



STANDARDS AND QUALITY REPORT

June 2021

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2021-2022. I hope that you find it helpful and informative.



Head Teacher

OUR SCHOOL

St David's Primary School is a co-educational denominational primary school which caters for pupils from 4.5 years to 12.5 years of age. We have strong links with the parish community of St Margaret's and are supported by our chaplain Fr Paul Brady. The school is situated in the West Johnstone area of Renfrewshire. We are part of the West Johnstone Shared Campus which we share with our neighbours in Cochrane Castle Primary School, West Johnstone Early Learning and Childcare Centre and Adult Learning and Literacies. We are part of the St Benedict's Cluster, which is our associated high school. The school roll is currently 92 pupils. Pupil attendance has been impacted by COVID-19 but remains of high importance with an annual average of 89% this session.

OUR VISION, VALUES AND AIMS

Improving the education and life chances of our children by working together.

St David's PS is an ambitious learning community, which is inclusive of all of our partners, primarily pupils, parents and staff. Our child-centred approach ensures that each child aspires to success, plays an active part in their own learning and that their views are sought and valued. Excellence is the standard we aim for in everything we undertake. To achieve this, all who identify with our school community have a part to play in contributing to our overall success. St David's is committed to raising expectations, attainment and achievement by delivering a curriculum that is creative, challenges pupils and develops transferable skills. In so doing, we instil confidence, motivation and enthusiasm for lifelong learning whilst fostering the Gospel Values of the Catholic Church.

Our school values are derived directly from the above statement and are key to everything we do at St David's:

Respect Excellence Achieving Community Happiness Faith
REACHing with Faith

SUCSESSES AND ACHIEVEMENTS

This session has undoubtedly been one of the most challenging we have ever experienced. The impact of the COVID-19 pandemic has been profound and presented us with unprecedented challenges. However, despite these challenges, progress was made pre and post lockdown, of which we are very proud.

- ★ During the school closure period, we provided high quality learning experiences for our pupils via the Seesaw platform and most families engaged daily. We supported families with digital devices to support their access and also ran a successful school hub for children in specific groups. 90% of families were satisfied with our Remote Learning offering, the majority of which were very satisfied. One family stated that with the support of the school, "We never feel alone in this".
- ★ Continuing with our development and investment in Outdoor Learning, our garden area has had a transformation based on pupil suggestions. The garden has been repurposed as a learning space and some classes were able to participate in the creation of these spaces with a focus on maintenance and sustainability.
- ★ Through access to grants and in partnership with our colleagues in Community Learning and Development, we have been able to provide 22 of our families with digital devices to support remote learning and prevent future access issues.
- ★ Working in line with National Guidance we have continued to provide 2 hours of quality P.E. to all pupils with the support of our Active Schools Coach and been able to reintroduce After School Sports clubs which have been fully booked throughout Term 4.
- ★ Working with our Parish partners, our P5, P4 and P7 pupils have received their Sacraments this session, marking these important milestones in their Faith journey. The majority of our P7 pupils have also gained accreditation in their Pope Francis Faith Awards.
- ★ Based on feedback from our surveys, we have engaged with our school community and partners to explore, research and create a Relationships Policy. We are in the process of finalising this with a view to launch early next session.
- ★ Our Family Learning programme had to adapt to an online platform this session and despite this, had continued success with 70% of our families attending throughout the school

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

The impact of COVID-19 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 2021-22.

School Leadership

- Almost all classroom teachers are leading learning in specific areas across the curriculum, building the capacity of the school team with a focus on teacher agency and developing an empowered system. The collaborative and collegiate working of the staff is a strength of the small school team in taking forward identified areas for development. The majority of teaching staff have engaged in leadership CLPL opportunities and are using these skills to lead aspects of development at both project and school level
- Our values based weekly Assemblies focus on enthusing our pupils and encouraging them to put our values into action. These have continued in an online format this session to ensure continuity, even throughout Remote Learning. Pupils are encouraged to reflect on our school values in their daily routines and these are embedded in our daily language and actions.
- Staff have embraced the challenges of teaching remotely throughout a further lockdown period. This has resulted in collaboration amongst staff to provide high quality teaching and learning remotely, excellent communication with pupils and families and enhanced tracking of engagement. Staff have continued to identify creative ways to continue using the digital platform to communicate with families and engage them in the pupils' learning journey, whilst restrictions do not allow for this to happen in person.

