



St James' Primary School



STANDARDS AND QUALITY REPORT

June 2018

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2018-2019. I hope that you find it helpful and informative.

Derek Retson



Head Teacher

OUR SCHOOL

St James' Primary is a denominational school serving the Shortroods and Gockston areas of Paisley with the school role currently standing at 169 pupils. We take advantage of the uniqueness of sharing a campus to work closely with Mossvale Primary School. Both schools recently celebrated the 25th anniversary of the joint campus opening. The catchment area comprises a mixture of local authority and private housing with 82% of pupils identified as living in Scottish Index of Multiple Deprivation deciles 1-3. With children from 14 different nationalities across the school there is a high percentage of children for whom English is an additional second language (34%). The school has an active and supportive Parent Council and is well regarded amongst parents with positive comments from respondents to recent questionnaires indicating that they are happy with the school. The school is led by the Head Teacher and Depute Head Teacher. There are eight class teachers, three Classroom Assistant, one part-time Additional Support Needs Assistant, a Home Link worker, a Business Support Officer and a Music instructor. Together, staff provide a warm and supportive environment for learning where children are supported in a positive and nurturing environment. The school also works very closely with St Andrew's Academy and associated cluster schools to promote and develop a strong Catholic ethos.

Vision

Our vision, as a faith enriched school community, is to provide a values-based curriculum characterised by excellent learning and teaching whilst inspiring a passion for lifelong learning and a commitment to social justice and moral courage.

Values

Joy; Respect; Responsibility; Inclusion; Resilience and Compassion & Love

Aims

To ensure a safe, welcoming, stimulating and **inclusive** environment which creates positive attitudes to learning and is responsive to the voice of children.

To ensure staff have high aspirations by developing best practice in the pursuit of the highest standards and best outcomes for children.

To support our children to become confident individuals who are motivated to develop **resilience** and self-belief and experience the **joy** of learning.

To build strong collaborative partnerships with families and the local community through involvement in learning and decision making.

To empower children to develop **responsibility** by taking an active role in society.

To embrace the values of **respect**, **compassion** and **love** by understanding and celebrating the diversity of our community and valuing the place of each individual in the wider world.

SUCCESSSES AND ACHIEVEMENTS

- The cultural diversity of the school was celebrated through our first International Day when families came together to learn about the 14 nationalities our pupils come from
- Community involvement has included: attending joint campus ecumenical events at Walneuk and Mossvale Churches; Potato planting with Disability Learning Resource Centre; Team-up to Clean-up litter-picking events; Community Police involvement; Parents supporting Health and Science Weeks; Clyde River Foundation pollution awareness day
- Introduction of Bounceback has developed emotional intelligence and resilience for pupils encouraging them to share ideas and opinions. With a large percentage of parents attending infant, middle and upper school assemblies we were able to share the messages of Bounceback. Recent parental questionnaires highlight Bounceback strategies having positive impact at home and school
- House system introduced to help promote positive behaviour and attitudes, and encourage inclusion
- Pope Francis Faith Awards have become embedded and are showing a positive impact in developing the faith formation of pupils at P6 and P7
- Both joint campus schools worked together to host events celebrating the 25th anniversary of the first joint campus in Britain
- One of our P6 pupils won a bronze medal at the British School's Judo Championships.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

School Leadership

- Our vision, values and aims have been developed in partnership with the whole school community. The intended impact is to ensure a shared approach to supporting pupils in achieving the highest standards through a values based curriculum
- All teachers have taken on leadership roles developing the curriculum and leading initiatives that enhanced the experiences of pupils
- Citizenship groups have been introduced. These have increased leadership opportunities for all children. This is helping children to be more actively involved in the life of the school and the wider community. Citizenship groups include Pupil Council, Digital Leaders, Fairtrade, Mini-Vinnies, Eco and Rights Respecting Schools
- Three teachers took an active role in working with their cluster colleagues to develop a moderation programme for Writing. Through this, all teachers have developed their use of assessment evidence to inform teacher judgement in writing. Almost all teachers demonstrated more robust professional judgements in attainment in writing and this was evidenced through cluster moderation exercise
- One teacher has embarked on a Science, Technologies, Engineering and Maths Post Graduate Certificate and recently used her learning to co-ordinate a whole school Science Week. Through participation in learning experiences working with staff and students from University of West of Scotland and West College Scotland, all children were motivated to apply their skills in Science and value the impact it has on our everyday lives.

Teacher Professionalism

- DHT along with P1 and P2 teachers explored Pedagogy in P1 and P2 classes in partnership with University of Strathclyde. This has led to an increased confidence and upskilling of the four members of staff involved. They now have a greater understanding of research based approaches to how young children learn and how to develop a positive environment where pupils lead their own learning through a wide range of active learning experiences
- Four teachers participated in Renfrewshire's Stages of Early Arithmetical Learning (SEAL) training to develop their knowledge, skills and capacity to support children in developing mental agility and raise attainment in Numeracy. This teaching strategy is now being implemented across Early and First Levels
- All staff participated in training on Number Talks, Growth Mindset, Nurture and supporting children with English as an Additional Language. Children are more able to articulate strategies that they are using to solve calculations through Number Talks. Growth Mindset and Nurture training have helped to embed Bounceback approach, helping to develop resilience. All staff are more knowledgeable of supports which can be used when working with children with English as an Additional Language
- All teachers participated in peer observations with colleagues in St Charles' Primary. Looking outwards at areas of best practice in other schools and authorities is supporting staff development.

