



## St Charles' Primary School & Early Learning Childcare Class

*Where you are Loved, Included and Respected*

# STANDARDS AND QUALITY REPORT

## June 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.

A handwritten signature in black ink, appearing to read "Grace Hannigan".

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 402 organised over fifteen classes. We are an increasingly diverse & inclusive community with 16% of our pupils being bi-lingual, with English being as their second language. Almost one quarter of our current pupils attend by placing request. 49% of our children reside in households designated as SIMD 1-3 (Scottish Index of Multiple Deprivation). \*

Our Leadership Team currently comprises of a Head Teacher, 2 Depute Head Teachers and 2 Principal Teachers. There are 19.89 teachers, 3 classroom assistants and 6.5 additional support needs assistants deployed across the school. In addition, the school can access services of a home link worker, a music teacher, a peripatetic teacher for learners with English as an Additional Language, and a specialist teacher to support children with hearing & visual impairments. The clerical team supports the work of the school & ELCC and comprises of a Senior and 2 clerical officers and a peripatetic service delivery officer. Soft Services (Cleaning, Catering & Janitorial) are provided by 3 on-site Senior Facilities Operatives who manage the team of catering and cleaning staff. We also have a part-time lunch assistant in the dining-hall each day.

The non-denominational Early Learning Childcare Class currently provides 48 full-time places for children 3-5 years and up to 10 full-time places for eligible children 2-3 years. Early Learning & Childcare Officers are deployed across the two different age groups to support learning in an age-appropriate environment. The Early Learning Childcare Class staff team comprises of a Senior Early Learning & Childcare Officer, a Graduate & 8.5 full-time equivalent Early Years Practitioners. We are also very fortunate to have 2 part-time support workers who support the ELCC children each day during lunch service.

We are an inclusive & nurturing school where differences & diversity are highlighted & celebrated, within the classroom setting & across our wider school community. The staff team strive to provide a supportive & nurturing learning environment where all children feel safe & are motivated to participate in the very best way they can.

The school has an established breakfast club which is a non-profit, paid service. This is accessed daily by up to 30 children & facilitated by school staff.

\*SIMD range 1-10: SIMD 1 being most deprived/impacted by poverty and SIMD 10 being least deprived/least impacted by poverty.

## 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 AND ACHIEVEMENTS

Some of our more notable successes & achievements from Session 22-23 are: -

- Recruitment of additional support staff which has allowed the school to provide bespoke inclusion for some children with additional support needs.
- Two further members of the school staff team completed “Improving Our Classrooms” masters level training (IOC) working in partnership with other Renfrewshire schools & personnel from West Partnership. The cascade model developed last session has been further extended. The principal teacher trained in IOC is deployed at various stages to share & model best practice. She has provided support to other classroom practitioners focussed on securing improvements in the teaching of writing skills. This model has been highly evaluated by participants & will continue session 23-24 to raise attainment in writing.
- All staff undertook individual Professional Enquiry & were able to demonstrate the impact this research had on learning & teaching. This was an excellent example of collegiate working which was again was highly evaluated by all participants and will continue.
- A planned programme of targeted supports & interventions were provided in Literacy & Numeracy for individuals identified as under attaining & affected by the impact of poverty. Plan reviewed & modified termly by teachers involved in delivering planned interventions. Some progress demonstrable for almost all learners in this group. Staff absence did however impact on levels of improvement.
- All school-aged children were given the opportunity to participate in class trips/excursions to a range of local & regional destinations. Learners were consulted on venues & parent helpers attended all trips. ELCC learners all visited Monty’s Farm Park with children accompanied by a parent or other significant adult. The school & ELCC make very good use of outdoors for learning including use of the play equipment installed in Craggs Park this year.
- School staff have provided lunchtime & “After the Bell clubs” at various points in the year. Book Club, Singing Club & FAB Club which all proved popular. There were also a range of after school clubs provided by ONE REN, all of which have been fully booked & well attended.
- We continued working in partnership with St Mirren football club to provide coaching sessions in curricular time & after school. All P6 children took part in curricular swimming lessons.
- Successful transition arrangements are in place for all learners & enhanced transition for pupils with additional support needs especially when transferring to secondary education.
- “Twitter” continues to be used to share learning with wider school & local community. Account currently has over 1100 followers.
- Seesaw in use in school & Early Learning & Chidcare Class to share learners experiences with families and facilitate quick and easy means of home/school communications.
- Religious Life/Faith Formation: 34 of our children received first sacraments (Reconciliation & Holy Eucharist) in the school & parish. 41 of our P7 children received the Sacrament of Confirmation in the parish 58 of our P7 pupils have gained accreditation in their Pope Francis Faith Awards with 43 of those pupils receiving a parish commendation.

