



St David's Primary School

STANDARDS AND QUALITY REPORT

June 2025

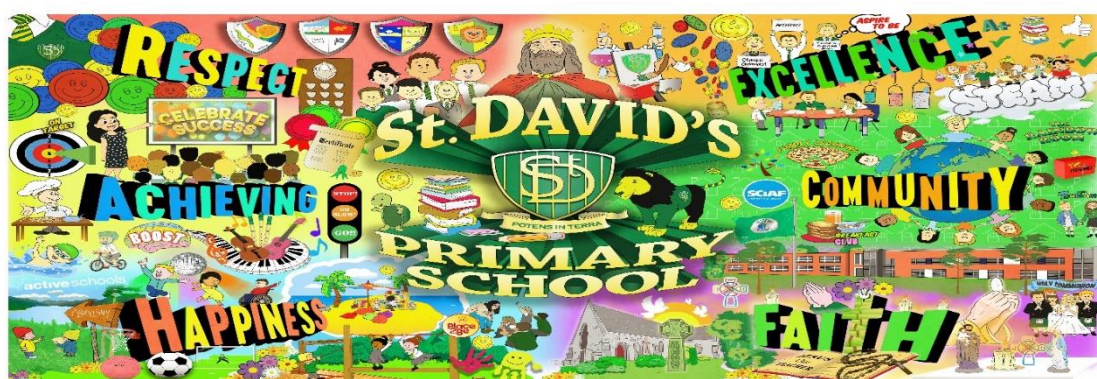
This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2025-2026. I hope that you find it helpful and informative.



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 85 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 App Class Dojo. This has allowed for good communication between home and school. Home learning tasks and achievements are shared with families. Class Dojo queries from families are addressed effectively by staff and queries or concerns can be sent privately to school 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 (12) gained accreditation in the Pope Francis Faith Awards. P7 fundraised for the Bishop's Charity and donated £50.
- ★ Our Family Learning programme with Adult Learning Services continued with sessions throughout the year. Themes included maths, cookery, and STEM. Families in P1, P3 and P6 enjoyed these sessions with 11 families participating. Plans are in place for adult learning sessions to take place in September 2025 in the Pacific Institutes Steps programme, Invent Your Future.
- ★ Working in line with National Guidance we continue 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 football and netball teams enjoyed great success in tournaments with cluster schools. Our Netball team reached the Renfrewshire Netball Tournament Finals.
- ★ Our Community Citizenship Group hosted a CommuniTEA for our local community and people who support the school. We had a fantastic turn out with 40 people participating from the Fire Service, Ranfurly Care Home, Lilybank Club, Adult Learning Service, Family Wellbeing, Cochrane Castle PS, Music service and Peripatetic Service coming for tea/coffee, sandwiches & cakes. Every class entertained the audience with a song. This was evaluated highly and a colleague from Renfrewshire Council filmed the event to share on the Council Social Media page. Our Community Citizenship Group have also visited Cochrane Castle Care Home to sing carols at Christmas and more recently to Ranfurly Care Home to play board games and chat to the residents (June 25).



- ★ Our Primary 7 pupils led a Reading Doctor's club which was attended by 44% of pupils from P1-P4. Children were surveyed by the P7 leaders and rated the club very highly. Data shows that the club supported attainment in reading for most of the children. Winter clubs led by Pupil Equity Fund staff also offered an alternative for children who find the playground challenging. 12% of pupils from P4-P7 attended a Games Club with Ms Mallon and 25% of P1-P2 children enjoyed a crafts club with Ms Beaton.



- ★ Our whole school community enjoyed a St David's Feast Day Family Picnic in May 2025. This was attended by 98% of our families. This tremendous turn out led to a very enjoyable afternoon in the sun.
- ★ Every class enjoyed participating in trips. We visited Castle Semple at Lochwinnoch, Johnstone Library, St Margaret's Church, and The Science Centre. P6 enjoyed participating in a Community Safety trip to St Mirren Park. The P6/7 girls enjoyed visiting UWS for a STEM Day. Our winning House, Iona, enjoyed a trip to Adventure Planet. The Parent Council helped to raise funds to facilitate a whole school trip to Five Sisters Zoo in West Calder. Individual children enjoyed visits to the forest with our Key Worker.



- ★ In August 2024 we received the Gold Reading Schools Award for all the work we have done to promote reading in our local community, carrying out joint projects and sharing the wonderful things we have been doing to build our successful reading culture.



- ★ P6/7 were part of a science project with Glasgow University and became a flagship school creating an A-Z of energy for sustainability education which will be shared with future primary schools and published on the Glasgow University App. They enjoyed STEM visits to Glasgow University and the Science Centre during the GALLANT Project.
- ★ A class teacher organised a grant from TESCO for £6000 to provide fresh fruit and vegetables and cooking utensils. Following on from this the Healthy Heroes Citizenship Group organised Family Cooking sessions and provided parents/carers with a recipe card and ingredients to take home. Evaluations show that this project has had a great impact on pupils with almost all children recognising the benefits of fruit and vegetables in a healthy diet. This grant also allowed us to provide daily fruit in every class, at Parent Council discos and events and for Pupils of the Week baking and cooking activities at assembly times.



