



St David's Primary School

STANDARDS AND QUALITY REPORT

June 2024

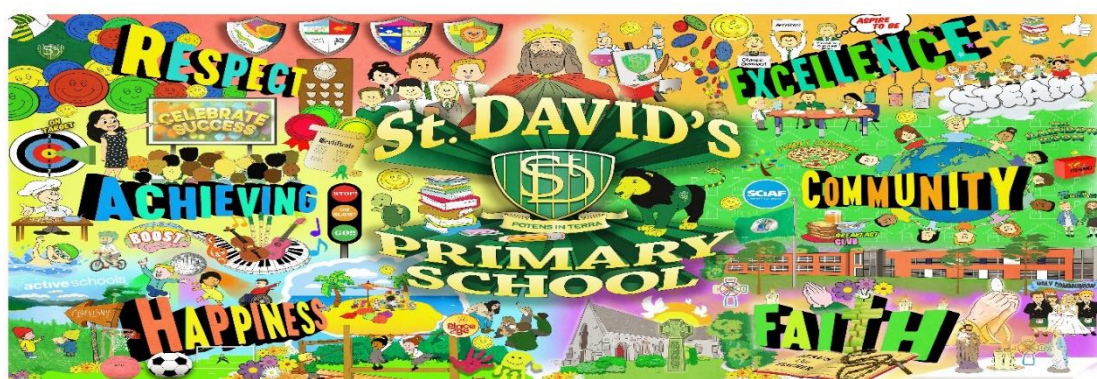
This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2024-2025. I hope that you find it helpful and informative.

A handwritten signature in blue ink, appearing to read "Felicia Kinn".

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 86 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

- ★ We have updated our communication with families through the online programme Class Dojo. This has allowed for very good links between home and school. Home learning tasks and achievements are shared with families. Class Dojo queries from families are 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 donated £50.
- ★ We were granted a Silver School Sports Award 2023-2024 as recognition of the achievements and efforts our pupils have made in school sports tournaments.
- ★ Our Family Learning programme continued with sessions throughout the year. Themes included maths, cookery, and STEM. Families in P1,3 and 6 enjoyed these sessions.
- ★ We received a School Primary Engineers Award. P6 and P7 pupils received Pass, Merit, Distinctions and Distinction shortlisted awards. Two pupils are going forward to the National competition!
- ★ Working in line with National Guidance we continued to provide quality P.E. to all pupils. School staff and Active School staff ran lunch time and after school clubs which continue to be very well attended, including Netball, football, basketball, multi -sports, STEM and homework.
- ★ Our Basketball Team competed in the Renfrewshire competition. They did very well & took part in the Junior NBA Regional competition.
- ★ Our 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 Community Citizenship Group hosted a CommuniTEA for grandparents and people who support the school. We had a fantastic turn out with 52 people coming for tea/coffee, sandwiches & cakes. Every class entertained the audience with a song. This was evaluated highly with all recipients asking the school to host more events. Our Community Citizenship Group have also visited Cochrane Castle Care Home to sing carols at Christmas and more recently to play board games and chat to the residents.
- ★ Our Literacy Champions Citizenship Group & Parent Council applied for the Flight Path Grant and were awarded £500. They have successfully created a Reading Bench which has pride of place in Johnstone Library!
- ★ Our whole school community enjoyed a Feast Day Family Picnic in June 2024. 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 Lochwinnoch Bird Sanctuary, Johnstone Library, St Margaret's Church, and The Science Centre. P6/7 enjoyed participating in Social Enterprise Academy Dragon's Den and a Community Safety trip to St Mirren Park. The girls enjoyed visiting UWS for a STEM Day. Our winning House, Iona, enjoyed a trip to Adventure Planet.
- ★ Our P7 children enjoyed a Shared Campus three-day residential trip to Dumfries House. To pay for the trip the school fundraised by creating Tote bags. We also received a very generous £1000 towards the cost of the trip from Lisa's Gift Charity, which we were very grateful to receive. Our

P6/7 took their entrepreneurial project to the Social Enterprise Academy Dragon's Den in St Mirren Park and presented the business plan. They were awarded £50

- ★ We received the Right Respecting Bronze School Award in November 2023
- ★ We were OneRen Shield Competition winners for Netball. This competition was open to all schools across Renfrewshire

