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

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| STANDARDS & QUALITY REPORT  June 2025  This report will inform you of the school’s progress and achievements in the last session and let you know about our plans for 2025-2026.  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 learning area. 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. |
| SUCCESSES AND ACHIEVEMENTS  This session has seen many achievements and successes including:-   * We completed professional learning with Renfrewshire’s Educational Psychology Department, and this has enhanced our children’s engagement with our Renfrewshire Nurturing Relationship Approach. * We achieved three Digital Schools Awards: * Digital Wellbeing * Inter-disciplinary and cross curricular approaches to computational thinking & coding * Integrating digital technology into learning and teaching * Our children have participated in sporting competitions including:   + NBA basketball draft event   + Participating in the NBA finals   + P5 achieved 3rd place in the Renfrewshire Dodgeball Competition   + Taking part in several girls and boys football tournaments   + Participating in the Primary 6/P7 Cross-Country races   and   * + We opened our new outdoor learning area for use by the whole school community.   We participated in   * Maths Week Scotland * Book Week Scotland * Fair Trade Fortnight * STEM week * Health week * Mental Health Awareness Week * Digital Cyber Safety Week |

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| HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?  **Improvement Priority 1 (school) – 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 were more confident and skilled in the learning and teaching of reading through participating in Accelerated Reading and Read/Write training. As well as planning for the implementation of the Accelerated Reading programme within P5 to P7. * By June 2025 all children within P5 – P7 were more engaged in their reading through the introduction of Accelerated Reading Programme. Through using Accelerated Reading children were supported in their personalisation and choice of reading books that were appropriately suited to their reading needs. By June 2025 most P5 – P7 students were achieving Accelerated Reading assessment results that correlated with their chronological age. * By June 2025 all of the targeted students in P1, and most of the P4 and P7 targeted students, attained at the nationally expected level for reading and writing.   **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 gained 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. * By March 2025 all children were engaged with Skills Development Scotland ‘Animal Me’ tool and thereafter identified their individual skills and how they related to different careers and what future careers may be of interest to them. * By June 2025 all of the students who engage with targeted support through the Math Recovery and Improvement Programme demonstrated improvement from their initial assessment scores.   **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 through staff (teaching, ELCC and support) consultation, will have chosen and developed a consistent range of visuals that will support the creation of an inclusive environment that aids learners to communicate their wants and needs. * By April 2025 the student, parent/carer and staff nurture groups had discussed, developed and approved our new Positive Relationships Policy. The policy has been shared with all students, parents/carers and staff. * By June 2025, all school and ELCC staff have incorporated agreed strategies, using Renfrewshire Nurturing Relationships Approaches, into their daily practice, leading to more consistent, supportive, and inclusive learning environments for all children. |

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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**  Throughout the year we provided targeted support in literacy and numeracy for sixty-three learners, this is 26% of the school of which 98% are SIMD 1/2/3 and 42% are FME/CG. By June 2025 all of the targeted students in P1, and most of the P4 and P7 targeted students, attained at the nationally expected level for reading and writing. By June 2025 all of the students who engaged with targeted support through the Math Recovery and Improvement Programme demonstrated improvement from their initial assessment scores. The targeted support provided was partially funded from the Pupil Equity Fund (PEF) through employing an Additional Support Needs Assistant for 16 hours a week.  Targeted Nurture is in place for seven learners. Nine 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, support these children to make progress.  **Additional Support Needs Assistant**  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, enabling the targeted support learners to make progress. 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, Renfrewshire Inclusive Communication Environment’s (RICE) training and Non-Violent Resistance 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 and lunch time including targeted children. * HWB-KW delivers the Fizzy Programme to nine targeted children. * HWB-KW delivers bespoke support to thirty children with a focus on team building, outdoor learning and social and emotional regulation. * 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, dodgeball, cross country 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 OneRen, Living Streets Travel Tracker Launch, Basketball Paisley, Shitokai Karate and supported Trinity High School Young Leaders to enjoy volunteering opportunities within the school. * All children in P7 experienced level 2 Bikeability training this session. * HWB-KW supports staff health and wellbeing and continuous professional learning. All staff have collaborated in outdoor learning.   **Place2Be Counselling Service**   * Place2Be has provided emotional support in school this academic year, through interacting and building relationships with the pupils 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 six families with the Personalised Individual Parenting Training service (PIPT) for parent/carer and child, as well as individual support for parents. * This academic year to date, Place2Talk has delivered one hundred and seven sessions, forty-four of those were group sessions and sixty-three individual sessions. Forty-five girls and twenty-four 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, sadness and worry, to reach a wider number of pupils with their emotional well-being. * Nine pupils have received one-to-one counselling with a total of seventy-six individual counselling sessions. A further four pupils are currently in the assessment process and counselling will commence on return from the summer holidays. * Further support has been provided through the Whole Family Well Being Service to enable a more effective transition to secondary school for our Primary Seven students. The Family Well Being Service also facilitated a group of seven children who engaged in the Seasons for Growth with a focus on adapting to change. |

