



St Charles' Primary School & Early Learning Childcare Class

Where you are Loved, Included and Respected

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.

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 412 organised over fifteen classes. We are an increasingly diverse & inclusive community with 28% of our families identifying as being part of a minority ethnic group & 9% of our current pupils being bi-lingual, with English as their second language. 34% of our children have an identified additional support need & 49% of our children reside in households designated as Scottish Index of Multiple Deprivation (SIMD) 1-3*. Almost one quarter of our current pupils attend by placing request.

Our Leadership Team currently comprises of a Head Teacher, 2 Depute Head Teachers and 2 Principal Teachers. There are 19.89 teachers, 2 classroom assistants and 6.5 additional support needs assistants deployed across the school. In addition, the school can access services of a Family Wellbeing 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 3 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 4 catering and 3 cleaning staff. We also have a part-time lunch assistant in the dining-hall each day. All staff take great pride in their work to ensure children have the best possible experiences & opportunities in a nurturing setting.

Our school has a very positive relationship with the Parent Hub who are very active and supportive in the work they do for our school community. Our school has strong links with the Parish community of St. Charles' Church and in particular with our school Chaplain Canon Jim Burke who assists in preparing our children to receive the Sacraments of Reconciliation (First Confessions), Holy Eucharist (First Holy Communion) and Confirmation each year. The Senior Leadership Team (Headteacher & Depute Headteachers) work closely with the Saint Vincent de Paul conference in the Parish to provide assistance to a number of families in our school community.

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, 8.5 full-time equivalent (FTE) Early Learning Childcare Officers & 0.5 FTE Graduate & 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.

* Scottish Index of Multiple Deprivation (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



(Developed Session 23-24)

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.

SUCCESSSES AND ACHIEVEMENTS

Some of our more notable successes & achievements from Session 23-24 are: -

In November 23 our school was successful in its application to become a Digital School in Scotland. The award letter stated, "We are confident that St Charles Primary Paisley will be a pioneer among schools where digitally enhanced teaching and learning is helping our children and young people prepare for living and working in the 21st Century". The validation report provided very detailed & positive feedback on each aspect of the award criteria we had attained. The Digital School Award is recognised by Education Scotland.

As in previous years, school staff have provided lunchtime & "After the Bell Clubs" at various points in the year, such as Book Club, Singing Club & FAB Club (family learning), to provide learning opportunities beyond the classroom. There were also a range of after school clubs provided by ONE REN, all of which have been fully booked & well attended.

The "FAB Club" allowed 16 extended families to participate in 4 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. As in previous years staff recognise the positive impact this has on home/school partnership working.

6 children & their families attended a drumming Workshop provided by "Rhythm to a T", strengthening and extending parental involvement for this small group of children.

"The Best Seat in the House" assemblies were introduced at each stage across the school this session. All parents were invited to attend & share in their child's learning. Evaluations reflected that 94% of parents/carers felt that this was worthwhile with 92% stating that it had allowed them to find out more about what their child is learning in school.

All classes participated in "Open Doors Days" at key points this year. These events provided an opportunity for parents to experience the daily learning environment of their children and allowed them to share in some learning experiences. 98% of parents/carers thought that this was a worthwhile home/school activity & would like to attend again in the future.

In the summer term each year we traditionally host a Strawberry Tea for senior citizens. This year the event was attended by 65 grandparents and elderly members of the Parish & local communities, which is the highest number of participants yet. The event was highly evaluated & resulted in 3 people being enlisted as voluntary helpers for Session 24-25. 100% of participants indicated they would attend similar events in the future if given the opportunity.

A Cultural Belonging Event was hosted for children & parents to promote equality & celebrate diversity. The peripatetic teacher who works in the school to support children with English as an additional Language (EAL) attended to introduce herself to parents and staff from Paisley Central Library encouraged all families to secure library tickets to promote book lending & other services. 60% of those in attendance did so on the day. We hope to make this an annual feature in our school calendar in response to very positive evaluations. 100% of respondents saying they felt that they had learned about the cultural diversity of our school community & 100% feeling they learned about the work of the EAL teacher in our school, 100% also said that they would like us to host same event in the future.

This year P7 children were invited to attend Bikeability training for 8 after school sessions. 16 pupils achieved Level 1 & 9 pupils achieved Level 2 awards.

Fundraising – children raised £214.64 for Haemophilia Scotland on World Haemophilia Day April 24 & a learner who has this condition educated other children about it & the impact it has on those who have it. P7 pupils raised £743.60 to purchase leavers hoodies by taking part in a sponsored Santa Dash in December. The same year group raised £722.93 by organising a Fun Day for the whole school. This allowed a gift of £100 to be presented to Bishop John at Confirmation in April for his chosen charity. Money raised at this event also paid for the costs associated with P7 end of year leavers events. An Easter raffle of chocolate hampers raised £200 for Missio & 326 Easter eggs were donated to Steven Cameron Funeral Directors by our school for distributing to local children.

