



St Charles' Primary School & ELCC

STANDARDS AND QUALITY REPORT

June 2020

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2020-2021. We hope that you find it helpful and informative.

Grace Hannigan/ Judith Kirk

Senior Leadership Team

The impact of Co-Vid 19, and the subsequent school closures on Friday 20th March 2020, have resulted in significant changes in working practices and routines. As such, our ability to complete all actions within our improvement plan has been hindered. Some priorities and actions will be carried forward to academic session 20-21.

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 394 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 40 full day places available to those families who require it to support employment and/or training & wraparound hours can also be purchased. The school has an established a breakfast service which is used daily by up to 40 children. The breakfast service is currently suspended during school closure due to COVID 19. It will not reopen in August 2020 until further lockdown restrictions are eased and it is safe to resume.

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 19/20

- Intergenerational community links ongoing with Rowan Gardens with the ELCC and school
- Business partnerships continued with Scottish Water & Steven Cameron Funeral Directors
- Our school singing club performed in school & for local community groups throughout the year, including joining nursery children to sing for sheltered housing residents and for the community at Christmas
- New School App used from nursery to P7, to improve home/school/parish communication links
- 62 learners from Primary 7 involved in annual school show production (cancelled due to closure)
- Expansion of extracurricular activities beyond sport to include children, who do not regularly participate in other clubs
- Family learning opportunities in partnership with St Charles' Church staffed by volunteers (ALPHA).
- Achieved a Level 2-Ruby Award RNRA for our whole school approach to the development of Nurture.
- Well attended fundraising events including Fair Trade Breakfast and Cancer Awareness Afternoon Tea resulting in charitable contributions being made.
- Introduction of new school App to compliment Website, Twitter feed and Facebook page to inform parents and share pupil learning & achievements.

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 Renfrewshire Council's Leadership Development Programme resulting in increased staff skills & confidence to undertake leadership roles in the school & cluster
- School staff worked with the cluster, parents and community partners (Science Centre & SSERC) to develop Science, Technology, Engineering & Maths (STEM). Resources and CLPL were developed. The school STEM curriculum was reviewed. Family Science activities were offered and evaluated highly.
- Several 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.
- Staff in the school's Nurture Group continued to develop Renfrewshire's Nurturing Relationships Approach throughout the school & the nursery. The school were awarded the Level 2 Ruby Award as recognition of the successful development of RNRA in the school & across the community.
- All staff are committed to & recognise the value this distributed leadership & collegiate working brings which benefits pupil learning & develops teacher professionalism.
- Nursery staff, Primary 1 & 2 teachers, worked with Renfrewshire Council Early Years Team, to explore & develop pedagogy across the early years. Early years Teachers worked with nursery staff to develop the environment and improve assessment & tracking. Training sessions supported current P1 and P2 teachers to continue to improve the pedagogical approach. This has resulted in a review of child-led learning & the delivery of high-quality learning opportunities based on sound, current educational research.
- A member of ELCC staff team trained in yoga and delivered a session to other early years establishment staff and to parents
- Staff in the ELCC have engaged with other establishments to facilitate a STEM project with children and their families. Children in the nursery worked on cross curricular activities with P1 children in our school, cluster nurseries and neighbouring primary schools.
- Several staff, pupils and parents involved in Outdoor Learning Environment Audit in partnership with Beasties, Bugs & Bairns. Outdoor learning opportunities developed & resources purchased.

Teacher Professionalism

- Staff continued with our Nurture Core Group, developing Renfrewshire's Nurturing Relationship Approach (RNRA) throughout the school. Staff across the school have embraced Mindfulness and Nurture practices and this has had the benefit of supporting all learners and enhancing every child's school experience.
- All staff attended training from Tree of Knowledge with cluster colleagues, who educated staff on Mindfulness and Growth Mindset.
- Working with staff from St Andrew's Academy & all other associated Primary schools, teaching staff have continued their training in "The Write Stuff". There has been a 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 in relation to Curriculum for Excellence writing benchmarks. This process of moderation has assisted staff to develop a shared understanding & consistent approach to assessing learning progress.
- Staff conducted a review of spelling & reading in the school, resulting in an improved programme of work for all stages across the school.
- Staff trained in Stages of Early Arithmetic Learning (SEAL) approaches and Beyond SEAL have embedded the strategies in their classes. With support from a trainer all classes have embraced SEAL techniques. Staff continued with studies, completing modules in Applied Growth Mindset (Mathematics)

- Our ISA (Inclusion Support Assistant) developed a safe place in school for children, named the Tranquillity Den. This has been used by groups and individuals and has been a quiet, calm place for children to enjoy & to use when requiring co/self-regulation.

