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St David's Primary School



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.

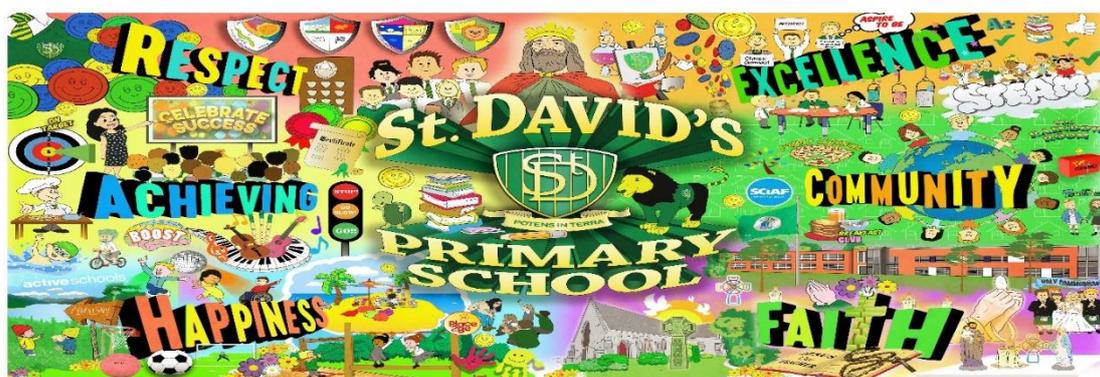
A handwritten signature in blue ink, appearing to read "Julie Kim".

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 104 pupils.



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

- ★ Communication with families through our online programme Seesaw has allowed for very good links between home and school. Home learning tasks and achievements were shared daily with families. Seesaw queries from parents were addressed effectively by staff.
- ★ Working with our Parish partners, our P4 and P7 pupils have received their Sacraments this session, marking these important milestones in their Faith journey. All P7 pupils gained accreditation in the Pope Francis Faith Awards. P7 fundraised for the Bishop's Charity and managed to donate £100.
- ★ Our Family Learning programme continued with sessions throughout the year. Themes included maths, cookery, and STEM.
- ★ We received a Paths Model School Award in October 2022. This award recognised the significant commitment staff have made to not only ensuring the PATHS Programme is delivered regularly as part of the core curriculum but is also fully embedded throughout the whole school ethos and is integrated into every aspect of school life.
- ★ We received Ruby Accreditation from Renfrewshire's Nurturing Relationship Approach (RNRA) and will work towards our Amethyst Accreditation.
- ★ We engaged 8 families in Nurture Sessions using Non-Violent Resistance strategies, led by our Nurture Lead. Families found this training very beneficial, with interventions and strategies proving very effective.
- ★ Working in line with National Guidance we continued to provide 2 hours of quality P.E. to all pupils with the support of our Active Schools Coach. Lunch time and after school clubs were all very well attended.
- ★ Our Basketball Team are Renfrewshire champions. They came second in Renfrewshire then they came fourth in the Junior NBA Regional Finals!
- ★ Our joint campus football and netball teams enjoyed great success in tournaments with cluster schools. Weekly shared campus football matches allowed our P5,6 and 7 children to play competitively and develop team building strategies.
- ★ Our whole school community enjoyed a Feast Day Family Picnic in May 2023. This was attended by 99 of our families. This tremendous turn out led to a very enjoyable afternoon in the sun.
- ★ Every class enjoyed participating in trips. We visited Johnstone Library, St Margaret's Church, The Science Centre, Calderglen Park and Crieff Adventure School.
- ★ Our P7 children enjoyed a shared campus three-day residential trip to The Scottish Adventure Centre in Crieff. To pay for the trip the school fundraised with support from the Parent Council. We also received a very generous £2000 towards the cost of the trip from Lisa's Gift Charity, which we were very grateful to receive.
- ★ We gained a Reading Schools Award! Our core group of pupils showed determination and hard work and we were delighted to receive this award.