We promote the arts in St Charles' through a number of teacher-led extra-curricular activities. The P6 & P7 "After the Bell" Drama Club staged two evening performances of "High School Musical", to a sold-out audience each night. The children raised £810 for School Funds through ticket sales & raffles at the event. This money was to be used to host an End of Year Fun Day for our whole school community to enjoy which included art & performance activities. We have had partners visit to promote aspects of the arts. Right2Dance provided creative dance workshops for P5, and voice sessions were provided by coaches from NYCOS Singing Choir for P1 & P3.

All classes were asked to evaluate their experience of World of Work Week held in June. 100% said they enjoyed World of Work Week especially the hands-on activities when they complete tasks e.g., trying on handcuffs, using the VR headset, bandaging dolls etc. 100% of classes would like World of Work week to run again next year & children gave suggestions of other job roles they would like included. This event gave all children across the school the opportunity to develop some insight into different job roles & hear first-hand experiences of the workplace from non-familiar adults.

We have successfully established links with the local bowling club which we hope to strengthen in the coming years. 40 senior pupils enjoyed a visit to the club & an introduction to the sport. Senior pupils in the Singing club visited local care homes throughout the year, strengthening our community links & allowing the children to develop a greater understanding of the needs of others.

Most Primary 7 pupils participated in a residential trip to Dumfries House which offered many opportunities for children to develop physical, emotional, social & intellectual skills.

Two members of staff were invited to present at Renfrewshire's Nurture Conference in May. They shared the schools nurture journey and the impact this has had on staff confidence & the experiences of our children over the last few years. They also shared the small-scale research they had recently undertaken demonstrating the benefits to using NVR (Non-Violent Resistance).

Mrs Kinsella (DHT) was awarded Into Headship Qualification from Strathclyde University. Our whole school community benefitted from the strategic change initiative on "Belonging" that she implemented as part of this academic study. Change was aimed at increasing parental opportunities to engage with the school & their child's learning & inviting people to participate in various ways throughout the school year.

As part of our celebrations on World Book Day P6 children visited Paisley Central Library for workshop sessions with Kevin Sutherland, a popular comic illustrator. Children had the opportunity to explore the new library facilities & were encouraged to be creative while learning about & designing comic strips and manga. P4 children took part in Paisley Book Festival this year. They visited Paisley Central Library & for a session with Alan Windram author of 'One Button Benny'. Story sharing, music making and singing based on the themes of friendship, collaboration, inclusiveness & uniqueness were enjoyed by all. Sessions such as these have supported our children to develop an understanding of the importance of reading for enjoyment and exposed them to the local library amenities. P7 pupils visited St Andrew's Academy Library which was an additional opportunity to complement existing transition visits. Children were able to familiarise themselves with the high school setting and meet the School Librarian & staff from the English department.

Successful transition arrangements are in place for all learners & enhanced transition for pupils with additional support needs especially when transferring into primary & onto secondary education. This year we have also introduced transition passports at each stage for children with Autism.

“X (formerly Twitter)” continues to be used to share learning with wider community. @stcharlespais currently has over 1200 followers, an increase of 100 followers this year. Celebrating achievements on the platform alongside monthly Golden achievement Assemblies have had a big impact on pupil motivation for sharing their own learning & wider achievements with others.

Religious Life/Faith Formation:

36 of our P4 pupils received first sacraments (Reconciliation & Holy Eucharist) in the school & parish. 33 of our P7 pupils received the sacrament of Confirmation from Bishop John in St Mirin’s Cathedral. 44 of our P7 pupils have gained accreditation in the Pope Francis Faith Award with 33 of those children being nominated for & receiving a Parish commendation.

The Travelling Crib was introduced during the season of Advent to P2 pupils & the Travelling Rosary during May to P4 pupils. All resources were gifted to the school by Bishop John & were conducted in partnership with the Diocese of Paisley. Participation was high with many families taking part & praying together using the resources provided.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

The school has made good progress in achieving our school improvement priorities 23-24 as detailed in School Improvement Plan.