Parental Engagement

- The ALPHA Programme, in partnership with our local church, ran workshops for parents around Faith and Religion. These activities were offered for parents of identified year groups. After families eating together school staff involved children in fun activities, while parents worked with Church volunteers.
- Parents of P1 pupils were invited to participate in SEAL maths lessons.
- Parents of P4 children were invited to attend Reading and Literacy workshops. To give parents a better understanding of Literacy development
- Upper school classes invited parents to participate in Scottish themed activity afternoons. This allowed them to showcase their knowledge of Scottish culture
- Family workshops organised and run by Science Centre staff allowed parents to see STEM activities children had been undertaking in classes during the term
- ELCC parents were invited to 'Stay & Play' with their child on a regular basis throughout the year
- After a review of pupil Citizenship Groups parents were invited to participate in a Citizenship Group activity afternoon once a month, with their child
- ELCC parents involved in yoga activity with trained member of staff
- All Primary 5 & 6 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 a local charity
- Mental Health staff organised a health week for pupils which involved families
- Family events took place throughout the year, including Fair Trade Breakfast and Cancer Awareness Afternoon Tea, arranged by Citizenship Groups, including the Fundraising Group.
- Our new school App, website, Twitter feed and Facebook page informs parents about school events & pupil learning & achievements.
- Parents opinion is routinely collected throughout the year in many ways, including a "Question of the Month" display in the school foyer. All classes, including the nursery, are utilising SEESAW to showcase academic and other achievements. Parents are keen to comment on this forum and this has proven to be a valuable parental engagement tool. More recently parents have been invited to comment on the life of the school through a questionnaire posted on Google Classrooms.
- A parent questionnaire specifically relating to digital learning was conducted during COVID-19 school closure period.

Assessment of Children's Progress

- Seesaw App has continued to be used to profile & celebrate pupil achievements in P1-7 & more recently in the nursery. The feedback from all users, learners, parents & staff, has been very positive. It has also been used to enhance communication with parents & has increased parent-teacher engagement especially during school closure period.
- Curriculum review and an increase in full day places in the nursery has allowed a wider range of high-quality learning opportunities to be on offer, indoors & outdoors, with the aim of providing the best experience for all children.
- 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 exclusively for this purpose. Learning interventions are carefully planned & progress individually tracked. Our attainment data shows all learners involved have demonstrated improvements.

- Our nurture approach has shown an increase in engagement and improvements in attainment for individual children.
- Tracking for individual children is in place across the school. We continue to work towards developing a more consistent approach to using data to secure improvement.

School Improvement

- School & Nursery have continued to use 'Question of the Month' and policy review stations to illicit views as parents/visitors enter the building. Many service users have provided helpful feedback in this way.
- All staff have been involved with developing Renfrewshire's Nurturing Relationships Approach in partnership with the Educational Psychology Service. Successful embedding of the nurture principle and consistent practice across the school has shown the commitment of the school community to improve the school experience for all children
- Mindfulness has become a daily occurrence in all classes. The school community has embraced the practice and can see improvements in focus, behaviour and readiness to learn. Soft starts, class check ins, bespoke check ins – Toast Time, the Tranquillity Den and using Do Be Mindful resources and Emotion Works have all supported the nurture journey this year. The purchase of a Tannoy sound system has allowed for calm music to be played across the school & nursery at transition times. This has been welcomed by pupils & staff
- Moderation practices throughout the nursery and school has increased staff confidence in their professional judgement.

Performance Information

- Tracking data has been a big focus this year, and SMT have been using the results to identify gaps in learning which need to be addressed.
- 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 with a focus on STEM subjects. This has supported teachers own self-evaluation of standards & has enriched professional dialogue with Senior Managers. How Good is Our School (4th 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. Through Professional Development & Attainment Meetings, staff and SMT have identified individuals who require support with their learning and discuss potential resources and strategies to help them. The implementation of individual targets has helped support children and involve parents in the learning. This will be further progressed next session.

KEY STRENGTHS OF THE SCHOOL

- A nurturing and welcoming ethos
- Highly motivated learners who strive to succeed
- Effective collegiate partnerships in school & nursery which are helping to drive improvement
- Increased 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
- Staff leadership at all levels

OUR NEXT STEPS – PRIORITIES FOR 2020-21

We believe that we have made **good** progress during session 2019-20 and we will use the Improvement priorities listed below to build on this progress moving forward.

Next session we will be:

- Promoting the positive health and wellbeing of children, parents/carers and staff
- Planning and implementing a phased return to the school & ELCC for all children and staff
- Developing high quality learning, teaching and assessment practices & protocols leading to improved attainment and achievement in literacy and numeracy
- Ensuring effective use of data and evidence to plan for recovery

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.