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 Continued Professional Development & Learning opportunities and are using these skills to lead aspects of development at both project and school level.
- Our values based weekly Assemblies focus on encouraging our pupils to live by our School Values. Pupils are encouraged to reflect on our school values in their daily routines and these are embedded in our daily language and actions. We celebrate pupils showing these values at assembly and with a Golden Ticket Tea Party monthly. A parent volunteer attends our Golden Ticket Tea Parties and entertains the children.
- Our senior pupils led the school as House Captains and Vice House Captains, organising termly House Afternoon activities. They also led fundraising and engaged with our 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.
- Our school continues to engage with the Paths Programme and the 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.
- All teaching staff engaged in professional learning in Reading & Writing. They developed both areas of the curriculum through staff training and working in collaboration with colleagues in our joint campus. Our literacy staff leaders led staff & pupils through the application process for Reading Schools Scotland, this resulted in us gaining a Reading Schools Award.
- 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 engaged families from P1, P2, P4 and P5. Themes included maths, cookery, and STEM subjects. All families thoroughly enjoyed the sessions and gained knowledge and skills that enabled them to support their children at home.
- Reporting to parents took place in person this year. All families attended Meet the Teacher, Two How Good is my Learning sessions. They received one interim report and an annual report. We also ran a shared campus Maths is Fun session for families, which was fantastic. Families enjoyed a brief presentation from Numeracy Coaching Officers then they solved maths puzzles before enjoying sandwiches and soup!
- We have continued to support some of our most vulnerable pupils with meetings involving all agencies, to ensure that we are getting it right for all learners in terms of Child Protection, Additional Support Needs and Transitions.
- All 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 becoming more 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 less than 50% of pupils demonstrated the secure application of skills and knowledge across literacy and numeracy at the end of first level. At the end of P1 almost all pupils have achieved early level in both numeracy and literacy.
- Pupil Focus Groups, class visits 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 in some stages of the school & Health & Wellbeing across all stages.
- 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 Pupil Equity Funded Health & Wellbeing Assistant, and an early years officer and Place 2 be Service through PEF have allowed improvements to take place for targeted children across the school, particularly in wellbeing.
- We have seen improvements in reading and writing across the school.

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 in P1, P3 and P7, 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 programmes of work including Paths, Renfrewshire's Nurturing Relationship Approach, Place 2 Be & Glasgow Motivation and Wellbeing Programme.

PUPIL EQUITY FUNDING

- Our Pupil Equity Funding this year has been used for staffing (Early Years Officer & Health & Wellbeing Assistant. It has been used to buy resources for numeracy and reading. Our Early Years Officer enhanced our early years environment to ensure that it offered a sensory, calm place for pupils to engage in learning. The benefits of this additional space have been recognised by staff, pupils & parents as offering a positive learning environment, We also engaged the services of Place 2 be as a support for pupils & families. This has helped tremendously with readiness for learning and has improved mental health & wellbeing. Self – evaluation across the school community indicated priorities in Health & Wellbeing, Literacy and Numeracy. The engagement of an Active Schools Coach and an Early Years Officer have allowed improvements to take place that have had an impact on targeted pupils in the school. Place 2 Be counsellors have worked with pupils and we have seen improvements in mental health & wellbeing across the school.

Pupil Equity Funding allowed us to develop and improve the following areas.

- Early Years officer - supporting pupils in P1 & P2 with transition and focussed on developing literacy & numeracy through play pedagogy activities. Developed outdoor learning with Forest Kindergarten sessions. Trained in Attention Autism Bucket. Sessions with targeted pupils from P1 & P2 to encourage communication.
- Health & Wellbeing Assistant- supporting recovery planning, promoting healthy lifestyles, tackling health inequalities, increasing the range of physical activities (indoor and outdoor) and increasing participation in local club and community opportunities. Our Coach worked with every class to

enhance PE lessons, supporting class teachers to deliver high quality lessons. We entered tournaments for netball, football and basketball. This involved 30% of our pupils and resulted in success, with our school getting through to the finals. Our Coach and ELCO also partnered with our campus school, Cochrane Castle, to take pupils in P1 and P2 for Forest Kindergarten sessions. Pupils hugely enjoyed these experiences, and some families joined our campus Early Learning Centre for Saturday morning family sessions in the forest. Joint campus sporting events throughout the year also enhanced relationships across the campus. Our coach also worked with individual children, checking in with them and engaging them in small group or individual sports activities. We also developed girls football with weekly training sessions, building up pupil confidence. Lunch time and after school clubs encouraged all pupils to attend.

