



St. Mary's Primary School,
Early Learning and Childcare Classes and PSADU

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.

Helen Friel
Head Teacher

OUR SCHOOL

St. Mary's is a Catholic primary school with two early learning and childcare classes and a Pre School Assessment and Development Unit (PSADU). The primary school has a roll of 240 pupils. The P1 intake for August 2018 is 29. There are the equivalent of 20 morning and 20 afternoon places available in the 3-5 playroom (sunflower room) and 10 morning and 10 afternoon places available in the 2-3 playroom (buttercup room), however, the school is able to offer a small number of 2.5 day places and is also part of the phasing programme for extending early learning and childcare to 1140 hours. The PSADU (daffodil room) provides specialist communication and language support on a part-time basis for 16 pre-school children who also attend mainstream early learning and childcare provision.

OUR VISION, VALUES AND AIMS

Our vision is that, through the care and education provided by our school community, our pupils will be nurtured to become successful learners, confident individuals, effective contributors and responsible citizens. Driving our work are our core values: love, honesty, fairness and wisdom. These are reflected in our school rule: treat other people the way you would like to be treated.

We aim to provide a:

- **Safe**, happy and nurturing environment where we show respect for each other at all times.

We aim to provide:

- **Teaching** that is high quality and learning experiences that pupils enjoy and that provide appropriate challenge.

We aim to:

- **Make sure** we communicate with our families and include them in learning.

We aim to provide:

- **An environment** where all relationships are strong.

We aim to be a school where:

- **Responsibility** is given to pupils to take leadership roles;
- **Your opinion** always matters;
- **St. Mary's** includes everyone.

SUCCESSSES AND ACHIEVEMENTS

- The school ran the following successful focus events involving members of the school, local and wider communities: Book Week Scotland, Maths Week, Science Week, World Book Day, Careers Week, Anti-bullying Week;
- P6 pupils came second in the local heats of this year's Euroquiz competition;
- 21 P7 pupils gained the Pope Francis Faith Award, 3 of these with parish commendations;
- The school raised money for MISSIO (£600), Bishop John's charity (£126), Mary's Meals (£42) and the Bangladesh Appeal (£113);
- P1-7 pupils entertained parents and family members at our annual concert, early years pupils also performed for parents and family members at their end of year concert. P1-3 pupils performed for their parents at our Mother's Day concerts and our early years pupils held a Daffodil Tea.
- P7 pupils have been running a social enterprise selling reusable water bottles to the school community and will donate the profits to offset the impact of pollution caused by plastic;
- Our early years classes and PSADU received 'very good' gradings, once again, at their inspection;
- 3 classroom assistants successfully undertook training programmes to support learning and teaching, 1 ELC officer successfully achieved a Professional Development Award, 1 member of staff successfully completed the Aspiring DHT programme, another the Aspiring PT programme. 1 ELC officer successfully passed First Aid Training.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR NURSERY AND SCHOOL?

School Leadership

- In consultation with pupils, parents and carers we reviewed our vision, values and aims giving ownership to our school community.
- We enhanced the work of our pupil citizenship groups to increase their impact across the school community. As a result pupils are now more involved in decision making through pupil led assemblies, focus weeks and pupil participation in a number of activities e.g. charity fundraising;
- Increasing numbers of staff have taken on leadership roles, contributing positively to school improvement and 3 staff members have engaged in leadership programmes that have enhanced their leadership knowledge and skills.

Teacher Professionalism

- PSADU staff undertook I Can and Bridging the Gap training to develop their skills in supporting pupils with Autistic Spectrum Disorder;
- Staff working in our ELC classes attended training to enhance their skills in assessing and profiling children's progress;
- All teachers and classroom assistants attended The Write Stuff training and have been making use of these strategies to improve pupils' writing and increase attainment;
- Early years teachers attended P1 pedagogy training, resulting in changes in the way we deliver the curriculum in P1 where children have more opportunity to learn through play. Teachers attended Stages of Early Arithmetical Learning training known as SEAL training, which had a focus on using concrete materials, pictorial representation, and abstract ideas to ensure pupils have a solid understanding of number. This approach to planning number work has allowed teachers to identify gaps in learning and drive attainment in numeracy and maths.
- All teaching staff have participated in PATHS training. PATHS stands for Promoting Alternative Thinking Strategies. As a result, pupils are able to call upon a range of strategies to help with self-control, emotional awareness and interpersonal problem solving skills.
- Classroom assistants attended training to develop their skills in supporting pupil Health and Wellbeing, literacy and numeracy. This has had a positive impact on staff confidence in supporting pupils across these curricular areas.
- Teaching staff participated in Growth Mindset training. Staff have an understanding of how a fixed mindset can shape our ability to learn. The input also highlighted the language that can be used within the classroom to support a growth mindset and an 'I can' attitude to learning.