- P7 raised £140.00 for the Bishop's Charity and £1150.92 which contributed the cost of Leavers hoodies & end of year leavers event.
- This session, children have participated in sporting opportunities/events including-  
Various After School Sports Clubs  
ONE REN Active Schools Coaches worked in partnership with classteachers to provide weekly high quality Physical Education lessons in P1 & P2  
P7 Bikeability training Levels 1&2  
P6/7 Basketball area qualifier  
P6/7 Boys football league  
P7 (Dumfries House) residential sporting activities  
P6/7 Athletics Primary Road Race  
P6/7 Girls/Boys football tournament  
P4-5 Dodgeball qualifier  
P6/7 Girls football tournaments  
P5-7 St Mirren After school football club  
P6 Curricular swimming lessons  
P6/7 Boys World Cup celebration of football
- This session the school achieved the Reading Schools Award as well as Renfrewshire's Nurturing Relationships Award (Amethyst Level)
- FAB Club allowed 21 families to participate in 5 weeks of family learning opportunities relating to Food/Activity (STEM)/Books. Attendance was consistently over 90% each week & was highly evaluated by all participants, children, parents & staff.
- 31 pupils in Primary 5 have completed the Young Stem Leaders Award Certificate Programme at Level 2 and are awaiting accreditation.

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

### School Leadership

- Almost all teaching staff now have leadership roles focussed on developing & sustaining improvements.
- The Extended Senior Leadership Team all have clear remits which are reviewed annually. Remits are based on professional strengths and skills to ensure individual expertise impacts on collective leadership.
- Literacy Lead Practitioners were instrumental in the school securing Scottish Book Trust Reading Schools Award Accreditation
- The Pupil Leadership Team ensures that pupil voice is central to all that we do. This group is consulted on, & influences school priorities & is given regular updates on progress of School Improvement Plan (SIP) priorities.
- The Early Years DHT **ELCC** Graduate & SNR ELCO work with to lead on all aspects of curriculum development, quality assurance & operational protocols relating to the **ELCC**.
- **ELCC** learners are fully involved in planning play & learning experiences

## Teacher Professionalism

- This session two additional members of teaching staff were involved in ‘Improving Our Classrooms’ (IOC) training with West Partnership, taking the total of trained practitioners in the school to three. One additional teacher proposes to undertake this training next session. The IOC approach has benefitted classroom practice in various stages through adoption of a cascade model The trained Principal Teacher modelling & coaching the teaching of writing skills in P3 & P6 classes.
- All staff are fully involved in the annual Professional Review & Development process.
- This session Practitioner Enquiry has become an integral aspect of the day-to-day practice of our teachers. This involves all teaching staff engaging with a research question which they have selected, specific to their own teaching situation. They reflect on their current practice, identify an issue or area of change while identifying possible solutions: then implement & evaluate those solutions and share this with the wider teaching team. This has developed staff further as reflective, accomplished professionals who engage with current research to shape and lead change within our school. Practitioner enquiry supports self-evaluation for improvement planning in St Charles PS which in turn is driven by the key priorities in the National Improvement Framework. Protected collegiate time has allowed staff to share their learning with the wider team.
- Professional learning has been accessed by all teaching staff on “Talk for Writing” approach (FICTION & NON-FICTION texts) endorsed by Renfrewshire Council. Both Literacy Lead Practitioners have offered in-house support to individual staff & have collaborated to develop materials to support implementation. This approach has also been introduced in the **ELCC** by Graduate & Early Years Teacher.
- Support staff have access to “Talk for Writing” training relating to FICTION texts. Further training relating to NON-FICTION will be offered at a later date.
- All Teaching staff are data literate, demonstrating an ability to analyse assessment information, discuss attainment information of individual learners, and identify actions and interventions to raise attainment. Termly Professional Dialogue & Attainment Meetings allow these conversations to take place with Departmental DHTs.
- All **ELCC** practitioners have accessed professional learning this session relating to Numeracy. This has resulted in an increase in staff confidence & enhanced learning opportunities for all children (3-5 years).

