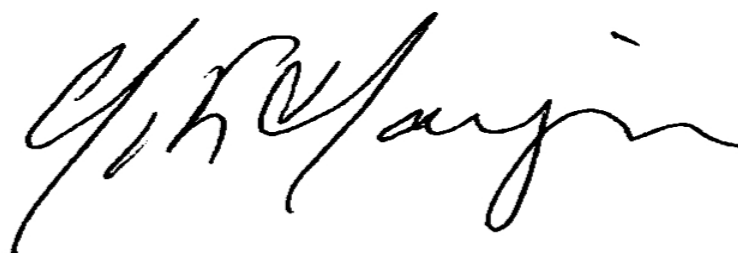


## St Charles' Primary School & Nursery

### STANDARDS AND QUALITY REPORT

June 2018

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2018-2019. I hope that you find it helpful and informative.



Grace Hannigan

Head Teacher

### OUR SCHOOL

St Charles Primary school is a co-educational, denominational school situated in the south side of Paisley serving the immediate area and that of Alloway, Strathcarron & Hawkhead estates. The current school roll is 398 organised over fifteen classes.

St Charles' Primary school is an increasingly diverse & inclusive community. Difference & diversity are highlighted & celebrated, within the classroom setting & across the school.

The non-denominational Nursery currently provides 100 part-time places for children 3-5 years and up to 20 part-time places for eligible children 2-3 years. Nursery staff are deployed across the two different age groups to support learning in an age appropriate environment.

The Nursery offers an increasingly flexible service with up to 20 full day places available to those families who require it to support parents in employment and/or training & wraparound hours can be purchased.

The school has an established a breakfast service which is used daily by up to 40 children.

### OUR VISION

The vision of **St Charles' Primary School** is for all to be safe, happy, and confidently engaged as learners in an environment where all individuals are respected; where the message of Christ is central in all that we do; where parents and carers are highly valued as partners and where everyone is motivated and encouraged to do their very best.

### OUR VALUES

We value **GOD'S LOVE**

We will endeavour to live our lives according to the life & teachings of Jesus Christ.

We will demonstrate our faith in words & actions, through prayer & worship.

We value **INCLUSION**

We will recognise and celebrate our own uniqueness and that of others.

We will encourage everyone to develop in their own individual way.

We value **EACH OTHER**

We will listen to and appreciate the opinions and contributions of others.

We will show consideration and kindness to others, especially those in need.

We value **RESPECT**

We will treat each other, with kindness & courtesy, as we would like to be treated.

We will be mindful of the feelings of others & try to make our school a happy place for all.

We will take care of ourselves, each other, our property & surroundings.

We value **HONESTY**

We will always be truthful & accept ownership of our own words and actions

We value **HARD WORK**

We will strive enthusiastically to do the best we can in all that we do.

We will take pride in our achievements.

We value **RESPONSIBILITY**

We will be responsible for our own actions and consider the effect of these on others.

We will actively participate in the life of our school, parish, local and wider community.

## OUR AIMS

- To provide a broad general education that meets the needs, expectations and aspirations of pupils and parents supported by well-trained motivated staff and well organised modern education resources.
- To create a welcoming atmosphere and a positive ethos, allowing all children to be educated according to their needs in a safe, secure, happy and health-promoting environment based on Christ's Gospel values
- To enable learners to realise their full potential through the provision of high quality learning opportunities which encourage independence & co-operation in learning.
- To support children's growth in all aspects of their intellectual, physical, spiritual, social and emotional development affording all children equality of opportunity.
- To ensure all pupils value learning & achievement and are motivated to participate in the wider life of the school community.
- To provide highly effective personalised support for learners to minimise the impact of potential barriers to learning.
- To develop a genuine partnership with parents & other service users where every member of the community holds a deep respect for all others and their personal wellbeing and happiness.
- To ensure the school's approach & commitment to improvement through self-evaluation, and high quality leadership at all levels, maximises pupil attainment & achievement.

