



ST. FERGUS' PRIMARY SCHOOL 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.



Mrs Mhairi McDonald

Head Teacher

OUR SCHOOL

St Fergus' Primary is a denominational school serving the Ferguslie area of Paisley and we currently have 152 children on our school role. St Fergus' has a small but supportive Parent Council. This year they have worked extremely hard to plan and deliver several events for our parents and children.

Our school provides flexible learning spaces inside and out. There are 7 classroom bases with external learning areas directly off the classrooms, a support staff base, a nurture room, visiting services room, purpose built Library area, independent and specialist learning pods, a tutorial room, a parent's room, a gym hall/dining area, a large flexible learning room which accommodates Renfrewshire's Out of School Care Ferguslie from 2:45- 5:45pm and an office wing. The school grounds comprise of a large multipurpose sports pitch, an eco-garden, outside dining, a timber and wildlife trail, climbing frame and an outside classroom area.

St. Fergus' Primary School aims to promote respect in an inclusive school, we strive to ensure that everyone feels valued and is treated fairly. We believe in a strong commitment to children's rights and endeavour to build positive relationships, built on mutual respect, between staff, children and parents. In St Fergus' we want all our children to feel safe, happy and well to ensure that they are able to achieve to the best of their abilities.

OUR VISION, VALUES AND AIMS

Our Vision: 'Working together to promote, excellence in achievement and well-being for all.'

Our Values:

- + God's Love
- + Honesty
- + Positive Attitude
- + Respect
- + Responsibility

Our Aims:

- + To understand the value of God's Love in our school and local community.
- + To promote a positive attitude and mindset to learning.
- + To use our voices to promote positive changes for all.
- + To provide a happy, safe and stimulating learning environment for all.
- + To develop skills for learning, life and work in our curriculum.
- + To support each child's needs in their unique learning journey.

SUCCESSES AND ACHIEVEMENTS

- ✓ We continued to work together as a team to develop our engagement with our children and their parents/carers during further periods of school closure in session 2020/2021.
- ✓ Our children were able to continue learning through GLOW/Google Classroom/SEESAW and our engagement with our children was very positive with a weekly average of 80% engaging in online learning.
- ✓ We successfully maintained contact with families during this time and provided support where required.
- ✓ We maintained very good communication with our partner services which enabled us to successfully help children and their families.
- ✓ From 30, 000 applicants, our Depute Head Girl won the 'Scottish Engineering Leader's Award' for her age group and we had 4 other pupils shortlisted for this award.
- ✓ Successful partnership working with Glasgow Science Centre Learning Lab, our Primary 5-7 pupils were involved in 'Our World, Our Impact' Project.
- ✓ Children's artwork from P4- 5 displayed in the Annual Inspired Exhibition in Renfrewshire.
- ✓ Successful partnerships with Early Years Centres, our new Primary 1 entrants and their families engaged with a series of virtual lessons and information sessions.
- ✓ Pupils led and participated in enterprising activities while ensuring safety as a priority by remaining in bubbles. All items were quarantined for the recommended amount of time which meant pupils were able to continue with their efforts to raise funds for charity as well as for the school. We donated to Who Cares? Scotland and the Bishop's Charity (MISSIO)

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

School Leadership

- All teaching and support staff have leadership roles linked to their interests and skills, which have allowed our School's Improvement Plan priorities to be addressed collaboratively.
- Despite challenges, our pupil Leadership teams continued to work hard to ensure their voice has been heard in the decision making regarding our school priorities. Online meetings continued throughout school closure, Head/Depute Boys and Girls successfully created and distributed pupil questionnaire regarding school closure with 58% of P3-7 responding to this. This showed that 61% of our children did not have any worries about returning to school, the average rating for both online experience and class meets was 4 stars out of 5 and 14% of our children were worried about catching and spreading COVID. This survey helped school staff support our children on return to school.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

