

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.

Lorna Murray

Head Teacher

OUR SCHOOL

St John Ogilvie Primary is a denominational school serving the East End of Paisley. At present there are 207 pupils and 8 classes. Over the last 6 years the school roll has steadily increased and this is expected to increase again to around 217 pupils next session. This in part is due to the new housing development within the catchment area of the school. In 2018 the school was extended to increase the capacity from 7 classrooms to 9. Next session all 9 classrooms will be in operation.

The facilities within the school consist of a dance studio, gym hall, library area and small breakout spaces. The school makes very good use of the school grounds to assist with active learning, outdoor learning, group work and one-to-one support. This session the school have made excellent use of the Seedhill Playing Fields to support physical education.

St John Ogilvie is part of a large cluster of 7 primary schools feeding into St Andrew's Academy. In the Early Years our pupils in Primary 1 come from a variety of nurseries from around the East End of Paisley and beyond.

Within St John Ogilvie the school management team consists of a Head Teacher and a Depute Head Teacher whose remit predominantly includes Support for Pupils, ICT, Transition, Literacy and RE. There are currently 13.4fte teachers and 3 members of support staff. Our school office operated with 1.5 office staff. Next session the staffing will include 1 probationer teacher. The Environmental Services team comprises of a 2 Senior Facilities Operatives, 1 member of catering staff and a cleaner. Together, staff provide a warm and supportive environment for learning where children are supported and encouraged to live out the Gospel Values.

Our school has a very positive relationship with our Parent Partnership who are very active and supportive in the work they do for our school community. Our school has strong links with the Parish Community of St Mirin's Cathedral in particular with the school Chaplin Monsignor Joe Burke assisted by Fr Ryan Black who enhance our RE curriculum as well as assist in preparing our children for the Sacramental Programme. .

OUR VISION, VALUES AND AIMS

Vision – **A community of excellence and opportunity for all**

Motto – **Starting a Journey of Opportunity**

Values – **Respect, Kindness and Honesty**

Aims:

1. To promote wellbeing and respect within a culture of ambition and achievement, reflecting gospel values within a community of faith and learning.
2. To share a common vision with our pupils, parents and staff and to foster high quality leadership at all levels.
3. To engage all our pupils in the highest quality learning activities which focus on outcomes and maximise success for all learners
4. To value and empower our staff and pupils, to reflect on our work, welcome challenge and to experience personal and collegiate responsibility.
5. To work in partnership with parents, other agencies and our community to improve and support learning.

SUCSESSES AND ACHIEVEMENTS

This session has undoubtedly been one of the most challenging we have ever experienced. The impact of the Covid- 19 pandemic has been profound and presented us with unprecedented challenges. However, despite these challenges, progress was made pre and post lockdown, of which we are very proud.

- ★ All staff demonstrated a strong commitment to the development of Mental Health and Wellbeing lessons for our children with staff continuing to participate in professional learning.
- ★ The HT participated in Non-Violent Resistance Training with this progressing to all staff next school session.
- ★ All Primary 6 pupils enrolled for the Pope Francis Faith Award.
- ★ Almost all Primary 6 pupils achieved the bikeability level 2 award.
- ★ All pupils in Primary 5 participated in an 8-week virtual Traditional Scottish Music Programme.
- ★ All pupils in Primary 6 engaged in the Rethink Food Project in conjunction with the Glasgow Science Centre and successfully grew lettuce, chard, basil and rocket.
- ★ Pupils in the upper school sent cards with kind messages to elderly residents within the local community.
- ★ Primary 1 and Primary 7 pupils were able to participate in transition activities via online platforms. New Primary 1 pupils were also able to visit the school and staff following current restrictions.
- ★ Almost all pupils in Primary 4 and 7 received the Sacraments of First Holy Communion and the Sacrament of Confirmation respectfully.
- ★ The school applied for the Gardening Level 3 award.
- ★ The school was accepted into the Edina Bulb Project.
- ★ Most pupils engaged in online learning.
- ★ Some classes participated in Active Schools Festivals including 'The Winter Olympics'.
- ★ All pupils in Primary 6 and 7 engaged in 'Who Cares? Scotland' sessions.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

School Leadership

- Almost all teachers have taken on leadership roles linked to their skills, interests and the priorities in our school improvement plan. This ensures that we all work collaboratively to improve our school.
- Mrs Heath was appointed as Depute Head Teacher, after participating in the Aspiring DHT course.
- The Pupil Council continued to meet (virtually and in person) to develop the schools approaches to celebrating success resulting in the introduction of 'Hot Chocolate Friday' to celebrate those who go 'above and beyond'.
- The school's Digital Champion continued to drive improvement by supporting all staff to access tools available to support home learning and return to the classroom.
- All Primary 6 pupils participated in outdoor learning training in order to support them in the role as a P1 Buddy.
- 1 member of teaching staff has enrolled in the 'Improving our Classroom' CPD that will continue into the next school session supporting raising attainment in reading and writing.
- The DHT participated in Learning Sets organised as part of the supporting leadership programme organised by the local authority.

Teacher Professionalism

- During the period of lockdown all staff engaged in many online training opportunities and have shared these during staff meetings.
- A Core Group was established and an action plan created to take forward the nurture principle – All Behaviour is Communication.
- All staff participated in online modules to enhance their own knowledge and understanding of the resources and strategies available to support their own health and wellbeing.