## SUCSESSES & ACHIEVEMENTS

Here are some of our more notable successes & achievements from session 17/18

- P7 pupils organised our annual Daffodil Tea providing hospitality & entertainment to 70 older persons
- Intergenerational community links established with Rowan Gardens
- Enterprise project with 'Entrepreneurial Me' involving P6 children & parents with all profit then donated to Two Scottish Charities – Mitchell's Fun Rooms & local Veterans/War Blind facility
- New business partnerships established with Scottish Water & Steven Cameron Funeral Directors
- Helping Hands Saturday – Highly successful grounds improvement event involving parents & partners
- Success of Fundraising Group who raised over £3000 for both local & global charitable causes
- Newly established singing club performing in school & for local community groups throughout the year
- School App introduced to improve home/school/parish communication
- 59 learners involved in annual end of year school show production
- Expansion of extracurricular activities beyond sport to include more children
- Family learning opportunities staffed by volunteers (FAB Club) & highly evaluated by participants
- Renfrewshire Basketball Tournament Winners
- Parents walk & talk group established. Group meets weekly in school
- 41 children entered Renfrewshire Schools Race
- P7 child secured place in Grange Academy-Scottish FA Performance School
- P5 child secured a place in Paisley Juniors Netball Team
- P6 pupil competed in World Cheerleading Competition in Florida : Team placed 3rd

## HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

### School Leadership

- School leadership continues to be a focus of our improvement agenda. Key school staff have taken up the opportunity to become involved with the Renfrewshire Council's Leadership Development Strategy resulting in increased staff skills & confidence to undertake leadership roles in the school & cluster, from which our learners have benefitted.
- A number of teaching staff have become 'Champions/Leaders of Learning' in specific curricular areas; others have developed leadership capacity by leading teams of colleagues to implement specific projects at both strategic & operational level.
- All staff are committed to & recognise the value this distributed leadership & collegiate working which benefits pupil learning & develops teacher professionalism.
- Primary One teachers worked with the University of Strathclyde to explore & develop pedagogy in Primary one. This professional partnership has resulted in increased opportunities for child-led learning & high quality learning opportunities based on sound, current educational research.
- Children are developing leadership capacity through their involvement in planning learning, which has resulted in increasingly child focussed, & personalised opportunities. In home learning as in class work there is now more emphasis on personalisation & choice which not only allows children more autonomy in their learning but feedback from pupils has indicated an increase in pupil motivation & engagement. Personalisation & choice in home learning has encouraged greater involvement of parents.
- There has been some very good work undertaken in the nursery with demonstrable improvements in the indoor & outdoor learning environments & the young children's willingness to co-create learning experiences with keyworkers. Nursery staff have engaged in visits to other establishments to shared & showcased their best practice & to facilitate professional dialogue with peers regarding pedagogy & the learning environment. Direct impact on our own service is notable in some areas where good practice has been replicated.
- Children are more readily leading their own learning through the work they undertake in their Citizenship Groups, which provides opportunities across the whole school community & beyond encouraging pupil voice to contribute to decision-making & influence the wider life of the school.

### Teacher Professionalism

- Working with cluster schools all staff attended training session with Nurture Group Network resulting in raised awareness & understanding of the principles of nurture & impact of attachment on the health and wellbeing of children.
- Further partnership working & training with Educational Psychology Services has resulted in a staff steering group of volunteers being established to inform future developments in this area. Working with Winning Scotland Foundation has allowed all staff the opportunity to explore Growth Mindset & the research underpinning this approach, to further support nurture developments.
- All staff attended training with Sir John Jones, who is an inspirational educational speaker, highly regarded worldwide. This supported staff to reflect & evaluate their own practice which has increased staff motivation. All of this investment in professional learning has been possible as a result of availability of Pupil Equity Funding & has undoubtedly developed the professionalism of staff across cluster schools.
- Working with staff from St Andrew's Academy & all other associated Primary schools, teaching staff have been trained in a new approach to the teaching of writing skills called "The Write Stuff". After only one year, there is already significant improvement in the structure & content of most children's written work, at all stages. School & Nursery staff are now involved in a process with colleagues from the same schools to ensure standards of expectation & judgements are accurate relating to Curriculum for Excellence pupil progress levels in writing. This process is known as Moderation & has assisted staff to develop a shared understanding & consistent approach to assessing learning progress. Working in a cluster model allows staff to share practice & ideas beyond their own school creating a wider perspective & benefits our children as they progress into secondary education. The school has two staff trained to facilitate moderation & both have been involved in similar activities with teachers from other local authority areas.