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| KEY STRENGTHS OF THE SCHOOL  The following strengths have been identified:   * There is a well-established ethos of self-evaluation and a strong commitment to continuous improvement, due having a collegiate focus on leadership roles. * Senior Leadership Team (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. * SLT team continue to develop new and innovative ways to gather feedback. * Reading Cafes have been enjoyed by parents/carers and children, and have resulted in improved levels of engagement with parents/carers and how to effectively use digital technologies to support reading at home. * Professional Review and Development meetings are used to facilitate ongoing improvement discussions and to support leadership engagement at all levels. * There is distributed 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 including Maths Week Scotland, initiating change through Renfrewshire Nurturing Relationships Approach and planning, developing and accessing the outdoor learning area to support 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. * 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 all staff applying their professional learning, demonstrating their engagement with local authority training within Renfrewshire Nurturing Relationships Approach and the agreed Nurture Principle – ‘All Behaviour is Communication’. |

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| OUR NEXT STEPS – PRIORITIES FOR 2025-26  We have made very good progress during session 2024-25 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.  **Improvement Priority 1 – Developing high quality learning, teaching and assessment leading to improved attainment and achievement in literacy, through implementation of Accelerated Reading (P4 to P7) and Epic (P1 to P3) resource to encourage greater engagement in reading for pleasure and improving comprehension skills.**   * By December 2025, all teachers will be more confident and feel more skilled in the identification of the skills individual students need to be focusing upon to improve their comprehension skills, whilst reading for pleasure through participating in Accelerated Reading and EPIC training. * By March 2026 through the implementation of the Accelerated Reading programme within P4 to P7 all children will be working within the appropriate Zone of Proximal Development and at their reading age, as identified by the Accelerated Reading Programme Assessments. * By May 2026 P1 to P3 students will be more confident and feel greater enjoyment in reading, as their learning experiences will be enhanced through the introduction of the EPIC reading resource and the associated staff training.   **Improvement Priority 2 (School) – 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 (SDS) World of Work resources to explore and identify skills and careers through the creation and development of the SDS World of Work Digital Profile.**   * By December 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 with the world of work, by identifying gaps in our financial skills and careers education. * By December 2025 all teachers will have engaged with professional learning for financial education. This will allow us to raise the staff and students’ engagement and understanding of financial education and its impact on the lives of the students. * By April 2026 all staff will have engaged in Skills Development Scotland professional learning to promote improved electronic profiling of the students’ skills for learning, life and work.   **Improvement Priority 3 (school & ELCC) – To support the Health & Wellbeing of our learners through promoting an inclusive environment through engaging with Renfrewshire’s Nurturing Relationship Approach (RNRA).**   * By March 2026 we will successfully achieve Jade RNRA accreditation, demonstrating the positive impact of our agreed collective strategies across the whole school community. * By October 2025, the 2nd nurture principle will be selected, and agreed actions will be co-developed with all stakeholders to support is effective implementation. * Our Place2Be service, and Key Worker, will continue to support effective communication and development of nurturing relationships throughout the whole school community. | |
| **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) | **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. |