Parental Engagement

- The Parent Council and the wider Parent Forum were consulted in reviewing the Vision, Values and Aims of the school. These shared values are in place in order to provide the best possible ethos to support the development of all children
- All P1 and P2 pupils are using See-saw app to identify and share achievements in learning. This is helping to develop self-esteem and encourage learning conversations at home. Parents and pupils are becoming familiar with target setting and are becoming increasingly aware of next steps in their learning. Evidence of this can be seen in parent feedback responses
- This year we have embedded the BounceBack programme to raise awareness of strategies to promote resilience amongst children. To encourage a home/school approach we engaged with parents through Assemblies and workshops. All parents have received information on this approach and parental feedback has provided evidence that some parents are finding strategies helpful to use at home
- The introduction of a School app, in addition to newsletters, assemblies and displays, is being used to celebrate and promote achievements in and out of school. Almost all families are using the app to be kept regularly updated.

Assessment of Children's Progress

- All teachers have been involved in cluster moderation of assessment in writing. They are developing a shared understanding of appropriate activities to assess children's progress. Teachers report increased confidence in making professional judgements about children's progress
- All teachers were involved in developing new Literacy forward plan and assessment formats incorporating benchmarks. All teachers are involved in developing their knowledge of the benchmarks and how to use them to support assessment and confidence in teacher judgement
- Through the cluster moderation programme for writing, all teachers have developed their use of assessment evidence to inform teacher judgement in writing. Almost all teachers demonstrated more robust professional judgements in attainment in writing and this was evidenced through moderation exercise
- Our attainment has improved in most measures. Notably there has been significant improvement in attainment in listening and talking, reading, writing and numeracy in P1 and P4.

School Improvement

- New model of observations of learning has been established with SMT and all teachers jointly planning lessons to observe learning. Professional dialogue around this process, has allowed the sharing of good practise and incited all teachers to analyse the quality of the learning experiences they provide whilst developing their own skills
- The P1 and P2 learning environment has been transformed through the development of the Pedagogy programme. The environment now offers more stimulating resources, such as construction materials and role-play resources, for all children to learn in an enriching environment
- Additional staffing, paid for through Pupil Equity Fund, has allowed targeted interventions to help raise attainment in Literacy and Numeracy. All teachers have analysed a range of evidence to identify individuals and groups of pupils to receive additional support. Teacher judgement data gathered for Primary 1, 4 and 7 indicates improvement in attainment in most measures (GL and SNSA results support teacher judgements).

Performance Information

- All teachers meet termly with the senior management team to discuss progress for all pupils. Through this, all teachers are becoming more skilled at identifying interventions to raise attainment and secure improved outcomes for all learners, specifically those most affected by poverty and looked after pupils. During these meetings, all teachers are involved in discussing a variety of assessment evidence through their class Body of Evidence folders. Teachers are also becoming more confident about making judgements on achievement of Curriculum for Excellence levels through engagement with benchmarks
- All teachers participated in data analysis training. A new system to monitor and track individual progress of children and reduce any gaps in attainment and in health and wellbeing has been developed by the Senior Management Team and the Local Authority Information Advisor. This more systematic approach will allow for more rigorous data analysis.
- Teacher Judgement Information:

	June 2016	June 2017	June 2018	
Listening & Talking	72	89	91	% of P1s Achieved Early Level
	89	97	96	% of P4s Achieved First Level
	79	100	90	% of P7s Achieved Second Level
Reading	72	78	77	% of P1s Achieved Early Level
	84	78	83	% of P4s Achieved First Level
	79	64	67	% of P7s Achieved Second Level
Writing	72	74	77	% of P1s Achieved Early Level
	11	66	83	% of P4s Achieved First Level
	67	64	62	% of P7s Achieved Second Level
Numeracy	76	85	86	% of P1s Achieved Early Level
	95	78	91	% of P4s Achieved First Level
	75	64	62	% of P7s Achieved Second Level

KEY STRENGTHS OF THE SCHOOL

- ✓ Local Authority review reported on the caring, supportive and welcoming environment in the school
- ✓ The classrooms provide a happy, safe, bright and stimulating space for children to learn
- ✓ The shared values are evident in the behaviour of the children and staff
- ✓ The children play an active role e.g devising marking codes, design of the new welcome and vision displays
- ✓ The school recognises the importance of parental involvement and staff and children benefit from includes support from parents and grandparents.

OUR NEXT STEPS – PRIORITIES FOR 2018-19

We believe that we have made satisfactory progress during session 2017-18 and we will use the improvement priorities listed below to build on this progress moving forward.

- Develop high quality learning, teaching and assessment leading to improved attainment and achievement in Literacy through embedding Dive into Reading and Dive into Writing approaches
- Develop high quality learning, teaching and assessment leading to improved attainment and achievement in Numeracy
- Development of approaches to assessment using tracking system and data to support teacher judgement
- Develop staff knowledge of pedagogical approaches to learning, teaching and assessment
- Develop a whole school approach to profiling pupil progress and sharing progress with parents using targets in collaboration with parents, children and teachers to help parents see the progress in their child's learning and to discuss future next steps for improvement.

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.

School Name	St James' Primary School
School Address	3-5 Gockston Road, Paisley PA3 2QB
Phone	0300 300 1330
Website	
App	can be downloaded from Jigsaw School Apps

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.