- All teaching staff have been involved in planned lesson observations with staff from other schools. Teachers observe the learning & teaching of other staff and then reciprocate allowing for reflection and evaluation on practice.

#### **Parental Engagement**

- Family learning opportunities (**FAB Club**) around literacy have been offered for identified year groups. Fab Club has been highly evaluated by parents resulting in staff volunteers delivering for a second time this year. This has facilitated greater numbers of parents being involved in their child's learning & working in direct partnership with school staff.
- A parents walk & talk group now meets in the school weekly & nursery parents are invited to 'Stay & Play' with their child on a regular basis throughout the year resulting in greater parental involvement in learning.
- A 'Helping Hands' Saturday proved very successful with over forty pupils, parents & staff working collaboratively to make improvements to school grounds. The event itself helped foster positive home-school partnership & the improvements made were enjoyed by the whole school community also helping children understand the concept of working for common good.
- All Primary Six learners engaged in a project with "Entrepreneurial me" developed around financial education & enterprise which parents were encouraged to participate in. The investment of money in a successful business project resulted in the profits being donated to two local charities.

#### **Assessment of Children's Progress**

- Seesaw App has been introduced to profile & celebrate pupil achievements in P2-P7. The feedback from all users, learners, parents & staff, has been very positive. It has been used also to enhance communication with parents & has increased parent-teacher engagement.
- Curriculum review in the nursery has allowed a wider range of high quality learning opportunities to be on offer, indoors & outdoors, which ensures the best experience for those children who attend full day sessions.
- Support for learning in literacy & numeracy has been provided for targeted pupils in Primaries 4 & 5. Pupil Equity Funding has allowed for a part-time teacher to be employed solely for this purpose. Learning interventions are carefully planned & progress individually tracked. At this early stage, all learners involved have demonstrated improvements.

#### **School Improvement**

- School & Nursery have introduced additional means to illicit views as parents/visitors enter the building. Many service users have provided helpful feedback in this way. Focus groups of parents throughout the year has complimented the voice of learners & has resulted in improvements.
- This session significant changes have been introduced to the schools practice in relation to homework, which now has a more family learning focus. While a few parents were initially unsure about this change, recent feedback was very positive.
- Staff have evaluated practice using the "Developing as a community of faith & learning" strand of "The Catholic school: Developing in Faith" to inform & improve practice at all stages ensuring we have an inclusive ethos, which aims to honour the life, dignity & voice of each individual, made in God's own image.

#### **Performance Information**

- Evaluating learning, teaching and assessment and the quality of what goes on our classrooms has been further developed to include visits to & from other establishments. This has supported teachers own self-evaluation of standards & has enriched professional dialogue with Senior Managers. How Good is Our School (4<sup>th</sup> edition) has been used by staff to support reflection & determine how good our provision is for learners, as we strive towards excellence for all.
- Effective monitoring & tracking processes are in place to maximise pupil progress & attainment at all stages. Teachers & Senior Managers regularly scrutinise data to plan & prioritise learning interventions.

### KEY STRENGTHS OF THE SCHOOL

- Welcoming & inclusive ethos
- Highly motivated learners who strive to succeed
- Effective collegiate partnerships in school & nursery driving improvement
- Parental involvement in the life of the school
- Commitment & support of Parent Council
- Community links
- Transition arrangements at all points of transfer
- Pastoral Care of pupils & staff
- Celebrating pupil achievements
- Cluster links & partnerships with other establishments

### OUR NEXT STEPS – PRIORITIES FOR 2018-19

We believe that we have made **very good** progress during session 2017-18 and we will use the improvement priorities listed below to build on this progress moving forward.

We will be-

- Improving learners' emotional wellbeing through developing consistent approaches to Nurture, Growth Mindset & the practice of Mindfulness.
- Maximising pupil attainment in Literacy and Numeracy, through collegiate training opportunities in school & with cluster partners, to ensure consistency of approach & offer opportunities for staff to moderate learners' progress.
- Increasing opportunities for parental engagement with their children's learning through a wide range of curricular and recreational activities to allow family members to learn together, fostering positive attitudes to lifelong learning.
- Developing leadership capacity of staff and learners to influence continuous school improvement.

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.

#### **St Charles' Primary School**

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#### **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.