



St David's Primary School

STANDARDS AND QUALITY REPORT

June 2022

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2022-2023. 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 96 pupils. Pupil attendance continues to be impacted by COVID-19 but remains of high importance with an annual average of 88% 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 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 engages and 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 been challenging in terms of continued restrictions, however welcoming parents back into the school has been a huge step forward. Being able to participate in events with other schools has allowed our pupils and staff to re-establish links.

- ★ Classes continued to communicate with families through our online programme Seesaw. Home learning tasks and achievements were shared daily with families.
- ★ Working with our Parish partners, our P4 and P7 pupils have received their Sacraments this session, marking these important milestones in their Faith journey. Every P7 pupil gained accreditation in the Pope Francis Faith Awards. P7 fundraised for the Bishop's Charity and managed to raise £323.30.
- ★ Our Family Learning programme had to continue with a mix of online and in person sessions throughout the year, with 44% of our families attending throughout the school.
- ★ We have been developing our Health & Wellbeing practice this year, with nurture developments supporting pupils and families. We have created a Nurture Room and an Early Years Classroom. Parents have attended Family Zumba Sessions in Term 4 with our Active School Coach. Parents have also been invited to weekly Coffee and Chat Sessions in Term 4.
- ★ 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 lunch time and after school sports clubs which have been almost fully booked throughout the year.
- ★ Our Basketball Team are Renfrewshire champions. They came first in Renfrewshire then they came 2nd in the Junior NBA Regional Finals!
- ★ Our joint campus football and netball teams enjoyed great success in tournaments with cluster schools.
- ★ Our whole school community enjoyed a Feast Day Family Picnic. This was very well attended and enjoyed by everyone.
- ★ Every class enjoyed participating in trips, we visited Johnstone Library, St Margaret's Church, The Science Centre, Lime Tree Larder, National Museum of Rural Life, Amazonia and Lapwing Lodge.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

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. All 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 continued in an online format this session until restrictions lifted in Term3 and pupils across the school could gather in the hall together. Pupils are encouraged to reflect on our school values in their daily routines and these are embedded in our daily language and actions.
- Our senior pupils led the school as House Captains and Vice House Captains. They also led fundraising and engaged with new entrants as P1 buddies. They have shown themselves to be confident individuals who have blossomed this year.

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. All classes have engaged with the Renfrewshire's Nurturing Relationship Approach (RNRA) to support transitions and wellbeing during this challenging period. Wellbeing has been a priority this year, with input from Headstrongminds and ORBIS.
- 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 whole school. ORBIS staff training has supported staff with this.
- 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 continued to be altered this session due to COVID-19 restrictions and began as an online platform before moving to in person in Term 3. Despite these challenges and that of digital resources, families enjoyed engaging in the programme this session.
- Reporting to parents this session continued via telephone call appointments. Most parents reported that this method was easier to manage, with covid 19 still affecting households throughout the year. Two phone call reporting sessions, one interim report and an annual report was supplemented by class visits in Term 4. Families were invited into the school to join in the learning with pupils.
- We have continued to support some of our most vulnerable pupils via virtual meetings and in person with relevant parties to ensure that we are getting it right for all learners in terms of Child Protection, Additional Support Needs and Transitions.
- Most families are now 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.

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 most pupils attained second level prior to their transition to high school. For P4 pupils the majority of pupils have demonstrated the secure application of skills and knowledge across literacy and numeracy at the end of first level. At the end of P1 the majority of pupils have achieved early level in both numeracy and literacy.
- Pupil Focus Groups and Head teacher Golden Ticket Tea Parties have allowed the Senior Leadership Team to meet with pupils and discuss progress across the curriculum and gain pupils views on their learning.

School Improvement

- Our school improvement priorities have supported the attainment of pupils across the school and have resulted in improvements in Literacy, Numeracy & Health & Wellbeing.
- 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.
- The addition of a PEF active schools coach, additional part time teacher and an early years officer through PEF have allowed improvements to take place, for all children across the school, particularly in wellbeing.

Performance Information

- Robust tracking systems offer an increased bank of reliable data for analysis and underpin our school improvement agenda. Annual data requires careful analysis based not solely on percentage comparison but also looking carefully at small year groups on an individual and cohort basis.
- Data shows Improvements across the school in Literacy & Numeracy, while also identifying dips in attainment., giving clear indications for individual support and targets.
- Health & Wellbeing data tracks pupils wellbeing and indicates where interventions are required through programs of work including Paths, Renfrewshire's Nurturing Relationship Approach & Place 2 Be.

