



St Paul's Primary School & Anchor Base

STANDARDS AND QUALITY REPORT

June 2020

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2020-2021. I hope that you find it helpful and informative.



Head Teacher

OUR SCHOOL

St Paul's Primary School is a denominational school with a strong Catholic ethos set in the Foxbar area of Paisley. St Paul's Anchor Base, named by the school community, supports children across Renfrewshire who have social and communication difficulties. The school roll has consistently risen over the last 6 years and is expected to increase again to 212 for August 2020. This comprises of 8 mainstream classes and 3 base classes to accommodate 24 pupils. The new school building opened in August 2018 providing high quality facilities throughout. These include a separate gym hall and dining hall, a dance studio, an early-years play space as well as various small flexible learning spaces throughout. These areas of the school provide flexibility and encourage different types of high quality, learning experiences for our learners. The school garden and external classroom spaces offer bright and stimulating additions to the facilities. Each classroom has immediate access to the playground, increasing outdoor learning opportunities throughout the day. Our nurture room, named by children and staff as "The Dandelion Den" offers a space to provide targeted support, by trained staff, for identified children.

OUR VISION, VALUES AND AIMS

Vision

A place of partnership and discovery where we aspire to learn and achieve

Values

Spiritual, Talented, Passionate, Ambitious, Understanding, Loving, Successful

Aims

1. Provide each child with a well-planned, broad & balanced curriculum in line with national & local authority guidelines.
2. Enable all children to realise their potential by developing strategies, which raise & maintain attainment.
3. Provide appropriate variety in teaching approaches to motivate children & encourage independence & co-operation in learning.
4. Support children's growth in all aspects of their intellectual, physical, spiritual, social & emotional development affording all children equality of opportunity.
5. Develop a sense of identity & pride in the school by developing genuine partnerships with all users of the service where every member of the community holds a deep respect for all others & their personal well-being & happiness.
6. Create a happy, safe & stimulating learning environment with well-trained motivated staff & well organised modern educational resources.
7. Manage the school effectively using procedures and policies in line with local authority guidance and to ensure high quality, provision of education & continuous improvement through a structured approach to monitoring & evaluation

SUCSESSES AND ACHIEVEMENTS

- ✓ Very strong long-term commitment to develop whole school nurturing relationships for all learners. This has been recognised this session with a Gold Award Accreditation for our RNRA (Renfrewshire Nurturing Relationships Approach) across the school
- ✓ Commitment of staff to support new staff to continue the development of initiatives to benefit learners.
- ✓ Strong commitment to the development of Mental Health and Wellbeing for our children with staff continuing to participate in professional learning and sharing learning across the whole school
- ✓ Successful, regular review and adaptation of pedagogy programme within infant department to ensure pupil needs are met
- ✓ 18 children completing the Pope Francis Faith Award Programme with some also receiving Parish commendation for their contribution to Parish life
- ✓ Participation in local *Team Up to Clean Up* initiative
- ✓ Successful regular flexible use of space to ensure the open plan environment meets the need of our children
- ✓ Science, Technology, Engineering and Maths (STEM) Leaders Award introduced to develop career awareness within upper school classes
- ✓ All teaching staff engaged in Science Professional Development provided by Scottish Schools Education Research Centre (SSERC), to enhance delivery within the curriculum

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

School Leadership

- All teachers and some support staff have leadership roles linked to their skills, interests and the priorities in our school improvement plan. These are reviewed annually which allows a collaborative approach to whole school improvement
- PT is a Renfrewshire Inclusive Classroom Environment (RICE) mentor for another school in Renfrewshire. She has supported the implementation of this within our school to ensure we have an Inclusive Classroom Environment for all.
- Three members of staff have attended Circle Training. They will use this knowledge to develop whole school approaches to ensure meaningful inclusion throughout St Paul's Primary.
- One class teacher attended Scottish Schools Education Research Centre (SSERC) Training and led the development of Science with high quality professional learning delivered across the school. (PEF)
- Two teachers lead moderation of Science across the school and cluster to ensure shared understanding of standards within this area of the curriculum.
- One member of support staff led a drumming club which was established in line with our Attachment, Regulation, Competency Framework. (ARC)
- Two members of support staff led Pupil Peer Mediator training and adapted it to ensure inclusion of our Emotion Works approach
- Two members of staff and HT engaged in Mindset in Maths, in partnership with Winning Scotland Foundation. They will lead whole school development in this area in the coming session.