Parental Engagement

- During lockdown we kept in regular contact with our parents/families. This ensured that we were able to offer support in the form of IT equipment, counselling and Home Link involvement.
- Throughout the school session the Parent Partnership continued to meet using Microsoft Teams and Power Point presentations to ensure that they were kept up to date with the life of the school.
- The Parent Partnership AGM took place virtually and the views of parents/carers were gathered in order to feed into the Establishment Improvement Plan for the next school session.
- All parents/carers received questionnaires using Microsoft Forms to allow their views to be gathered in relation to improvement priorities for the next school session.
- Parents/Carers of pupils receiving additional support were able to meet with relevant school staff and agencies virtually to share and update Individual Education Plans.
- All pupils in the school continue to use Seesaw (online profiling tool) to share their latest and best work. The use of this online platform was adapted by staff to support communication between school and home during periods of home learning.
- Throughout the school session, all parents and carers were offered 3 telephone appointments to discuss their child's progress. The uptake of appointments in June was 95% and above.
- Parents/carers of our new Primary 1 pupils were invited to join the school's seesaw platform in order that key information was shared regarding transitioning from nursery to primary school. All parents/carers were able to meet the teacher on a 1-1 basis prior to starting primary school in August 2021 supporting our young pupils to make smooth transitions in August 2021.

Assessment of Children's Progress

- The introduction of a whole school tracking spreadsheet ensured that all teaching staff had access to, and were able to share, the most up-to-date attainment and wellbeing information on each child's progress with SMT and parents.
- In house moderation of writing gave staff the opportunity to engage in professional dialogue and become more confident when using the new writing trackers created by the school.
- In Primaries 1,4 and 7 pupil progress in numeracy continues to be the same or higher than schools with a similar demographic and the Renfrewshire average. This was previously supported with PEF funding.

School Improvement

- Due to Covid-19 restrictions and periods of lockdown the school were unable to progress fully with the drive to improve the attainment of writing. Through self-evaluation and reflection of last year's SIP, improving the attainment of writing across the whole school will continue to be a priority. During the school session staff participated in writing moderation activities reflecting and becoming increasingly confident on using the benchmarks and results from standardised assessments to make confident teacher judgements.
- Almost all staff show increased confidence when using technology to support learning and teaching in school and at home resulting in most children engaging in online learning.

Performance Information

- Standardised assessment results across all stages have in the main supported teacher judgement. Interrogation of teacher judgement data and formal assessment data ensured that relevant supports are in place to support pupils with barriers to learning ensuring that gaps in learning are supported.
- The Pupil Equity Fund continues to be used to support pupil attainment and achievement in the areas of reading and writing.

PUPIL EQUITY FUNDING

- During the school session the PEF spend was used to support the purchase of several online platforms including Seesaw and Espresso. Seesaw, previously used by our whole school as a profiling tool, supported all pupils to access home learning during periods of lockdown. It also gave parents the opportunity to access key information regarding the life of the school and information regarding the safe transitioning of pupils back to school. It currently replaces our home / school paper diaries and homework ensuring that all parents/carers can communicate with the class teachers.

PEF funding was also used to support the purchase of an additional teacher 3 days per week. When available, this resource was used to target pupils who required additional support in their learning at home and in school across various stages of the school.

Support staff hours were extended to support pupil transitions to and from school resulting in pupils feeling safe and supported on their return to school. The extension of these hours also allowed for pupil to operate in bubbles during breaktime and lunchtime ensuring that the school followed all Covid-19 Government guidance.

5 Chromebooks were purchased with the intention of supporting pupils who required a device to access home learning during periods of lockdown.

KEY STRENGTHS OF THE SCHOOL

- ✓ Happy, confident children who actively engage with their school and benefit from being involved in their learning and help shape the direction of the school.
- ✓ A warm and welcoming environment for learning based on Gospel values and respect.
- ✓ High-quality standards of learning and teaching across the school continue to impact positively on the school's good levels of attainment.
- ✓ The SMT strive to empower all pupils, staff and parent/carers to take on leadership roles which in turn creates a positive climate across the school.
- ✓ Parental involvement and the commitment of the Parent Partnership to support and shape the direction of the school.
- ✓ High quality teamwork amongst all staff, parents and partners at all levels which is improving children's learning opportunities, attainment and achievement.
- ✓ A strong sense of community between our cluster schools.

OUR NEXT STEPS – PRIORITIES FOR 2021-22

The Covid 19 pandemic hindered our progress and our ability to achieve all of our improvement priorities. Some priorities and actions will therefore be carried forward to academic session 2021 – 22. We believe that we have made good progress during session 2020-21 and we will use the improvement priorities listed below to build on this progress moving forward.

- ★ Promote the positive Health and Wellbeing of our pupils, staff and families.
 - Introduce pupils to mindfulness yoga
 - Support all pupils to be involved in achieving Gardening Level 3 Award
 - All staff to be trained in the Non-Violent Resistance Programme
 - All pupils to engage in the launch of Laudato Si'. Create a refreshed liturgical calendar providing opportunities for staff, pupils and parents to engage in the development of their faith.
- ★ Raise attainment in Literacy and Numeracy
 - Staff to engage in professional learning of evidence-based programmes
 - Create a working party to drive engagement in reading
 - Continue to embed aspects of the 'write stuff' and embark on 'Talk for Writing' programme
 - Create a working party to create a teaching a learning policy
- ★ Develop Leadership across the school
 - All pupils will be part of a citizenship group
 - The school will achieve the Digital Schools 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.

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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 Partnership meetings and by responding to questionnaires/surveys.