PUPIL EQUITY FUNDING

- Self – evaluation across the school community indicated priorities in Health & Wellbeing, Literacy and Numeracy. The engagement of an Active Schools Coach, an Early Years Officer and an additional part time teacher have all allowed improvements to take place that have affected every pupil in the school.
- A Family Questionnaire in term 3, Coffee and Chat parent sessions, Family Zumba sessions, termly pupil focus groups and monthly golden ticket tea parties have all contributed towards our parental and pupil evaluations of progress made in the school and have contributed towards our next steps. Class visits by parents and carers in term 4 have also given quality feedback.
- Our PEF Active Schools Coach has supported every pupil in our school, through lunch time and after school clubs. Encouraging team-working skills, building confidence, motivating reluctant participants, and coaching during local authority competitions. Our ASC encouraged joint campus sports activities, organising clubs and joint teams with Cochrane Castle Primary. 1-1 interventions also took place with pupils requiring extra support, through the FIZZY Programme or encouraging attendance. Our ASC supported staff to deliver high quality PE lessons and with outdoor learning focussed on developing aspects of literacy, numeracy, and health & wellbeing. The purchase of fleeces for every child in the school has ensured every child is equipped and comfortable working outdoors. The ASC has also supported families with Family Zumba Sessions in term 4. The appointment of an Early Years Officer has supported the transitions of P1, P2 and some P3 children this year. The creation of an early years classroom has offered an environment with age-appropriate resources for children to use in small groups or 1-1. Children in the lower stages have benefitted from the high-quality activities offered by our Early Years Officer.
- The development of a Nurture Room, offering a safe, quiet space has supported many children across the school, allowing services to work with children and school staff to check in and build positive relationships. Resources have been purchased this year to support Reading, Writing and Numeracy. Development of SEAL has shown good progress across the school, with the purchase of good quality resources. Our Reading Programme has shown improvements with the purchase of reading books and with every class library being updated with books, rugs and cushions.
- The impact of PEF can be seen through positive pupil responses in our pupil questionnaire (Sept 2021, May 2022). Positive responses in our Family Questionnaire also show the very positive impact our PEF interventions have had this year. (April 2022, 30 families responded). Recent data in numeracy, reading, writing, and listening & talking also show good progress being made across the school. (May 2022).
- 88% of our learners live in SIMD 1 & 2. PEF interventions have been universal across the school, with every learner being impacted positively.
- The Place 2 Be counselling service has supported the wellbeing of many children through Time to Talk. They also supported families through the introduction of a Parenting Programme. Staff and pupils benefitted from class workshops aimed to support the mental health and wellbeing of all.

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 school community have embraced changes in staff this year and have welcomed new members of staff.
- 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.
- As a result of our approach to ensuring the wellbeing of all children and their families, we are improving outcomes for them. Our strong nurture practice has supported our staff and pupils this year. Developing the environment to offer quiet spaces for pupils has been a strength this year. 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 play in achieving this. All staff are committed to improving outcomes for all learners.
- The Place2Be counselling service has supported children and families, offering time to talk one to one session for many children, small group work and class interventions. This has enriched our Health & Wellbeing curriculum this year.

OUR NEXT STEPS – PRIORITIES FOR 2022-23

The challenges associated with the Covid 19 pandemic continued to affect our progress and our ability to achieve improvement priorities. Some priorities and actions will therefore be carried forward to academic session 2022 – 23. We believe that we have made good progress during session 2021-22 and we will use the improvement priorities listed below to build on this progress moving forward.

- We will build on our nurture practices, with the aim of Improving the consistency of nurture across the school to improve social, emotional, and mental wellbeing. We will develop Renfrewshire’s Nurturing Relationship Approach (RNRA). Our next step will be to include parents.
- We will continue to raise attainment in Literacy with a priority focus on writing. Staff will work together to develop 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. The Talk for Writing Programme will support aspects of literacy including writing, spelling, and handwriting. We will work with the St Benedict’s cluster to moderate our progress.
- We will focus on raising attainment in literacy with a priority focus on Reading. Parents will be involved to support reading at home. Pupils will be encouraged to make good progress with up-to-date resources, library visits, Book Bug Sessions, and bedtime story sessions.
- We will focus on STEM through the SSERC Programme. As a cluster we will increase staff confidence knowledge & skills, develop cluster collegiality and pupil engagement, Learners will be well equipped with lifelong learning skills.
- We will work in partnership with our Parent Council to support families through family/school events. Building strong school community links will be a priority.

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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<https://blogs.glowscotland.org.uk/re/stdavids/>
Twitter: @StDavidsPS
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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.