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

- All classroom teachers are leading the learning across the curriculum, building the capacity of the school team with a focus on teacher agency and developing an empowered system. The collegiate working of the staff is a strength of our small school team, in taking forward identified areas for development. All teaching staff have engaged in appropriate leadership CPD and are leading at both school and cluster level. Some of these developments include Talk for Writing, Health and Wellbeing, Numeracy, STEM subjects and Digital. These developments have enhanced our curriculum and staff have been working on these areas all year, building teacher capacity with Improving Our Classrooms strategies.
- 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.
- 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 has engaged with the Rights Respecting Schools Programme and has gained a Bronze Award. We are now working towards Silver.
- All teaching staff engaged in professional learning in Improving Our Schools (IOC), Numeracy, and a TFW cluster moderation project. Staff have been developing these areas of the curriculum through staff training and working in collaboration with colleagues in our joint campus and cluster.
- 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

Parental Engagement

- Our relationship with Adult Learning Services continued with a Family Learning programme that engaged families from P1, P3 and P6. 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. Our P6 and P7 children also enjoyed sewing lessons.
- Almost all families attended Meet the Teacher & two How Good is my Learning sessions. Pupils received an annual report in June. Family communication is very good, with almost all families attending and enjoying all school events, including discos, a Christmas Fayre and a Robert Burns Concert.
- We have continued to support some of our most vulnerable pupils with Team Around the Child meetings involving outside agencies, to ensure that we are getting it right for all learners in terms of Child Protection, Additional Support Needs, and transitions.

- Almost all our families are now accessing Class Dojo which is a digital platform we are now using to communicate and connect with our 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. We have moved from the Seesaw App and families are enjoying this new platform.
- Our Parent Council has supported the school this year with a Hallowe'en Disco, Christmas Fayre, a Pantomime, the P7 Prom and a Shorts & Shades Disco.
- Parents are keen to be involved in self-evaluation and improving the school and we have had a good response to surveys and evaluations sent out throughout the year. Parent & Carer feedback have had an impact on decisions around PEF priorities, homework, and Health & Wellbeing.
- P1 ran a Reading Café, with families coming in to read with their children. The class teacher gave strategies home to support with reading at home. Family participation was excellent with 78% of our families engaging. This project contributed towards our successful application for the Gold Reading Award

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. New Cohort Profiles have allowed for a deeper understanding of the attainment and barriers to learning for every individual. They have also supported with understanding target setting. New cohort trackers in Reading, Writing and Numeracy have also supported teacher professional judgement.
- At the end of P7 73% were on track for Listening & Talking, 73% for Reading, 45% for Writing and 64% for Numeracy. For P4 pupils 82% of pupils were on track in Listening & Talking, 64% in Reading, 45% in Writing and 55% in Numeracy. At the end of P1 89% of pupils are on track in listening & Talking, Reading, Writing & Numeracy.
- Pupil Focus Groups, class visits, a Quality Improvement Authority visit, 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 pupil's views on their learning. This has supported the school to identify strengths and inform improvement priorities going forward.

School Improvement

- The addition of Pupil Equity Funded staff including a Key Worker, an Early Years Officer and a Teacher delivering support for learning has ensured improvements take place for targeted children across the school, with improvements noted in all areas.
- Our School Improvement Plan focussed on improving pupils social, emotional, and mental wellbeing, raising attainment in literacy with a priority focus on writing and raising attainment in numeracy. We have had success in all three areas and will continue to work on our nurture practice and continuing to improve attainment next session.
- 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.
- Our school attendance has improved with the support of our Key Worker. The overall attendance average is now 90.5%

Performance Information

- Tracking systems have been reviewed and updated this year, and as a result we have a more robust system, offering an increased bank of reliable data for analysis that 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 Listening & Talking in P1, P2, P5 and P6. Improvements in Reading in P2, P4, P5, P6 and P7, while also identifying dips in attainment, and stages where attainment is low, giving clear indications for individual support and targets.

- Our school improvement priorities this year have focussed on Writing, Numeracy & Health & Wellbeing across all stages. P4 show increases in writing of 18% and 37% in Numeracy. P7 show increases of 39% in reading, 21% in Writing and 18% in Numeracy. The biggest increases in writing are at P3 and P6. The biggest increases in Numeracy are at P4 and P6. We have met our stretch aims at all stages.
- Health & Wellbeing data tracks pupils' wellbeing and indicates where interventions are required through programmes of work including Paths and Renfrewshire's Nurturing Relationship Approach. Support has been effectively utilised from our Key Worker, the Family Wellbeing Service & Exchange Counselling.

