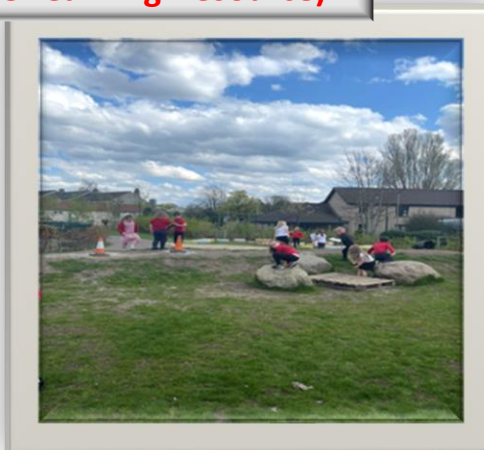




**St Paul's Primary School  
&  
Anchor Base (Flexible Learning Resource)**



## STANDARDS AND QUALITY REPORT

June 2023

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2023-2024. I hope that you find it helpful and informative.

*Louise A. Maher*  
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 Flexible Learning Resource, known as and named by our school community as, Anchor Base, supports children across Renfrewshire who find social skills and communication difficult. The school roll is expected to be 180 for August 2022. This comprises of 7 mainstream classes and 3 base classes to accommodate a maximum of 18 pupils. The new school building opened in August 2018, provides modern facilities throughout. These include a separate gym hall and dining hall, as well as various small flexible learning spaces throughout. Almost all classrooms in the mainstream and in an open-plan environment. These areas of the school can 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. The multi-sports facility offers a purpose-built space for sports and exercise. Each classroom has immediate access to the playground, increasing outdoor learning opportunities throughout the day. Our "Dandelion Den" offers a space to provide targeted emotional and mental health and wellbeing support, by trained staff, for those children requiring additional support.

## OUR VISION, VALUES AND AIMS

### Our Vision

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

### Our Values

**RESPECT, HONESTY, INCLUSION, KINDNESS**

### Our 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

This session we continue to respond to the challenges within our school community, offering support to children and families as required. We are exceptionally proud of the progress we have continued to make throughout session 2022-2023.

- St Paul's Primary have been awarded Bronze and Silver Awards for Emotion Works across the whole school.
- Twenty-five children completed the Pope Francis Faith Award Programme showing "signs of love" in their daily lives and actively living out their faith
- Our vision and values have been reviewed by the school community and updated to reflect our focus on inclusion
- Massage in Schools programme extended to P1-5 this session
- St Paul's Primary presented at a spotlight event for Place2be. Head teacher and children shared the benefits and positive impact of this service with schools across Scotland
- Evidence gathered and application made for Sports Scotland Gold Award
- School football, netball and dodgeball teams qualified for the Primary Games
- School Netball Team won the Primary Games

## HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

### School Improvement Plan Priorities session 2022/2023

#### **Priority 1: Promote the positive health and wellbeing of children and young people, parents / carers and staff**

- CLPL for all staff on Nurture Principle - Classroom Offers a Safe Space – after input staff confidence and knowledge increased.
- All staff were trained on NVR approach at inset day. Evaluation 4 months later showed very good breadth of tools used from approach with 7 different tools from NVR being trialled across the school. All staff felt we should continue to use NVR approaches across the school. NVR in school was used with both individuals as well as whole classes. Both approaches having a positive impact on pupils with all class teachers, who used this approach, reporting that interventions such as class announcements improved pupil behaviour as targeted.
- All classes have daily emotional check-ins, 5-point scales, visual timetable, safe spaces with a basket of regulation tools and breathing exercises for children to use as required. This has ensured a consistent approach for children across the school to support co-regulation / self-regulation.
- Positive Relationships Policy reviewed while consulting and seeking advice from school Educational Psychologist, ensuring latest advice and guidance is included and that all new staff use a consistent approach to supporting behaviour and improving relationships across the school. Draft policy will be in place August – October 2023 allowing time for new staff to build their knowledge and develop skills to ensure this policy is followed consistently.
- School anti-bullying policy reviewed in consultation with children and families.  
NVR – 8 week parent group offered and delivered within the school supported by DHT, CT and HLW. Four families involved and attending regularly. All of the families who attended Family Group NVR sessions felt that their confidence had improved in supporting distressed behaviour shown by their child. All of the families who attended shared they had found NVR approach helpful and were all using at least 2 strategies from the NVR toolkit. Even prior to the last session, all family members believed they were already seeing some positive effects from NVR work & were able to give thoughtful examples of these. Most families who attended saw a decrease in the number of instances of distressed behaviour. 75% of families attending also saw a decrease in the duration of the distressed episodes. All families attending felt there were strengths in attending an in-house NVR group and felt this would be of benefit to other families.
- Awareness session for teaching staff on CIRCLE Resource to promote inclusive learning. 100% of staff feel there has been an improvement in their classroom environment as a result of this training and resource.
- All Flexible Learning Resource (FLR) teaching staff – engaged in CIRCLE Resource training from Renfrewshire Council staff providing a more detailed insight into the resource and how it can be used to support children.
- Outdoor Learning – Working group established and improvements made to the outdoor environment. Introduction of a timetable to support previous CLPL with Learning through Landscapes, ensuring all children have regular opportunities for quality outdoor learning experiences. Playground Day of Action involving children, staff and parents / carers allowing all children to work together to create resources for the playground to further enhance the space.
- Introduction of lunch time games club and mindfulness clubs to support children who find the playground challenging, at times. The response to this has been very positive with consistently good attendance
- CIRCLE Resource used across P4-7 in consultation with pupils. Children graded the following, Accessibility of space – 66% said good/ exceptional, Adequacy of space - 46% said good / exceptional, Sensory space – 38% said good / exceptional, Visual supports – 77% said good / exceptional, Availability of resources and objects – 87% said good / exceptional. Adequacy of space and sensory space will therefore be priorities for next session to support learning and teaching
- 88% of staff feel their class has made progress with their learning of Emotion Works and staff feel more confident in delivering the emotion works programme
- Massage in Schools – P1-5 children are now trained to deliver the programme to their peers with most benefiting from these sessions as a co-regulation strategy.
- 100% of teachers feel that the focus on Health and Wellbeing and the work established through the working group has had a positive impact on the children in their class. Consistent provision of safe spaces and calming strategies have formed part of this development.
- 83% of teachers feel that the Health and Wellbeing focus has had a positive impact on families in their class. Some examples are that conversations are less behaviour focussed and that families are aware of the variety of tools available to support children and some have used these at home.

- Health and Wellbeing Awareness Day provided opportunities for parents to hear from children and staff on the different strategies used in school to support mental health and wellbeing, encouraging families to use these at home
- Family Learning sessions were well attended with an average of 73% attendance over the block for Maths and an average of 53% for Art. Parent / carer confidence in supporting their child in Maths remained consistent at 90%, in Art it rose from 87% to 100%
- In session 21/22 we had 97 distinct participants across the full year. In session 22/23 we have had 68 distinct participants in term 1. In term 2 we had 105 distinct participants this is a 73% increase from term 2 last year. 92% of pupils who have come along to extracurricular clubs have said there has been a good variety of sports and they have enjoyed learning and taking part in sports they have never done before. 70% of participants have said that coming along to extracurricular clubs has helped grow their confidence within the sport as well as school.
- All children are more aware of the importance of our world and their responsibility to protect it. School community have started working with local shop to promote recycling and reinvest in school garden. This will be a home/school/community and parish initiative.

**Priority 2: Develop high quality learning, teaching and assessment leading to improved attainment and achievement with a focus on Writing**

- All teaching staff, including most of those on maternity leave, have attended Talk for Writing training in Fiction and Non-fiction
- All teaching staff have engaged full in the new writing approach. Report from education manager visit October 2022 stated; *“Teachers who were very caring, nurturing and motivated in adopting new writing approach. The approach is consistent across classes observed. An ‘all on board’ focus. Early stages of development – pace of lesson to be a focus. School has linked with Heriot PS for moderation purposes”.* demonstrating how quickly staff adopted this new approach across all classes
- All teaching staff have worked in partnership with stage partners at Heriot Primary School to plan and moderate writing. This has allowed a shared understanding of expectations for learners. A few staff in particular, found this very valuable in evaluating their own professional judgements. One class extended this partnership, gathering children from both schools and providing opportunities to for them to share their stories with one another and see themselves as a writer.
- Most staff have taken advantage of the opportunity to visit peers in Heriot Primary to observe the planned writing and share good practice
- Class visits by SMT and school Education Manager show that Talk for Writing has been adopted consistently across all classes. Although this is new this session, protected time for development across the school has ensured a consistent approach
- 83% of teaching staff stated that the training and support from the Literacy Champion in the school had a positive impact on them and their teaching of writing. Comments from staff include, increased confidence, planning units of work collaboratively and being able to support identified groups of children.
- Children are more motivated by the new approach to writing and improved vocabulary, sentence structure and a more positive attitude to writing.
- Children within the Anchor Base have engaged well in Talk for Writing and are more engaged with the approach using drama to stimulate ideas.
- In P1-3 attainment in writing was within the targets set in August 2022.
- Writing targets set in June 2022 have been met by the majority of mainstream classes.
- Staff Surveys on confidence in applying the Talk for Writing process show a raw score improvement of 43%,
- Writer Engagement Survey P3-P7 show an increase from 70% TO 87% for children’s self-concept as a writer.
- Writer Engagement Survey P3-P7 show an increase from 69% TO 89% for how children value writing
- All pupil jotters show improvement from initial assessments (cold piece assessments) to assessments after learning and teaching input (hot piece assessments). Class teacher assessments show that almost all children have made progress in the quality of writing.