Teacher Professionalism

- The comprehensive quality assurance programme is in place to evaluate the quality of learning and teaching across the school.
- All staff members have continued to engage in relevant training to enhance teaching and learning in relation to Literacy, Numeracy and Health & Wellbeing and continue to seek opportunities to develop their knowledge and skills.
- All staff have worked collegiately to support each other through changes and adaptations required this year due to COVID-19 school closure and restrictions.
- Teachers are empowered to take ownership of analysing assessment data for their own classes and come to attainment meetings prepared to discuss results and any anomalies. Extended time has been set aside for attainment meetings to allow for in depth discussion of individual children and to identify actions and interventions to raise attainment.
- Staff have benefitted from a range of high-quality professional learning experiences to benefit learners:
 - All teaching staff engaged online to carry out moderation in Writing which was very successful in ensuring that there is a shared understanding of levels achieved across the school and what these levels look like.
 - All staff participated in ASD and ADHD CLPL delivered by our Educational Psychologist.
 - All staff participated in Mental Health CLPL delivered by our Educational Psychologist.
 - All staff participated in Renfrewshire Council's and NHS Health and Wellbeing CLPL online.
 - All Teaching Staff participated in CLPL for Google Classroom, Reading Eggs, Nessy and Widget Software.
 - All staff participated in CLPL regarding the use of Leuven's Scale and how this can be incorporated into our existing toolkit to support our children.
 - All staff participated in Season for Growth Training delivered by Home Link Staff.
 - DHT, Inclusion Support Assistant, Nursery Officer and Classroom Assistant participated in Circle of Friends training.
 - DHT and Class Teacher participated in 2-day Non-Violence Resistance (NVR) Training.
 - HT and DHT Participated in 2 half day training on Renfrewshire's Nurturing Relationship Approach (RNRA) Training.

Parental Engagement

- Our School App, Website, Facebook and Twitter accounts have allowed parents/carers to receive quick and effective communication from the school regarding information and events.
- Our parental survey carried out in March showed that parents who responded gave the school 4 out of 5 rating for online learning and were supportive of school's online strategy.
- SMT and various other members of staff managed to plan and attend many virtual meetings (progress, TAC, etc.) to keep parents/carers up to date with progress and help offer reassurance where there have been worries or concerns.
- Head Teacher attended virtual meetings with the Parent Council and managed to plan activities to help raise funds while keeping the parent council up to date with many business matters related to the school.
- Our Inclusion Support Assistant (Pupil Equity Funded post) has developed strong and positive relationships with a number of families which is allowing us to work in close partnership. This is helping to reduce barriers to learning and contributing to ensuring all of our learners are included in positive experiences at school. All of the pupils and families supported have reported very positively about their experiences.
- Support for all families during the period of school closure has been helpful and reassuring for parents and children as well as building and maintaining parental relationships with all members of staff.

Assessment of Children's Progress

- Teachers complete Health and Wellbeing (HWB) web assessment with each child and the information is used to target appropriate supports and interventions.
- Clear programme of assessment is in place to ensure that teachers have a range of data to use when making a professional judgement on children's attainment.
- School moderation work has been successful in working towards a clear shared understanding of expectations.

School Improvement

- Consistent approach by all staff to Emotional Literacy which has impacted on behaviour and de-escalation of situations. Children freely talk about their emotions and how they can impact on theirs and other behaviours.
- Parental engagement has increased prior to COVID-19 and continued to rise during the period of school closure on our social media channels.
- The tremendous commitment of staff to ensure the safety and health of everyone in our school community. Risk assessments were diligently followed, and staff were very flexible to change and adaptation throughout the year. The staff team worked extremely well together to ensure that everything was done to minimise the risk of anyone, adult or child, contracting COVID.
- We continue to work closely with our Education Manager to evaluate various aspects of our school. This has allowed us to work collegiately to celebrate our successes while identifying areas for improvement.

Performance Information

- The school continues to use robust monitoring and tracking systems to ensure that the needs of children are met. Termly meetings continue to ensure that HT/DHT and teachers have regular opportunities to discuss children's health and wellbeing (twice per year), attainment and achievement and to plan interventions/supports. Teachers are expected to provide evidence of children's work to back up professional judgements.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

- A range of standardised assessments, moderation activities and a body of evidence folder, including Literacy, Numeracy and health and wellbeing information are used to support teachers' professional judgement.
- Our Performance data following the School Closure of 2021 is as follows:
 - P1- the majority children are achieving national levels of attainment for Listening and Talking, Reading and Writing. Most of children are achieving national levels of attainment for Numeracy.
 - P4- the majority of children are achieving national levels of attainment for Listening and Talking, Reading, Writing and Numeracy.
 - P7- Most children are achieving national levels of attainment for Listening and Talking, Reading and Numeracy. The majority of children are achieving national levels of attainment for Writing.