Teacher Professionalism

- A number of teaching staff have attended Spanish training to ensure the ability to deliver language 2 across the school.
- All class teachers act as mentors for new staff ensuring they are familiar with programmes such as SEAL and The Write Stuff. This ensures a consistent approach to literacy and numeracy across the school.
- Working groups have ensured the development of many areas across the school. One in particular is the development of a handbook to ensure our nurturing approaches are shared with all new members of staff.
- During the period of lockdown all staff have engaged in many online training opportunities and have shared these during staff meetings.

Parental Engagement

- We had planned a full day to share the importance of Mental Health and Wellbeing. This was a practical day where parents would experience many of the strategies their children use in school. This will go ahead next session.
- As part of the project for Mindset in Maths, we had planned a number of practical workshops for parents and children to engage in together. This will go ahead next session.
- During lockdown we ensured a planned programme of regular contact with parents between, teaching staff, management, home-link and Place2be counsellor - (PEF). This ensured ongoing support for parents and families during this difficult period.
- Regular coffee afternoons, for parents in the base, provided opportunities for parents to share concerns and support one another. Outside agencies from health and Educational Psychology department supported these sessions offering advice and support when appropriate.

Assessment of Children's Progress

- Cluster moderation extended to Science this session. Staff use documentation and professional dialogue to assess pupil progress accurately. (PEF)
- Pupil progress in Literacy & Numeracy is based on a wide variety of evidence. Profession discussions, for children not on track, are based on interventions and what can be done to support continued pupil progress.

School Improvement

- Continued effective self-evaluation of leadership, learning, teaching & assessment, children's wellbeing and attainment and achievement has allowed us to demonstrate our strengths and identify areas for improvement.
- Pupil wellbeing continues to be at the heart of our improvements. This is evident within our improvement plans and professional learning programmes. This excellent work has been recognised by a number of agencies and more formally with a Gold Accreditation this session.
- Planning documentation, for all curricular areas, has been reviewed this session to ensure effective coverage. This documentation will support new staff and ensure good pace of learning.

Performance Information

- Accurate teacher judgement ensures timely interventions and supports for children.
- Close partnerships with other agencies for advice and support allows us to provide effective supports available to us.
- Staff work closely across stages to provide challenge where appropriate.
- Staff are aware of those children who are disadvantaged and vulnerable and provide clear, appropriate supports.

KEY STRENGTHS OF THE SCHOOL

- ✓ Welcoming, inclusive, ethos with a strong focus on equality and Gospel Values
- ✓ Children report that the consistent, main strength of the school is the staff, who care for them, support them and encourage them in their learning
- ✓ Quality Improvement visits confirm that staff use skilled questioning to engage children and promote deeper thinking and learning
- ✓ Highly effective teamwork, where staff are supportive of one another in creating a nurturing ethos for learning, which involves individualised planning and encourages independence
- ✓ Strong focus on wellbeing, inclusion and establishing strong relationships, throughout the school. Pupil views are valued and acted upon with regular involvement in decision making across various aspects of school life
- ✓ Staff in the base know the complex needs of learners very well and focus on supporting them individually in appropriate ways
- ✓ Commitment and support of our parent council to support our ability to enhance experiences for children with external trips and visits. This session their work resulted in St Paul's Primary winning £18,000 for our school after raising funds for Cash for Kids.
- ✓ Strong proactive approach on achieving consistency and embedding the areas that have a positive impact on pupil wellbeing, achievement and attainment

OUR NEXT STEPS – PRIORITIES FOR 2020-21

Despite the challenges we have had this session, including an extended period of the school building being closed, due to COVID 19 lockdown, we believe that we have made **good** progress during session 2019-20 and we will use the improvement priorities listed below to build on this progress moving forward.

- Focus on mental health and wellbeing of children and staff after an extended period of remote learning
- Implement a phased return for children and staff to support a smooth transition back to school routines, including use of expressive arts to support children to feel safe in school
- Pilot new whole school planning format to support delivery of the curriculum and pace of learning
- Identify and address gaps in learning as a result of varied engagement with remote learning
- Establish a clear framework for writing, as data suggests this is an area which requires improvement across the school

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.

Within this document PEF means Pupil Equity Funding has been used to support this development.

St Paul's Primary School & Anchor Base
Morar Drive, Paisley, PA2-9FA
Phone – 0300 300 0187
Website -
<https://blogs.glowscotland.org.uk/re/stpauls>
Twitter - @stpaulsfoxbar

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. We look forward to working with you in partnership this session.