Priority 1 - Develop high quality learning, teaching and assessment leading to improved attainment and achievement as well as narrowing the poverty related attainment gap in Reading & Writing

- All teaching staff have had accessed support from a Lead Practitioner on the implementation of Talk for Writing approach. Lead Practitioner has offered monthly drop-in surgeries to all teaching and support staff to further professional learning in Writing. This was additional to planned collegiate activity & was attended by most teachers.
- An additional Classroom Assistant was recruited to implement targeted interventions with identified groups of learners. Target groups will be redefined Session 24-25.
- Modelling & coaching supports for teaching writing were provided by Principal Teacher trained in “Improving Our Classrooms” approach.
- Professional learning for all teaching staff on the “Three Domain Model of Teaching Reading” alongside sessions on phonics & phonology by Literacy Leads was provided to increase staff knowledge & refresh skills in this area. Almost all teachers noted an increase in confidence and recognised the quality of support provided by Literacy Lead practitioners.
- In-school moderation with stage partners & moderation with staff from partner school (St Mary’s) with a focus on writing was undertaken. This will not continue as evaluation reflected limited impact.
- *ELCOs working alongside Early Years Teacher have re-assessed monitoring & tracking of children’s progress in learning. Trackers, Learning Stories, Floorbooks & Learner Profiles were all audited with a view to developing a more streamlined & consistent approach which would be adopted by all staff & fully implemented this session.*
- A new process to profile pupil progress & attainment information across the school was introduced. Evidence of learning which, considered alongside formative & other summative assessment information (including standardised test scores), has provided a basis for more robust & accurate professional judgements of pupil attainment levels. Termly professional dialogue & attainment meetings have been kept under continuous review with improvements made throughout the year. Teaching staff have all evaluated the positive impact of these changes. This model will now be replicated in ELCC.

We set targets for attainment in P4 & P7

TARGETS SET	TARGETS ACHIEVED
<p><u>Reading</u> P4 – 64-77% will achieve First Level P7 – 67%-76% will achieve Second Level</p>	<p><u>Reading</u> P4 – 81% achieved First Level P7 – 76% achieved Second Level</p>
<p><u>Writing</u> P4 – 55-60% will achieve First Level P7 – 61-69% will achieve Second Level</p>	<p><u>Writing</u> P4 – 74% achieved First Level P7 – 73% achieved Second Level</p>
<p><u>Listening & Talking</u> P4 – 90-92% will achieve First Level P7 – 91-98% will achieve Second Level</p>	<p><u>Listening & Talking</u> P4 – 96% achieved First Level P7 – 94% achieved Second Level</p>

In all targets set we met or exceeded the aspirational number except for P7 listening & talking. In this area we were still performing within the target range set for the cohort.

Priority 2 – Ensure that children experience inclusive learning & supportive relationships which will lead to positive life outcomes.

- All staff have received training & are using The Inclusive Learning & Collaborative Working (CIRCLE resource).
- All teaching staff have been trained on GIRFEC Refresh & the new Staged Intervention Processes & Procedures. Staff confidence is growing & DHT (with Overview ASN) will continue to keep this under continuous review, feedback to Locality Manager & seek support and guidance from Locality Inclusion Support Network (LISN) & Cluster DHT Forum when required.
- Termly surgeries hosted by DHT (with Overview ASN) have provided additional support to teaching staff on the new GIRFEC planning paperwork & processes. DHT (Early Years) has provided this for **ELCOs**.
- All children in school **& ELCC** requiring a support plan to secure best outcomes now have documentation in place compliant with Renfrewshire Council’s new Staged Intervention model.
- All staff have become more skilled in recognising and meeting children’s social, emotional & learning needs & responding to these in the classroom/**playroom** setting. In almost all classes this has led to a reduction in instances of escalating behaviours which potentially impacts negatively on the progress of all learners in class cohort. Monitoring of new Relationships Policy has demonstrated a reduction in the number of referrals from **almost all** teachers. This bespoke training will be provided in-house for support staff & monitoring will now be expanded to collect data regarding playground behaviour with a longer-term plan of securing improvement **by June 26**.
- Children, staff & parents contribute ideas to redefine & rearticulate our school Values. Next session our pupil leadership group will consider our school aims.
- We had planned to develop flexible learning experiences for a small number of pupils with identified need to maximise engagement & attainment. This proved problematic with staff absence this year & other competing demands. Teaching staff & ASNAs have provided flexible learning experiences for a small number of children who had needs assessed using the Circle Resource. Targeted interventions based on robust assessment information impacted positively on most pupils in P3-P5 who had access to this additional support.
- Staff confidence in supporting inclusion has grown but development of Inclusion Policy is still in progress & will be fully implemented when complete. We have ensured that Inclusive practice is consistently implemented by all school **& ELCC staff** which results in an ethos honouring the life, dignity & voice of each person made in the image of God.
- Our target of 75% attendance at “After the Bell Club” sessions for target learners & families was exceeded with actual attendance being 90%. Almost all parents/carers in target group, involved in “After the Bell” Club family learning reported feeling more involved in their child’s learning & having increased skills & confidence to support learning at home.