Pupil Equity Funding (PEF)

St Fergus' PEF plan has been established in consultation with all stakeholders with the focus on improving outcomes for our children in Literacy, Numeracy and Health and Wellbeing.

For school session 2020/21 the Scottish Government has awarded our school £77,188 and this has been used for Staffing and Resources.

Staffing

The PEF Plan included the employment of an Early Years Officer, Part Time Teacher, Inclusion Support Assistant, Classroom Assistant (Full time) and Classroom Assistant (Part Time). This extra staffing complement has allowed for specialist activities for individual and group support for targeted children and families across all stages.

Time to Talk sessions, delivered by our PEF staff, have been used by the majority of children from Primary 3-7 which has developed excellent relationships and almost all children have a trusted adult within our school.

This extra staffing helped to provide almost all children with a telephone/video contact from a designated staff member throughout the school closure. This higher level of contact and staffing supported our children with additional support needs on return to school after these periods of closure ensuring that they experienced lower anxiety levels.

Resources

Due to the COVID 19 Pandemic, the focus of our PEF plan has been to support our children and families during periods of school closure and that resources purchased have supported our Recovery Curriculum. A variety of online subscriptions have been purchased to support children, parents and staff including, WIDGET teaching resource, Nessy (targeted support for Dyslexic type difficulties) and Reading Eggs to allow whole school support for reading and online accessible texts for home use. We have also purchased 20 Chrome books to supplement our school stock, we now have a higher ratio of digital technology for each class, and this has allowed the children to further develop the skills required for digital learning. Due to the Pupil Council request for more opportunities for Coding and Outdoor Learning across all stages, we have purchased 3 Marty Robots where almost all children have developed an enthusiasm and understanding of how Coding is used in daily life. A variety of resources have been purchased to support Outdoor Learning.

KEY STRENGTHS OF THE SCHOOL

- ✚ The commitment of the whole staff team during a National Lockdown, to improve the life chances of children.
- ✚ Strong teamwork across staff as they work hard to provide a positive learning environment for children.
- ✚ Children are encouraged to take responsibility for their own learning and they confidently engage with adults and readily explain their learning
- ✚ Very positive and supportive relationships exist between adults and children.
- ✚ Pupil views are valued and acted upon with involvement in decision making across various aspects of school life.
- ✚ The very inclusive and nurturing approach by staff, which ensures children feel safe and cared for whilst at school.
- ✚ Children's understanding of health and wellbeing and the support provided by the school to ensure children develop in this area. Children's engagement in assessment of their wellbeing.
- ✚ Whole-school mindfulness activities following break times are helpful in establishing a calm environment and providing time for children to become settled and ready to learn.

OUR NEXT STEPS – PRIORITIES FOR 2021-2022

We believe that we have made good progress during session 2020/2021. The impact of COVID-19, and the subsequent school closures from January to April 2021, resulted in significant changes once again in working practices and routines. We have done our very best to move forward with our priorities and set new ones for session 2021/2022.

- ✚ There will continue to be a focus on promoting health and wellbeing in order to support children to enjoy positive mental health which will help their readiness to learn and achieve.
- ✚ St. Fergus' senior leadership team to promote Renfrewshire Nurturing Relationships Approach (RNRA) across the school by sharing Continuous Lifelong Professional Learning (CLPL), identifying our strengths in this area and planning interventions. Core group to be established and accreditation to be sought.
- ✚ Continue to make more effective use of our outdoor space and improve understanding of sustainability within our school community through the Pope Francis Laudato Si Programme
- ✚ We will aim to improve attainment in Literacy through further 'Write Stuff' training delivered by Jane Considine (online/virtual for staff) and virtual demonstration lessons provided for children.
- ✚ We aim to improve attainment in Numeracy and will engage in Renfrewshire Council's Numeracy Intervention Programme which is built around The Learning Framework series of literature by Bob Wright.
- ✚ Continue to increase opportunities for parental engagement through planned family learning sessions throughout the year in order to develop the confidence of parents to engage with their children's learning.
- ✚ Continue the development of skills for learning, life and work, the focus being digital technology. We aim to receive The Digital School and Cyber Resilience and Internet Safety Awards.

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.