**Priority 3: Provide opportunities Family Learning & Community Links to improve attainment in Literacy & Numeracy**

- Family Learning with Music offered to P3, 4 and 5. Although only a few families engaged consistently over the session, the feedback was very positive.
- Family Learning in Maths and STEM offered to all families. These sessions were consistently attended with an average of 73% attendance across the block. Parental confidence in helping their own child stayed the same pre & post at 90%

- Family Learning in Art and STEM offered to all families. These sessions were not as consistently attended with an average of 53% attendance over the block. Parental confidence in helping own child stayed the same increased from 87% before the groups to 100% after the groups.
- Families who attended all three areas, Maths / Art / STEM provided comments such as, it was a fantastic experience, they enjoyed bonding with their child in a relaxed and playful way, sessions have been fun and interesting, staff have been available to answer questions, enjoyed the interaction with staff and other parents, run very well and enjoyed spending time with family, doing activities that we would not normally do at home and exploring new creative ways of learning with children in school setting
- Family Masses with Parish Community – have continued and encourage the school and parish to gather as a community of faith. Some children have received the gift of a bible at mass for their commitment and the practising of their faith.
- Stay and Play sessions for P1 and P2 – 50% of the parents who accepted the invitation attended regularly. 8% of all families invited attended stay and play sessions.

#### **Priority 4: Increase engagement in learning**

- Intensive support offered to a targeted group of P3-5 children in a low sensory quiet space. 60% improvement in engagement of children when returning to bigger classroom environment.
- Leuvan Scales, were carried out to measure pupil engagement for identified children as appropriate across all classes. Out of the 14 pupils receiving the full intervention 79% of them had an improved score in wellbeing and involvement.
- The same survey, Leuvan Scale, was completed 3 times across the session for a group of children identified to work with health and wellbeing assistant. These sessions were individualised and based on identified need by class teachers. Evaluations for this group show 88% of the pupils who attended were able to devise their own targets more independently by the end of the intervention. 74% of pupils stated that they had their confidence

## **PUPIL EQUITY FUNDING**

Pupil distressed behaviours demonstrated a need for further focus to support pupil mental health and wellbeing. Parents seeking support with the mental health and wellbeing of their own children. Staff understanding of nurture principles and neuroscience, demonstrate the need to focus on wellbeing before being able to raise attainment. Year on year there is a high level of staff change, where children are required to develop new relationships. The focus on wellbeing allows us to support all children and families, including our most vulnerable. Termly meetings with PEF Team (those employed using Pupil Equity Funding) allow us to plan and evaluate the supports we provide and the impact they have.

#### **Place2Be (P2B)**

Counselling service continued to operate throughout the session, providing immediate, personalised support when needed. P2B has engaged in 186 Place to Talk sessions where children ask to see the school counsellor. These sessions can be one off sessions or children may refer themselves again. This year more boys than girls have sought this support – 43 boys / 40 girls. There have been 129 1-1 counselling sessions with children across the school, an increase from last session. Themes include; friendships, emotional regulation, transitioning, bereavement and loss. Strengths and Difficulties questionnaires before and after 1-1 counselling shows that 80% of children have improved engagement according to teachers. 100% of families reports improvement in their child's mental health and wellbeing after input. Staff have been supported using Time to Think sessions. 99 of these sessions have been provided supporting staff with pupil behaviour and strategies to help staff support children and themselves. This session we also had a Family Practitioner from Place2Be and were able to introduce a Personalised Individual Parent Training. 22 sessions have been delivered with access for parents beyond the block of sessions if required.

