in improved levels of engagement with parents/carers and had a positive impact on attainment. * Professional Review and Development meetings are used to facilitate ongoing improvement discussions and to support leadership engagement at all levels. * Clear evidence of distributive leadership across the school which is evidenced through the collegiate approach to providing time for development. * Support staff are also fully included in self-evaluation and improvement planning. * Support staff access a wide range of professional learning opportunities and are skilled at delivering targeted intervention programmes. A member of the SLT monitors and evaluates the impact of this approach. * Children are aware of the strengths of their school, the school values and feel safe and secure in their learning environment. There are a number of examples where pupil voice has actioned improvement which included Maths Week Scotland and outdoor learning opportunities. * The SLT meet regularly with class teachers to interrogate assessment data, making use of digital technology to support this where relevant. Targets are reviewed to ensure progress for all learners and to evaluate the impact of interventions. * School staff continue to make progress with an ongoing focus on ensuring support for young people to close the poverty related attainment gap. * Staff in the ELCC are also involved in this process to ensure consistency of support at times of transition. * In all classes there was evidence of teachers applying their professional learning, demonstrating their engagement with local authority training for Talk for Writing (non-fiction). * The ELCC have established a welcoming, caring, nurturing environment. * SLT and practitioners consistently track and monitor our children’s progress and wellbeing during planning and wellbeing meetings. * Staff consistently seek CPL to develop their knowledge and skills. * All staff know our children well and support them throughout their time within the ELCC ensuring individual children’s needs are met and all children feel included, safe, and secure within their learning environment. * SLT regularly monitor children’s learning throughput floor books, targets, and learning journey books. * Personal Development and Reviews take place, giving practitioners and SLT opportunity to reflect on personal practice and areas of development. * Equity and Excellence Lead (EEL) is skilled in delivering targeted support to individual children, SLT monitor this to identify the impact and benefits this has on our children. |

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| OUR NEXT STEPS – PRIORITIES FOR 2024-25  We have made very good progress during session 2023-24 and we will use the improvement priorities listed below to build on this progress moving forward.  Full details of the school’s improvement priorities and actions are detailed on the school improvement plan which can be accessed on our website or by contacting the school office.  **School - Improvement Priority 1 – Developing high quality learning, teaching and assessment leading to improved attainment and achievement in literacy, through introducing the Accelerated Reading resource to encourage greater engagement in Reading for Pleasure and using the Read/Write accessibility digital tools to support better access to the curriculum for all students.**  By Dec 2024, all teachers will be more confident and skilled in the learning and teaching of reading through participating in Accelerated Reading and Read/Write training. As well as the implementation of the Accelerated Reading programme within P4 to P7 and the Read/Write resource within P1 to P7 classroom practice.  All support staff will enjoy greater confidence and be more skilled in providing bespoke targeted interventions including the use of the Read/Write resource.  Children will be more engaged in their personal reading as teaching and learning will be enhanced through the introduction of the Accelerated Reading and Read/Write professional learning.  **ELCC – Improvement Priority 1 - Learning, engagement, and effective use of assessment by introducing Talk for Writing. To be embedded throughout ELCC.**  Children will benefit from taking part in the Talk for Writing approach to literacy rich experiences using stories and rhymes.  By December 2024 all staff will be confident and skilled in delivering literacy experiences through participating in the Talk for Writing approach.  The ELCC children will become confident in sharing their own thoughts, ideas and use their imagination to re-tell and create their own stories with knowledgeable practitioners supporting them throughout the three I’s of the Talk for Writing approach:  Imitation - The ability to retell a story so that the child has a collection of stories they know well. The language patterns are known thoroughly, and they become part of the long-term working memory, embedded and internalised.  Innovation - The ability to adapt a well-known story, in order to create a new story, either by making simple changes or more complex retelling – substitute, add or alter.  Invention - The ability to draw upon a full range of stories, language, experiences, and ideas to create your own story.  **School - Improvement Priority 2 – Developing high quality learning, teaching & assessment leading to improved attainment and achievement in numeracy, through focusing on planning and implementing financial education and engaging with the Skills Development Scotland World of Work resources to explore and identify skills and careers that relate to jobs in the STEM industry.**  By June 2025 all teaching staff will gain greater confidence in their knowledge and understanding of how to plan and implement the learning and teaching of financial education. As well as how to engage their students in the world of work, by identifying gaps in our financial skills and careers education.    We will promote the professional learning being offered by Skills Development Scotland, Scotland’s Financial Schools, and Young Enterprise Scotland to ensure we improve and embed high-quality teaching and learning for financial literacy and the skills for learning, life and work.  By March 2025 all children will have engaged with Skills Development Scotland and the STEM ambassadors and thereafter identified their individual skills and how they related to a STEM career and what future careers may be of interest to them.  **ELCC – Improvement Priority 2 - Numeracy To develop mathematical skills and skills for life and learning, through a focus on money and the real-life skills needed to run a café.**  By January 2025 all children will have had opportunities to participate in mathematical experiences where they will gain knowledge of numbers, quantities and counting. They will have had the opportunity to work with money, demonstrate the recognition of coins and gain knowledge of selling their own produce.  Children will benefit from participating in baking experiences where they will be exploring measuring, quantities, sequences and describing order when following both visual and spoken instruction.  All of the children will enjoy a real-life experience out with the ELCC through visiting and creating links with a local café. The children will see what roles and responsibilities are needed in the daily running of a café. Providing the children with the knowledge and understanding of what they will need to resource and run their own ELCC café.  Most children will develop an awareness of how money is used and will begin to recognise and use a range of coins.  **School & ELCC - Improvement Priority 3 – To support the Health & Wellbeing of our learners through promoting an inclusive environment through engaging with Renfrewshire’s Nurturing Relationship Approach (RNRA), Renfrewshire’s Inclusive Communication Environment (RICE) and Child Inclusion Research into Curriculum Learning Education (CIRCLE) to meet the needs of all learners, regardless of disabilities, (UNCRC Article 23) ensuring a right to an education that ‘respects children’s dignity and their rights’ (UNCRC Article 28).**  By December 2024 all school and ELCC staff will have developed and adopted RICE and CIRCLE in order to ensure there is a consistent range of visuals and learning environments that will aid the fostering of inclusivity, within which learners are effectively supported to communicate their wants and needs.  All school and ELCC children will experience a supportive environment that uses consistent visuals that enable children to easily identify the subject matter or area.  All school and ELCC children will have opportunities to use their mother tongue and know that this is valued and respected with the school and ELCC.  By June 2025 all ELCC children and staff will have worked collaboratively with P6 students and have had some experience using British Sign Language.  By June 2025 all ELCC staff will have engaged in CLPL for RNRA training which promotes an understanding of the importance of nurturing relationships in helping all children learn and develop socially and emotionally.  By June 2025 all staff will through the identification and application of one of the nurture principals embed the RNRA approach in the school and ELCC. Thereby engaging and understanding the importance of nurturing relationships. | |
| **St Catherine’s Primary School & ELCC**  **Brabloch Crescent**  **PAISLEY**  **PA3 4RG**  **Tel: 0300 300 0180**  **Email: stcatherinesenquiries@renfrewshire.gov.uk**  **Website:** [**www.st-catherines.renfrewshire.sch.uk**](http://www.st-catherines.renfrewshire.sch.uk)  **Twitter: @stcatherinespsy** | **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. |