## Parental Engagement

- Digital means allow parents to receive communications from the school timeously. Information regarding school events & activities are posted on our School App and Twitter account. Monthly Bulletins & additional communications are sent via SEEMIS text messaging service. Seesaw is used across the school & ELCC to share children’s learning & Google Classroom is used P2-P7 to set home learning tasks. These systems are now well embedded in our practice & meet the needs of our school community.
- Head Teacher & other teaching staff attend monthly Parent Hub meetings to plan activities & fundraising events. Head Teacher provides an update on business & curriculum matters at each meeting.
- Parents of children with additional support needs are offered an additional (Meet the Teacher) appointment August/September each year to discuss their child’s needs & support the educational planning process in school & **ELCC**.
- Parents are included in “Team Around the Child” meetings & multi-agency planning meetings which are convened regularly for individual children with additional support needs in school & **ELCC**.

- There is a universal & targeted offer for family learning within the Framework for Parental Engagement. Our targeted offer prioritises inclusion of children & families who are lower attaining & who may be affected by poverty. It also includes other children who may have protected characteristics, such as, care-experienced children or those affected by disability.
- In addition, the graduate & key workers in ELCC undertake home visits to all children & families to ensure good communication & smooth transition. Enhanced transition is available to children requiring this support.

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

- The Health & Wellbeing Champion continues to complete the Glasgow Motivational & Wellbeing Profile (GMWP) twice yearly with each child. Data gathered is considered & used to plan appropriate supports and interventions for school-aged learners.
- An Annual Assessment Programme provides a framework for teachers to conduct planned assessments which ensures processes are manageable.
- Information from the Scottish National Standardised Assessments at Primaries 1, 4 & 7 is used diagnostically to inform curricular planning and meet learners needs.
- In the ELCC progression tracker is used alongside floorbooks, profiles & learning stories to provide rich information on children's progress. Assessment information & tracking processes will be further refined next session. Progression information is transferred to receiving primary schools at transition.
- Collegiate time was protected for in-school moderation with stage partners focussed on pupil writing. In addition, stage meetings to moderate writing with staff from partner school (St Mary's) were conducted. This arrangement with partner school will continue next session & will be extended to include an offer of peer learning visits across both schools.
- Children's progress in Literacy, Numeracy, Health & Wellbeing are all tracked in ELCC. Graduate & peripatetic Early Years teacher support playroom staff to develop data literacy skills and approaches to gathering summative assessment information. In session 23-24 we intend to moderate assessment information (Trackers) monthly by pairs/trios of ELCC practitioners to ensure a more consistent approach.

### **School & ELCC Improvement**

- All staff across the school & ELCC have undertaken RNRA training Staff understand the principles of nurture & have explored Non-Violence Resistance. (NVR) Regular NVR surgeries have taken place where staff can seek both management & peer support to remediate any difficulties they may be encountering. Parents are also offered NVR training. The school has progressed to Level 3 (Amethyst Award) demonstrating that nurturing relationships is integrated into all current policy & practice.
- Through engagement with RNRA all teaching staff have developed skills in recognising children's emotional & behavioural needs & responding timeously to these ultimately leading to a reduction in instances of pupil behaviours escalating which impacts on learner progress. Almost all support staff will be more confident and skilled in providing support for learners with emotional & behavioural needs.
- Classroom Assistants were deployed to provide bespoke supports for specific learners including daily individual check-ins resulting in less dysregulation & loss to teaching time.
- The school's Active Schools Assistant Coach (AASC) delivered universal & targeted interventions to identified individuals & groups of children, as well as working directly with parents & staff to promote children's health & wellbeing. A programme of staff wellbeing activities was also delivered August-March.