- ★ All P7 children participated in a Sewing and Knitting club which was led by the Adult Learning Service within the Campus. Children enjoyed creating cushions, purses and wallets. They enjoyed learning these forgotten skills.
- ★ Our P7 children enjoyed a shared campus three-day residential trip to Dumfries House. To pay for the trip the school fundraised with a Fun Day which catered for different activities such as home baking, nail polishing and crafts. 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. We organised a Family Movie night with the Parent Council and as a thank you to Lisa's Gift we donated the profit made from this. We raised a total of £100.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

School Improvement Priorities

Learning & Teaching

- All teaching staff 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. Our Principal Teacher delivered Improving Our Classroom (IOC) strategies in Assessment, Pace & Differentiation. This improved skills, knowledge and understanding. Teaching staff have also taken part in a Practitioner Enquiry relating to features of highly effective practice through the IOC which successfully helped to raise attainment for a Targeted Intervention Group in every class.

Pupil Leadership

- We participated in the Young Leaders of Learning programme which was a great opportunity to work with staff and pupils from our partner school. A particular strength that was identified from our peer visit was we have extremely strong and positive relationships in St David's Primary. Our

Young Leaders of Learning worked closely with our senior pupils who 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 developed a number of skills including being good communicators, good listeners, being able to share opinions while being diplomatic. Being organised and respectful.

Health & Wellbeing

- This year we made improving pupils' social, emotional and mental wellbeing a priority. We focussed on the rights of the child with weekly assemblies concentrating on Global Goals. Pupils were surveyed using Rights Respecting Schools Surveys and results were displayed with actions and next steps outlined. Citizenship Group meetings encouraged pupil leadership and ensured pupils have an awareness of the world around them. Pupil Focus Groups taken by staff tracked pupil attainment, attendance & health & wellbeing over the academic session. Specific children were then supported by Pupil Equity staff, who ran bespoke nurture sessions & forest school activities. Pupils were tracked and attendance and attainment improved over this time. Through staff training in NVR and CBT pupils are confidently led by staff to achieve in a supportive, inclusive & calm environment. Following RNRA good practise staff ensure the school environment offers safe spaces for children. Continuing with our Paths Model School Status our wellbeing strategies are robust and successful.



Attendance

- Attendance improved across the school this year with an average attendance of 91.5%. Currently 20% of children have attendance below 90%. These children are supported by PEF staff to engage in school and feel secure. We have a very strong and supportive community in St David's and parents and carers engage very well with school events, with attendance at How Good is my Learning Evenings, Meet the Teacher and school shows with an average attendance of 98%.



Raising attainment in writing

- We had a focus on raising attainment in writing this year. Data shows improvements in almost all stages - P2, P3, P5, P6 with a dip in attainment in P4 and P7. Literacy Leads have worked with cluster leads to develop Talk for Writing units of work, assessment and planning this year. We have been successful in our aims to improve consistency of practise in teaching across the school. While we have seen improvements in boys' attaining writing, with P2 figures improving by 34% and P6 improving by 17%, we have an increase at the P4 stage, with the percentage of boys not attaining in writing rising by 23%. Writing will be included in our SIP priorities for 2025.26.

PUPIL EQUITY FUNDING

Our school is 76% SIMD 1-3.

Self-evaluation is carried out in St David's PS through family surveys, pupil surveys and staff consultation. Data informed our self-evaluation and priorities moving forward for our school improvement plan and this supported our PEF plans. Pupils were consulted through Pupil Focus Groups, Young Leaders of Learning meetings, House Groups afternoons, Citizenship Group activities and through weekly assembly activities.

Evaluations indicated a need for support with wellbeing in school. The school community recognises that the school environment had been improved with three nurture spaces created over the last 3 years. These offer a calm, peaceful environment with sensory resources available to engage children. 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 has been employed for the last 2 years to support attendance, transitions, team building and check ins for identified pupils across the school.

Mental Health & Wellbeing is an ongoing priority and data gathered pupil and family consultations show that many pupils still require support with engagement and readiness to learn in small groups or 1-1. In the last year children with ASN have risen to 54%.

Rights respecting Schools Pupil survey (June 2024) show that most of our pupils find school a positive experience:

I enjoy being at school – 73%, I feel safe at school – 81%, I like the way adults in the school treat me – 80%, In general I like the way I am – 82%, My school listens to my ideas for how to do things better – 70%.