- Place 2 Be - 20% of our school population in 1-1 sessions, more children have engaged in Time to Talk sessions. Five families engaged with the Personalised Individual Parent Training (PIPT) Family Programme and have rated the interventions as very effective. Class sessions during Health Week supported friendships, relationships, and teamwork. Staff also benefitted from Place 2 Talk sessions, which enabled them to talk about any worries they had and to seek advice.
- Resources – Spending money on numeracy resources to support SEAL. Updating reading resources to enhance learning & teaching, including replenishing class libraries. Pupils enjoy more comfortable libraries with rugs and cushions and up to date books. ERIC Time in classes is more enjoyable for pupils. Purchasing numeracy resources has supported our Maths Recovery and teaching of SEAL. Teachers have reported individual children have grasped concepts using the concrete materials and new teaching approaches and have made good progress. We also ran a shared campus Maths is Fun session with Numeracy Coaches and families enjoyed learning about SEAL approaches and using concrete materials to support learning. Families from P4 & P5 were invited & Fifteen families from both schools attended.
- Purchasing sensory and play pedagogy resources for our newly created early years classroom. P1 and P2 and ASN children from across the school have enjoyed learning in our early years classroom. Our ELCO, employed through PEF, works with groups of children, and has tracked their learning and attainment in floor books. Our ELCO and a support assistant have been trained in Attention Autism Bucket. Groups of children in P1 and P2 benefit from these sessions and enjoy better communication as a result.
- Family Questionnaires, Family Nurture 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.
- The impact of PEF can be seen through positive pupil responses in our pupil questionnaire (May 2023). Positive responses from our Parent Council also show the very positive impact our PEF interventions have had this year. Recent data in numeracy, reading, writing, and listening & talking also show good progress being made across the school, with a higher number of pupils on amber who were previously red. This increase is due to 0.5 PEF teacher input, and continued input & support from our ELCO (amber just below on track, red not on track). (June 2023).
- 60% of our learners live in SIMD 1 & 2. PEF interventions have been universal across the school in recent years, with every learner being impacted positively. We will ensure support is being targeted appropriately.

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. Our new principal Teacher has developed strong relationships with our children and families.

- 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. The school environment offers quiet spaces for pupils, this has benefitted many of our children, allowing them to learn in a quiet area with appropriate resources. 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.
- Our Family Learning Programme has been available to families at specific stages throughout the school, P1, P4 and P5. This has enhanced home-school links which improves outcomes for our learners. Families receive high-quality, 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.
- We have offered an enriched Health & Wellbeing curriculum this year. The Place2Be counselling service has supported children and families, offering Time to Talk, one to one sessions for many children, small group work and class interventions. Becoming a Paths Model School in October 2022 recognised the hard work of our school community. Gaining a Ruby Accreditation in Renfrewshire’s Nurturing Relationship Approach has helped us on our RNRA journey. All interventions have strengthened our nurture practice.
- Our links with the Parent Council have been very strong this year, with 8 parents regularly attending meetings. Parent Council events included a Race Night, Halloween Disco, Christmas Fayre, Easter Eggstravaganza, Shorts & Shades Disco and P7 Prom. The Parent Council also fundraised for our P7 residential trip and paid for a Christmas Pantomime. Our school community has greatly enjoyed all events. Strong links with our families continued with our Feast Day Family Picnic (May 2023). Ninety nine families joined us for our celebration! We had a fantastic afternoon, picnic lunch, enjoying sports activities and having an ice cream cone.
- Our shared campus residential trip to The Adventure School in Crieff was an amazing opportunity for our P7 children. The costs for parents remained low thanks to fundraising by the school and Parent Council, and a very generous £2000 donation from the charity Lisa’s Gift.
- Excellent links with our High School St Benedict’s ensured P7 had a very smooth transition to S1. Frequent visits starting in P6 helped all children to feel secure in their new environment. Extra visits for individual pupils with the support of the Home Link Service made sure we catered for all pupils. Visits from senior pupils to P7 also helped pupils to feel more comfortable on transition days. A robust transition programme for new entrants to P1 also helped new families feel more secure about the move to primary. Buddy visits throughout the year, visits to P1 and an invitation to our Family Picnic welcomed new pupils and their families to our school.
- Strong links with our shared campus school, Cochrane Castle have helped to develop relationships across both schools. Staff worked together and planned Book Week Scotland and Maths Week Scotland joint activities. We enjoyed three Health Days, visits to the forest for P1 and P2, P7 Carol Singing, a Robert Burns parent/carer event and a P7 residential trip.

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.

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- 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 work towards an Amethyst Accreditation. We will also ensure that we keep developing our Paths Programme, after becoming a Paths Model School Award. We will start on the Rights respecting School's Programme; we will be led by our pupil committee and will work together to gain a Bronze Award.
- We will continue to raise attainment in Literacy with a priority focus on writing. We will develop a clear policy on how to progress with writing and how achievement is assessed. We will work with the St Benedict's cluster and our shared campus school to moderate our progress. To support reading and spelling we will engage with the Reading School Programme.
- Through engagement in Maths Recovery CLPL, our numeracy lead will deliver training to staff and guide them through tracking, planning & identifying appropriate diagnostic and formative assessments. A PEF teacher will work with targeted learners, using interventions to close identified gaps in numeracy.
- We will target identified pupils with co-ordinated plans. Our team will include our ELCO, Support Staff, Principal teacher, and PEF teacher. Regular meetings will allow for tracking, monitoring & analysis of data.
- After a focus on STEM in 2022.23 through the SSERC Programme our staff leader will organise resources to make them accessible to staff and will support with planning to ensure pupils experience high quality STEM lessons.
- We will continue to work in partnership with our Parent Council to offer families and pupils enjoyable school events. Continuing to build 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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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.