- AASC supported pupils who receive free school meals & who do not participate in community clubs to become more active. The target of a 4% increase from previous year was met.
- Self-evaluation exercise using The Promise Audit Tool was undertaken by a group of staff. Led by our identified Promise-Keeper, this has allowed consideration to be given on current inclusive practice. All aspects of inclusive practice will be further explored in session 23-24.
- The school's previous exclusion rate was reduced by 2 incidences to secure NIL exclusions from education, resulting in no Care Experienced children being subject to school exclusion.
- Pupil Equity Funding has been used to provide targeted interventions to children most affected by poverty, who are underachieving. The curricular focus has been on Literacy, Numeracy, Health & Wellbeing.

### Performance Information

- It is our aspiration to support all learners to achieve their full potential. We set ambitious targets to secure pre-pandemic levels of attainment by June 2023. Performance information below shows the progress we have made towards securing that aspiration & that there remains a shortfall in some areas. These areas will be the focus of our school priorities for improvement session 23-24.
- All staff are aware of how the school is performing against comparator schools and across Renfrewshire. Teachers have access to data and SIMD Information is provided as an indicator of those children potentially affected adversely by poverty. The poverty related attainment gap is regularly referenced & discussed at collegiate activity, as well as at termly Professional Dialogue & Attainment meetings.
- Pupil Support Plans are monitored & discussed to ensure all children's learning is appropriate to their individual needs.

### Percentage Pupils Achieved Achieve CfE Level (Historic & Current Data)

Primary 1	2017	2018	2019	2020	2021	2022	2023
Listening & Talking	93%	94%	95%		87%	95%	93%
Reading	89%	88%	92%		80%	84%	86%
Writing	89%	88%	97%		81%	89%	79%
Numeracy	96%	88%	92%		87%	90%	95%
Primary 4	2017	2018	2019	2020	2021	2022	2023
Listening & Talking	72%	84%	91%		87%	95%	94%
Reading	67%	67%	87%		85%	77%	71%
Writing	60%	69%	78%		78%	75%	67%
Numeracy	63%	85%	84%		87%	74%	70%
Primary 7	2017	2018	2019	2020	2021	2022	2023
Listening & Talking	89%	96%	93%		91%	90%	95%
Reading	89%	82%	90%		80%	84%	87%
Writing	85%	76%	85%		73%	78%	85%
Numeracy	89%	73%	85%		86%	80%	89%

Please note: no results for 2020 because of school closures.

Denotes actual performance has met or exceeded target set

Denotes actual performance is within 10% of target set

Denotes actual performance is more than 10% lower than target set



## PUPIL EQUITY FUNDING

Pupil Equity Funding (PEF) is additional funding allocated directly to schools by Scottish Government and targeted at closing the poverty-related attainment gap. When the Pupil Equity Fund was introduced in 2017-18 a detailed plan was devised in St Charles Primary School in consultation with pupil, parent & staff stakeholders. Now representative groups are used as consultants for an annual review of this plan as adaptations are made. This has allowed us to respond to the changing needs in our school community. Most of the funds allocated are spent each year on human resources with the current figure at 88% of total allocation.

Since 2017-18 there have been numerous changes to the structure of the team & roles therein eg Early Years Practitioner, Health & Wellbeing Assistant (Post Covid) & Additional Support Needs assistants have previously been employed. There has always been teaching hours as part of our PEF offer however several recruitment & retention challenges have resulted in other roles being redefined.

In Session 23-24 PEF will be used to employ 0.8 FTE teaching hours, 1.0 FTE classroom assistant & 1.5 FTE Additional Support Needs Assistants as well as pay for commissioning, consumable resources to support family learning & services.

Based on success secured previous year we had expanded the Active Schools Assistant Coach to a 35hrs post. This allowed the school to deliver, in partnership with ONE REN, universal & targeted Health & wellbeing interventions to a greater number of children. We had identified Care-Experienced children, those impacted by poverty & other protected characteristics. This role also supported staff development & individual parents to promote children's health & wellbeing. The role was crucial in supporting delivery of our schools Recovery curriculum post-covid. When this post became vacant a decision was made not to replace but instead redirected the money available to a classroom assistant post, which was more reflective of current need. The retention of a classroom assistant post to enhance support staff core team in providing bespoke supports for individual learners will continue this year.