This year targeted pupils worked with our Early Learning & Childcare Officer, Key Worker/0.4 teacher and with input including nurture sessions, Zen Den, Busy Bee Room, Forest school activities, Paths Programme and Renfrewshire's Nurturing Relationships Approach, we saw a more positive return from families in our wellbeing survey (February 2025)

I enjoy being at school – 87%, I feel safe at school – 97%, I like the way adults in the school treat me – 98%, In general I like the way I am – 95%, My school listens to my ideas for how to do things better – 98%.

These results show an incredible increase. We will continue with this PEF support as we can see the levels of engagement and readiness for learning have increased and pupils' wellbeing has improved over the year.

With the support of the ELCO and Key Worker we aimed to increase the attendance of target pupils not achieving their expected levels in writing in session 24-25 to 90% or above by June 25. 70% of our learners show improvements in attendance and writing attainment.

Younger pupils struggling with transitions and positive engagement in class were also identified as needs to be addressed. We have employed a part time Early Years Officer who has worked with us over the last 2 years to support pupils.

The ELCO trained in nurture approaches and offered a bespoke soft start nurture session to 4 children in P1 and P2 in Terms 3 and 4. Engagement in class, readiness to learn and behaviour have all improved following this intervention, using consistent strategies to support individuals. The Elco also tracks pupils progress and supports P1 and P2 children with play pedagogy activities to develop phonics, reading, listening and talking and writing. SEAL strategies are also used to develop numeracy.

A rise in attainment and engagement for individuals in P1, P2, P5 and P6 after engagement with the 0.4 Teacher demonstrate a progression in attainment for targeted pupils. P1 attainment showed an increase from 25% to 75%. P2 increased from 66% to 70%. P5 increased from 30% to 54% and P6 increased from 42%

to 53%. From our PEF plan we just fell short of our target for P2 by 18% and for P6 by 13%. We exceeded our target in P1 and P5.

The impact of PEF can be seen through positive pupil responses in our pupil questionnaire (May 2025). Recent data in numeracy & writing also show progress being made across the school, with a higher number of pupils making accelerated progress towards being on track with their learning. This increase is due to PEF teacher input, and continued input & support from our ELCO and Keyworker (Data from June 2025).

Using PEF for GL testing has allowed us to track and closely monitor the progress of individual children across the school. Data gathered has indicated where additional resources and supports are required. Support for individuals in P2,4,5 and 7 will be a priority for 2025.26.

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 Service supported children in the school with a focus of Nurture. The Family Wellbeing service provided invaluable support and guidance to families and young people who required it. We have continued our Paths journey. New staff have participated in Paths training and our RNRA Core Group are working towards gaining the Ruby Award from Renfrewshire's Nurturing Relationship Approach in September 2025. 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. 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 P7 Robert Burns Concert and a P7 residential trip. We also participated in a sponsored walk with Cochrane Castle, to raise money for school funds.



OUR NEXT STEPS – PRIORITIES FOR 2025-26

We have made **very good** progress during session 2024-25 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, to ensure we retain our Paths Model School Award. 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 and aspects of reading. Cluster literacy leads will continue to develop a clear cluster programme of progression and assessment of writing across all stages. We will finish our writing moderation with Toldholm PS with staff visiting to observe TFW lessons. We will also work on a cross cluster reading moderation programme with the St Benedict's cluster and the Trinity cluster. We will work with St Margaret's PS and St Catherine's PS. Our focus will include planning, resourcing and developing comprehension. We will also continue to work with Johnstone Library after the creation of a reading bench, which will offer an interactive reading experience for pupils to engage in reading.
- We will prioritise numeracy across the school. Data shows pupils in P1, 2, 4, 5 & 6 need support with numeracy attainment. P4-7 teachers will engage in training with the Renfrewshire Numeracy and Maths Development Officer who will facilitate the University of Glasgow's MathsBURST programme, which explores the impact of spatial skills training on maths outcomes and broader STEM. Data shows that after engagement of spatialised maths learning, pupils improved their maths outcomes by 20%, compared to only 8% improvement in pupils undertaking their usual maths learning. Data also shows that the programme is particularly effective in closing the STEM attainment gap for girls.
- We will continue to prioritise consistent high-quality learning & teaching through using Improving Our Classrooms strategies.
- We will continue to develop Pupil Voice through our second year of the Young Leaders of Learning Programme. We will partner with St Margaret's PS. 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.
- Our Digital Learning journey will continue with our application for a Digital School Award. We will prioritise Digital learning throughout the curriculum, developing guidelines for staff to ensure consistent practice.
- We will prioritise Outdoor Learning, with all staff participating in training with Learning Through Landscapes. Training will focus will be on building staff confidence, team building and curricular links to reading related activities and numeracy. It will also offer IDL activities. Staff will develop skills progression planners. Tracking will ensure that all children have opportunities to participate in

activities within our local environment. This will increase engagement for individuals. Support staff will also engage with Playground revolution Training to support behaviour during break times.

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
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Website
<https://blogs.glowscotland.org.uk/re/stdavids/>

Facebook
<https://www.facebook.com/groups/stdavidsprimary/>

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.