Teacher Professionalism

- Staff throughout the school demonstrate high aspirations for all children. The school values are embedded and underpin all dialogue in the school with colleagues, pupils, families, and partners.
- Staff continue to engage with the PATHS Coaching officer and Place2Be School Counsellor for the improvement of all. Support has continued to be provided online in a virtual capacity wherever possible. All classes have engaged with the PATHS recovery programme to support transitions and wellbeing during this challenging period. Pupils maintained this focus throughout Remote Learning where Health and Wellbeing was a significant daily focus.
- All staff have participated in a wide range of Professional Learning opportunities in line with school and personal priorities. These include, Health and Wellbeing, Building Learning Power, SEAL, Mindfulness, Digital Learning, Outdoor Learning and Pedagogy approaches as well as Data Literacy. Staff have demonstrated increased confidence in engaging in the self-evaluation process and using Raising Attainment Models to support a streamlined approach.
- Staff are increasingly aware of the need to understand not only the socio-economic context of the school and the impact of this and other factors on their own class, but on the school as a whole.
- All teaching staff have participated in the Professional Review and Development process, as well as the Professional Update process where required. Staff demonstrate an awareness of their own strengths and development needs as well as how they can use these skills for the benefit of the wider school community. Staff are accessing leadership training from the local authority and Education Scotland as well as masters level education to enhance their skills.

Parental Engagement

- Our established Family Learning programme had to be significantly altered this session due to COVID-19 restrictions and moved to an online platform and virtual setting. Despite these challenges and that of digital resources, the majority of families engaged in the programme this session.
- An in-depth evaluation was undertaken with parents this session which reinforced the support for this programme from the parent body, the positive impact on the school community in terms of identity, making connections, sense of belonging and skill attribution. This has also highlighted areas for development which are under current review for finalisation in early 2021/22.
- Reporting to parents this session looked very different to our normal approach. Throughout this session, we trialled video reporting via Seesaw, Parent-Teacher appointment phone calls, as well as written Interim and Annual reports. Staff were sensitive to the digital skills and access for families and made alternative arrangements where required. Via telephone call appointments, we reached 86% of families which is significantly higher than some in-person events and will shape our reporting methods in the future.
- We have continued to support some of our most vulnerable pupils via virtual meetings with relevant parties to ensure that we are getting it right for all learners in terms of Child Protection, Additional Support Needs and Transitions.
- We have significantly increased the number of families accessing Seesaw which is the digital platform that we use to communicate and connect with families. Increased access to digital devices in school as well as child friendly curriculum pathways will continue to support the profiling aspect of each pupil's learning journey and allow parents to be part of this.
- Parents have been a crucial part of the recruitment and selection process of a new Head Teacher for the school and have stated that this has been a very positive and useful experience which has made them feel valued and provided them with an opportunity to highlight their own knowledge of and passion for the school and its future.

Assessment of Children's Progress

- The school uses a range of reliable data and has effective tracking systems in place. Staff are increasingly confident in data literacy which has had a positive impact on teacher professional judgement and dialogue surrounding this. Additionally, teachers are also more confident in discussing the data profile of the school as a whole and making connections to the impact of interventions as well as identifying gaps and areas for improvement.
- At the end of P7, the majority of pupils attained second level prior to their transition to high school. This data is mirrored for P4 pupils where the majority of pupils have demonstrated the secure application of skills and knowledge across all aspects of literacy and numeracy at the end of first level. At the end of P1 most pupils have achieved early level in both numeracy and literacy.
- Standardised assessments are used at all stages. A new calendar of assessment was planned to ensure that these assessments were used to support and enhance Teacher Professional Judgement however this was not possible due to the period of school closure. Nevertheless, staff are using the data provided as further evidence in a more holistic manner and can see the value in this process.
- During Remote Learning, 83% of pupils engaged with learning and teaching experiences offered. School staff used robust tracking to ensure all pupils not engaging were contacted regularly by school staff and provided with whatever support was required. This data was also used to ensure smooth transitions on the return to school for all and support for those where gaps in learning had been identified.