All PEF spend to date has been focussed on targeted improvement activity in literacy, numeracy and health and wellbeing. St Charles' Primary school receives £89,425 each year & although PEF is allocated based on free school meal eligibility, staff professional judgement has been used to include additional children in the targeted interventions and approaches.

Individual learners & small groups work with a designated teacher to remediate gaps in their learning. This can often take place within the classroom setting or in an alternative tutorial space depending on the needs of the learner(s). In this way all support is bespoke to individual need.

While classteachers remain responsible for the learning progress of all children across the curriculum, it was recognised by almost all staff at termly Professional Dialogue and Attainment meetings the difference this additional support has made to some children's progress in school. Whole school data set is used routinely to identify children who may benefit from targeted teacher input and the provision of activities, resources and interventions to secure improvement. The need to prioritise support for those affected by poverty to achieve their full potential as well as others who may be impacted by other adversities is well understood by all staff and kept under continuous review by Senior Leadership Team. This allows PEF to be used responsively to meet the changing needs in our school.

Teaching hours were also used to facilitate in-class modelling & coaching supports for P3 & P6, where need was identified this session. This was delivered by Principal Teacher trained in “Improving Our Classrooms” approach and focussed on the development of writing skills. A small amount of protected time was made at various points in the year to school’s two Literacy Levcad Practitioners to access training & support implementation of “Talk for Writing” across all stages in the school. Success of this approach cannot be measured as only one year of performance information is currently available.

To allow us to be clear and specific about the impact of our interventions, approaches and targets a small amount of funding each year is used to purchase assessments. An annual subscription to GL Assessment of approximately £3000 provides the school with a suite of standardised assessments to be used with learners. These tools allow the impact of interventions & approaches to be tracked & evidenced alongside the progress of all learners.

In Session 22-23 approximately £1500 was allocated to a six week “After the Bell” club for children in Primary 3 & their extended families. FAB CLUB (Food/Activities (STEM)/Books) is a series of family learning opportunities facilitated by Classteachers to promote parental engagement in learning which research demonstrates is a significant contributor towards educational achievement & success in later life.

FAB CLUB was highly evaluated by all participants; children, parents/grandparents & staff. The attendance target of 75% was exceeded each week, with the average attendance recorded as 90%+. All respondents felt FAB CLUB should be repeated Session 23-24 & all expressed an interest in being *involved again in the future*. *100% of parent/carer participants agreed or strongly agreed with the statement, “Since attending FAB, I feel a stronger sense of belonging at St Charles Primary School”.*

Staff involved feel that the FAB model has resulted in a sustainable improvement in school culture & ethos. New teacher/family relationships have been secured & established relationships have been nurtured and grown. This has allowed for more meaningful home/school collaboration which, we are confident over time, will ultimately improve outcomes for learners.

## KEY STRENGTHS OF THE SCHOOL

- ★ Positive teamwork: enthusiastic, hard-working staff teams in school and Early Learning Childcare Class
- ★ Nurturing & inclusive environment
- ★ Happy & motivated learners
- ★ High staff expectations of pupil behaviour & attainment
- ★ Highly effective systems for tracking attainment & supporting individual learner needs
- ★ Positive home/school relationships with a committed & supportive Parent Hub
- ★ Partnership with the church offering spiritual & practical support to children and families

## OUR NEXT STEPS – PRIORITIES FOR 2023-24

We have made **good** progress during session 2022-23 and we will use the improvement priorities listed below to build on this progress moving forward.

- **Ensure that children will experience inclusive learning & supportive relationships which lead to positive life outcomes.**
- **Develop high quality learning, teaching and assessment leading to improved attainment and achievement across all literacy organisers; reading, writing, listening & talking**
- **Ensure that all children will experience equity of opportunity & celebrate achievements**
- **Increase opportunities for family learning to secure improved parental engagement with a focus on narrowing the poverty related attainment gap**

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 & ELCC**

**Rowan Street, Paisley. PA2 6RU**

**Phone: 0300 300 0181**

**Email: [stcharlesenquiries@renfrewshire.gov.uk](mailto:stcharlesenquiries@renfrewshire.gov.uk)**

**Website: [www.st-charles.renfrewshire.sch.uk](http://www.st-charles.renfrewshire.sch.uk)**

**Twitter: [@stcharlespais](https://twitter.com/stcharlespais)**

### **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.