Parental Engagement

- The school increased its family learning programme and ran 2 sets of family learning tutorials and an Incredible Years programme. This has helped build relationships and has increased parental skills in supporting learning and development at home. The school's inclusion support assistant extended her work to include early years families;
- The school has introduced a school app to communicate more effectively with parents. Statistics show that the app has been accessed by a high number of people and parental feedback has been very positive;
- The school's focus weeks were very well supported by parents who visited classes and spoke to pupils on a range of topics. In addition the school consulted with parents on a range of subjects including school improvement priorities, our Pupil Equity Fund plan and our anti-bullying policy.

Assessment of Children's Progress

- All teachers and ELC officers participated in our cluster moderation programme. This culminated in our moderation event at which staff from across the cluster engaged in professional discussion about the learning cycle and professional judgement. This has increased staff confidence, knowledge and skills in relation to planning for learning and making assessment decisions;
- Teaching staff worked with the new assessment guidance and developed by the cluster. This has helped build staff confidence in their own professional judgement and has provided consistency of approach across the school.

School Improvement

- The school received very positive feedback in relation to our Quality Improvement Framework visits;
- The school has successfully overtaken all of the priorities set out in the school improvement plan for 2017-2018;
- Pupils, parents and staff contributed effectively to consultation on the improvement priorities for 2018-2019. School improvement planning is much more effective as a result of staff awareness of practice and attainment across the school and their increasing knowledge and skills in using HGIOS.

Performance Information

- Most pupils, in some cases almost all, have achieved expected national levels of attainment;
- The school's procedures for tracking pupil progress at class and school levels has improved as a result of guidance developed by the cluster. A new whole school tracking spreadsheet has also been developed, and will be used next session to measure the impact of interventions as well as track and monitor pupils as they progress through the school.
- Members of the management team have attended training in delivering Scottish National Standardised Assessments and making use of SNSA data, in addition members of the management team have also attended training in relation to using ICT to track and analyse pupil attainment data.

KEY STRENGTHS OF THE SCHOOL

- The school's very positive ethos and the strong caring relationships across the school community;
- Our hardworking, confident pupils and their positive contributions to the school;
- How well our staff know our pupils and the commitment of the staff team to do their very best for the pupils in our care;
- The high standard of learning and teaching and our levels of pupil attainment;
- The quality of support for pupils and their families;
- Our partnerships with families, including our family learning programmes.

OUR NEXT STEPS – PRIORITIES FOR 2018-19

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

- Further develop our approaches to the teaching of writing and aspects of listening & talking;
- Develop assessment practices with a particular focus on developing a holistic assessment approach to numeracy and maths;
- Extend outdoor learning opportunities for numeracy and maths;
- Continue to develop the use of the Stages of Early Arithmetical Learning (SEAL) programme through the creation of a school SEAL network;
- Develop enhanced opportunities for pupil leadership;
- Extend our programme of targeted support for pupils to include increased support for learning, Growth Mindset and arts therapies;
- Develop the PSADU learning environment and approaches to support pupils with sensory processing difficulties;
- Continue to enhance our family learning programme;
- Begin implementation of Renfrewshire's Nurturing Relationships Approach and further develop staff knowledge in relation to Adverse Childhood Experiences (ACEs);
- Enhance pupil and staff leadership opportunities;
- Participate in the St. Andrew's cluster Locality Inclusion Support Network pilot study.

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.

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 the parental feedback slip at the end of the monthly newsletter.

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