School Improvement

- Robust tracking systems are resulting in an increased bank of reliable data for analysis and to underpin school improvement agendas. Annual data requires careful analysis based not solely on percentage comparison but looking carefully at small year groups on an individual and cohort basis, which can be achieved within our tracker system.
- The senior leadership team works collaboratively with teaching staff to monitor and track the progress and attainment of all children across the school. Children who require additional support are identified and supports put in place as appropriate.

PUPIL EQUITY FUNDING

The employment of an Active Schools Coach this session has ensured that we have continued to provide two hours of high-quality physical activity to all classes. We have invested in weatherproof clothing for all staff and all pupils who require this to ensure that the weather does not present a barrier but rather something we embrace. Our garden area has also had a revamp with a focus on creating an outdoor learning environment. In addition to this, our Active Schools Coach has participated in the planning process with teaching staff and engaged in a modelling and coaching programme which has helped increase staff confidence in this area of the curriculum. Pupils have benefited from access to programmes such as Bikeability, Sports Leaders and also the reintroduction of after school clubs in Term 4 which have been fully subscribed.

Seesaw was initially introduced in April 2020 during the initial school closure period to support Remote Learning. Since then, Seesaw has been an important tool not only through further Remote Learning periods but throughout this session. School staff have been creative in using the platform to report to parents, provide an insight to the classroom whilst parents are unable to attend in person, and communicate between home and school. We have also invested in ICT to support further use of Seesaw to support profiling for learners with our child friendly curriculum pathways.

Recovery has remained a focus throughout this session as we adjust to the impact of the COVID-19 pandemic. We have employed additional staffing to provide targeted support for identified pupils to ensure any gaps are addressed and pupils have the support and opportunity to achieve their full potential. Specific interventions for pupils on a short term basis have had a positive impact on their ability to access the curriculum, make use of technology to support this and also make improvements in literacy and numeracy. Skills development remains a specific focus for all staff and continued professional learning in Building Learning Power is beginning to feature in the language of learning from staff and pupils. Wellbeing has also been a significant focus for our recovery journey. All staff have had access to mindfulness professional learning and are beginning to implement this with pupils. This professional learning opportunity has also supported staff to consider the impact of COVID-19 as an additional Adverse Childhood Experience. As we move into Year 2 of this project, we will consider the long term effect of this.

KEY STRENGTHS OF THE SCHOOL

- ★ Our school is a values based community with a clear vision for our future. All staff have high expectations of pupils and everyone in the school community.
- ★ The life and ethos of the school is tangible to all – our vision, values and aims are encapsulated in all we do and ensure that our school is a community benefitting not only our pupils but our families and all stakeholders.
- ★ All staff are committed to the school and its development. The past 7 years have demonstrated a significant change in culture, ethos and as a result of this, have created an ambitious learning community.
- ★ As a result of our approach to ensuring the wellbeing of all children and their families, we are improving outcomes for them. Relationships across the school community are very positive and supportive, founded on a climate of mutual respect within a strong sense of community, shared values and high expectations.
- ★ A strong Family Learning Programme is available to families at all stages throughout the school. This has resulted in stronger home-school links which is improving outcomes for learners. Families receive high-quality universal and targeted support that enables them to access learning activities which meet their needs.
- ★ Self-Evaluation this session has supported all staff to identify the strengths of the school, our development needs and the role they have to play in achieving this. All staff are committed to improving outcomes for all learners.

OUR NEXT STEPS – PRIORITIES FOR 2021-22

The COVID-19 pandemic hindered our progress and our ability to achieve all of our improvement priorities. Some priorities and actions will therefore be carried forward to academic session 2021 – 22. We believe that we have made good progress during session 2020-21 and we will use the improvement priorities listed below to build on this progress moving forward.

- ★ Focus on the Health and Wellbeing of all our school community including families, pupils and staff as we enter the recovery phase of returning to schools.
- ★ Raise attainment for learners across the curriculum, especially in literacy and numeracy. We will achieve this through the launch of our curriculum pathways, better use of formative and holistic assessment and differentiation. We will develop a clear policy on how progress and achievement is assessed. We will increase our use of data throughout the session to ensure all staff know where our strengths and development needs are in terms of the whole school and the role they can play to support and improve this
- ★ Staff will engage in literacy and numeracy CLPL to ensure consistent methods and strategies for learning and teaching are employed by all. Pupils will benefit from a curriculum that enables them to achieve their full potential through clear progression pathways and underpinned by consistent pedagogical approaches.

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.