#### **Health & Wellbeing Assistant**

A number of children identified as having low confidence, being easily distracted with low engagement in tasks and very emotional. Health and Wellbeing Assistant employed with a focus on improved engagement, using exercise and group activities to increase wellbeing, engagement and confidence levels. Leuvan Scales completed by teaching staff to measure level of engagement shows that there was a 79% improvement in wellbeing and involvement. 70% of participants at after-school clubs said that coming along to extracurricular clubs has helped grow their confidence in general. Creation of school, netball, football, dodgeball and basketball clubs has provided increased opportunities for

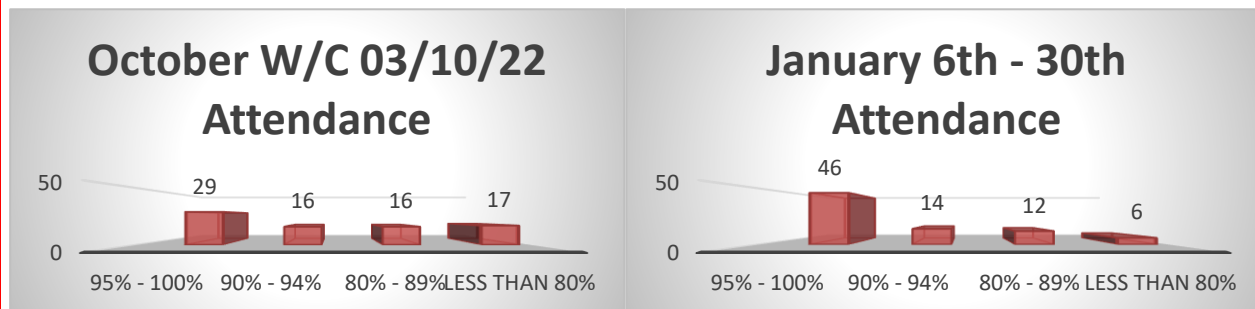


children to compete competitively and develop skills and confidence. Health and Wellbeing Assistant worked collaboratively with other staff to develop opportunities and experiences in outdoor learning, culminating in an outdoor learning day, where the whole school participated in team focussed events.

#### **Inclusion Support Assistant – August 2022- January 2023**

A focus on improved attendance for a target group of children with low attendance. Interventions included regular telephone calls home to families and offering support as required.

During the period of intervention to support attendance, the number with attendance less than 80% dropped from 17 children to 7 children. During the period of intervention to support attendance, the number of children with attendance above 95% rose from 29 children to 46 children. Over the period of intervention 35% of the target group attendance improved to 95%+ attendance, with improvement at all attendance brackets.



Promote reading confidence for identified group of children where children had low confidence in themselves as readers. Renfrewshire Reader Engagement survey before and after intervention. Weekly visits to Montrose care home and younger classes to provide a purpose for reading aloud and opportunities to practice both in school and at home. The results demonstrated an overall increase of 43.5% of children's perception of themselves as a reader.

Inclusion Support Assistant also supported weekly visits to the library after school to encourage children to use the facility and support with homework

### **KEY STRENGTHS OF THE SCHOOL**

- ★ **Relationships** – we are very proud of the strong and nurturing relationships we have across our school community. We continue to build on the success of our Gold Award for these nurturing relationships and work with new staff who join the school to ensure they are well informed of the nurture principles.
- ★ **Emotional Wellbeing** – we support the wellbeing of our children and staff with a number of supports and interventions to support co-regulation and self-regulation using the emotion works framework across all classes
- ★ **Specialist Provision** - within the Anchor base the complex needs of the children are supported very effectively providing high quality, individual support
- ★ **Enthusiastic staff** – who are open to new evidence-based initiatives to support our children and families
- ★ **Talk for Writing** – all staff have fully engaged in training and the development of this new writing approach across all classes
- ★ **Collaboration** – we work effectively as a team and with other agencies to support our children and families

## OUR NEXT STEPS – PRIORITIES FOR 2023-24

We have made **good** progress during session 2022-23 and we will use the improvement priorities listed below to build on this progress moving forward.

- Self-evaluation activity in February 2023, identified learning and teaching as a priority. We will engage in Improving Our School programme in partnership with West Partnership to improve consistency across all classes, supporting staff new to St Paul's Primary
- With seven new members of teaching staff, we will provide training opportunities to support staff to interrogate available data better, in order to identify appropriate interventions and target groups to raise attainment
- Continue to work to ensure Talk for Writing approach remains consistent across all classes with a number of new teaching staff, we will ensure that new training is available to them in order to focus on our priority to raise attainment in writing.
- Provide training for all staff to support inclusion of all children. This will include Child Inclusion Research into Curriculum Learning Education (CIRCLE) training and support in Renfrewshire Council's updated, staged intervention process in Getting it Right for Every Child (GIRFEC) framework
- Work with new staff to ensure currently embedded approaches such as Renfrewshire's Nurturing Relationships (RNRA), Emotion Works and our previous work on Renfrewshire's Inclusive Classroom Environments (RICE), continues across all classes

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.**