PUPIL EQUITY FUNDING

- Parental evaluations indicated that parents had concerns about the mental health and wellbeing of pupils. (October 23, Feb 24). Pupils' focus groups (Jan 23, March 23) and Pupil wellbeing survey (Oct 2023) also indicated a need for support with wellbeing in school. The school community recognised that the school environment had been improved with three nurture spaces created over the last 2 years. These spaces were created for children to use if they required a calm, peaceful environment. There was a need for a Key Worker (PEF) to support pupils, as increased numbers of children across the school were becoming disengaged and anxious. Poor attendance, distressed behaviour and increased requests for Exchange Counselling were clear indicators. A part time Key Worker was employed to support attendance, transitions, team building and check ins for identified pupils across the school.
- Younger pupils struggling with transitions and positive engagement in class were also identified as needs to be addressed. We employed a part time Early Years Officer (PEF), who works in a calm classroom environment with sensory resources. The environment encourages pupils to engage in learning. The ELCO has worked with P1 and P2 class teachers to support pupils with writing, reading and numeracy. The staff in the lower school also developed a Play Project which offers free flow play across 3 classrooms. Pupils have engaged well, positive interactions have increased and tracking of skills has shown progress across P1 and P2.
- Staff self-evaluation (Feb 2023 and May 2023) and attainment data across the school clearly showed that there was a need to interrogate the data and increase the attainment levels in specific stages in numeracy and writing. Staff training in Talk for Writing and SEAL approaches ensured measures were taken to encourage a consistent approach across the school. The school Principal Teacher also delivered Improving Our Classroom (IOC) strategies in Assessment, Pace & Differentiation. A part time teacher (PEF) was employed through PEF to support attainment in stages across the school with the biggest gaps in writing and numeracy attainment being addressed.
- The impact of PEF can be seen through positive pupil responses in our pupil questionnaire (May 2024). Positive responses from our parents in our Family surveys (May 2024) also show the very positive impact our PEF interventions have had this year. Recent data in numeracy & writing 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 PEF teacher input, and continued input & support from our ELCO (Data from June 2024).

KEY STRENGTHS OF THE SCHOOL

- Our school is a values-based community with a clear vision for our future. All staff and parents and carers have high expectations of pupils. 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 all. Our nurture practice has supported our school community.
- We have offered an enriched Health & Wellbeing curriculum this year. Exchange Counselling has supported individual children. Klas Care After School Care Service supported a child in the school and has also linked in with our keyworker to support children in a Nurture Group this term. We have continued our Paths journey. Next year new staff will participate in Paths training and our Core Group will work towards gaining the Ruby Award from Renfrewshire’s Nurturing Relationship Approach (RNRA). All interventions in place have strengthened our nurture practice.
- Our links with the Parent Council have been strong this year, with 8 parents regularly attending meetings. Parent Council events included a Hallowe’en Disco, Christmas Fayre, Shorts & Shades Disco, and the P7 Prom. The Parent Council also supported fundraising for our P7 residential trip and a Christmas Pantomime. Our school community enjoyed all events.
- Excellent links with our associated 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 a Robert Burns Concert and a P7 residential trip. We also participated in a sponsored walk with Cochrane Castle and West Johnstone ELCC, to raise money for charity and for two fun days in June. Children enjoyed fun days that included a silent disco, bouncy castle, den building, a fire pit, and other fun activities.

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.

- 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). We will continue to develop our Paths Programme, participating in staff training to ensure all practitioners have an excellent understanding of Paths techniques and strategies. We will work on the Rights Respecting Schools’ programme led by our pupil citizenship group and will work together to gain a Silver Award.
- We will continue to raise attainment in Literacy with a focus on writing. We will develop a clear cluster programme of progression and assessment of writing across all stages. We will work with schools in the St Benedict’s cluster, and our shared campus school to moderate our progress. We will improve our reading attainment with new resources and our engagement with the Reading School Programme. We will work towards the Gold Accreditation.
- We will prioritise consistent high-quality learning & teaching through Improving Our Classrooms training (IOC).
- We will target identified pupils with co-ordinated plans. Our team will include our ELCO, Support Staff and PEF teacher. Regular meetings will allow for tracking, monitoring & analysis of data.
- We will develop Pupil Voice through the Young Leaders of Learning Programme. Our pupils will look at our context and out with. They will develop a deeper understanding of the quality assurance process and what it means for learners.
- We will continue working on our STEM Young Leaders. Our Digital Learning journey will continue with our application for a Digital School Award.

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 David’s Primary School
West Johnstone Shared Campus
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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

Website
Twitter/Facebook

Council meetings, responding to questionnaires/surveys and by completing evaluations at school events.