Priority 3 – Ensure that all children will experience equity of opportunity & celebrate achievements.

- A Wider Achievement Framework has been developed to ensure consistency across the whole school community & this is currently tracked. A more sophisticated tracking system to measure success & support planning for future improvement now needs to be created. Most children have had at least one achievement acknowledged to our wider school community as we focus on raising self-esteem & self-worth of the individual pupil as well as the profile & reputation of our school as a community of faith & learning. This has been done at monthly Golden Achievement assemblies & on X (formerly Twitter) as well as through other means; postcards home, Tea-party invitations, phone calls & *values vouchers*. Tracking has increased the number of children being recognised & the target of **ALL children** has been set for Session 24-25.
- *All ELCC Learners have achievements regularly acknowledged in the playroom & though sharing their learning with parents on Seesaw. We did not meet our target of “Learners featuring in the local press on at least 3 occasions to raise the profile of our service & promote our reputation as a high-quality learning environment as a result of competing demands during a period of high staff absence. SNR ELCO will now action this target.*
- We have improved pupil voice through children’s involvement in Citizenship Groups & other leadership roles & responsibilities. This has allowed pupils an increased degree of influence on change & improvement. We will further enhance our approaches through involvement in Education Scotland’s Young Leaders of Learning Initiative which is based on pupil inclusion in the self-evaluation process.
- This session we relaunched Laudato Si through Citizenship groups. “Laudato Si” will continue to be included in school improvement plan 24-25 for further improvement to be secured. We want to ensure all children at all stages have learning experiences which relate to the relationship between God, humans & the earth.

PUPIL EQUITY FUNDING

Pupil Equity Funding (PEF) is additional funding allocated to schools by Scottish Government to close the poverty-related attainment gap (PRAG). 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. Almost all of the funds allocated are spent each year on human resources with only a small amount on purchasing resources to help close the PRAG.

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. All PEF spend to date has been focussed on targeted improvement activity in literacy, numeracy and health and wellbeing.

In Session 23-24 PEF was used to employ 0.8 FTE teaching hours & 1.0 FTE classroom assistant & as well as pay for commissioning, consumable resources to support family learning. This additional funding has allowed individuals & small groups of learners to work with a designated teacher to remediate any gaps in learning. While this can often take place within the classroom setting an alternative flexible learning space was also established & all support is provided bespoke to learner’s needs. The selection of learners involved is based on robust assessment information & interventions are planned in collaboration with the Senior Leadership Team & class teachers. Continuous review by Senior Leadership Team allows PEF to be used responsively to meet the changing needs in our school.

The Principal Teacher trained in “Improving Our Classrooms” has provided in-class modelling & coaching supports for peers, focussed on the development of writing skills. Targeted support was provided in response to a staff development need in P2. Time was prioritised at various points in the year to enable Literacy Lead Practitioners to access training & develop skills to support the implementation of “Talk for Writing” across all stages in the school. This included attendance at the 2024 national conference which has ensured our approaches are reflective of modern research-based approaches. These various strands all contributed to improved attainment at key stages across the school & all children in target group consistently achieving individual learning targets set.

An annual subscription to GL Assessment provides the school with a suite of standardised assessments used with all learners. This allows us to be clear and specific about the impact of our interventions are making on learners’ progress and supports teacher’s professional judgements of pupil attainment. Robust & secure judgements impact on staff’s confidence to plan next steps in learning and ensures children are continuously challenges with new learning opportunities.

PEF was used to support a Family learning project last session for children in Primary 3 & their extended families. It 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 staff involved feel that FAB 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 will ultimately have improved outcomes for learners. We plan to continue to provide family learning opportunities promoting equity as part of our wider parental engagement universal offer.

KEY STRENGTHS OF THE SCHOOL

- ★ A nurturing & inclusive environment.
- ★ High staff expectations of pupil behaviour & attainment resulting in happy & motivated learners.
- ★ 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.
- ★ Positive teamwork: enthusiastic, hard-working staff teams in school & ELCC.
- ★ Effective leadership at all levels including pupils.

OUR NEXT STEPS – PRIORITIES FOR 2024-25

We have made **good** progress during session 2023-24 and we will use the improvement priorities listed below to build on this progress moving forward.

- **Develop high quality learning, teaching and assessment leading to improved attainment and achievement in numeracy & reading.**
- **Ensure that children will experience inclusive learning & supportive relationships which lead to positive life outcomes.**

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.

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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.