

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



## STANDARDS AND QUALITY REPORT

June 2024

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2024-2025. 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, (FLR) known as, and named by our school community as, Anchor Base, supports children across Renfrewshire with Additional Support Needs. The school roll is 181. This comprises of 7 mainstream classes and 3 FLR classes to accommodate a maximum of 18 pupils at any one time. 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 are 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 direct access to the playground, increasing outdoor learning opportunities throughout the day. Our "Dandelion Den" offers a safe space to provide targeted emotional and mental health and wellbeing support and counselling, by trained staff, for those children requiring this additional support. We hold a GOLD Award for our commitment to nurturing relationships. We have our Digital Schools Award. We are a Laudato Si school, caring for our common home, through our continuing Eco work.

## 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

## SUCCESSES 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 2023-2024.

- Our vision and values continue to be central to our work. Children can confidently talk about these while demonstrating them in practice. This was illustrated during a recent thematic review.
- Thirty children completed the Pope Francis Faith Award Programme showing “signs of love” in their daily lives and actively living out their faith.
- We achieved BRONZE Rights Respecting Schools Award, March 2024, recognising our commitment to putting children’s rights at the heart of our school.
- Our successful engagement in West Partnership’s IOS programme, resulting in progress and improvements for children and staff.
- All classes engage in mindfulness at least daily to support readiness to learn.
- Our Vision and Values reviewed last session to reflect our focus on inclusion. This focus has continued this session and recognised by the review team in April 2024 *“Children .... are able to articulate what inclusions means to them and how this value is embedded in the life of the school.”*
- Junior NBA Basketball Team reached the final.
- School Netball Team came second in the final tournament.
- P7 completed Heartstart training. Some staff and families took up the offer of defibrillation training to provide them with the skills to use the equipment in an emergency.
- Re-assessment for GOLD – Renfrewshire’s Nurturing Relationships Award submitted June 2024

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

### School Improvement Plan Priorities session 2023/2024

#### School Leadership

- Professional Learning in Writing, CIRCLE (Child Inclusion Research into Curriculum Learning Education), Learning, Teaching & Assessment, Data analysis has offered staff the opportunity to lead learning within their classroom and across the wider school community.
- All teaching staff and some support staff are leading aspects of the School Improvement Plan, recording progress and communicating improvement with the whole school community as appropriate. P3-7 staff facilitate pupil citizenship groups to ensure children have a voice.
- Three working groups of staff, ensure the priorities outlined in the school improvement plan are actioned. Some staff take on leadership roles within these groups, leading to improved gathering of information and ensuring actions plans are evaluated.
- Pupils Citizenship Groups P3-7 have resulted in opportunities for children to have a voice and lead areas of improvement. These have led to several whole school events and improvement across the session. Children have presented at assembly to share their work.
- Introduction of blending buddies provided opportunities for senior pupils to support P1/2 children with phonics. Assessment information shows improved knowledge of phonics.

- One class teacher within the FLR, is a mentor for Improving our Classrooms across Renfrewshire. She has been supporting colleagues from other school on their improvement journey.
- One class teacher identified as Promise Keeper and relevant training completed.
- Some teaching staff within the FLR have engaged in coaching and modelling for colleagues across other schools, offering support and advice for children with ASN.
- One of our ASNAs successfully leads the school netball team, offering training and supporting attendance at tournaments.
- DHT has offered weekly drop-in sessions with a focus on ASN to allow staff the opportunity to learn from each other and seek advice from pupil support co-ordinator when planning for children with ASN.

### **Teacher Professionalism**

- All staff actively engage in professional learning and dialogue to ensure our knowledge and skills are relevant and continue to meet the needs of our children.
- All teaching staff participated in Improving Our School (IOS) programme with West Partnership. 100% of staff stated that IOS had helped them as leaders of learning in their own class.
- Infant staff have worked in partnership with Renfrewshire Council Early Years teacher to review our approach to play based learning. As a result, we now have a clear rationale and play policy to ensure consistency. Staff have benefitted from this partnership working with their views being essential to the development and success. Class visits show this work has been successful in ensuring children are engaging and learning.
- All teaching & support staff have engaged in de-escalation training, this session, delivered by Renfrewshire Council. 75% of staff felt the training informed their practice
- Mainstream support staff engaged in regular training, with DHT in literacy, numeracy and wellbeing. This training ensured that they were knowledgeable and skilled in the approaches to support children with their learning.
- All teaching staff have been trained in Renfrewshire's Staged Intervention process, ASN paperwork, to ensure a robust and consistent approach to planning for our children with Additional Support Needs (ASN)
- All teaching staff engaged in TRIO class visits with peers. All staff reported the professional dialogue after each lesson helped to improve their own practice.
- Some teaching staff have leadership responsibilities in Literacy, Numeracy and Health and Wellbeing. Staff support and offer advice to colleagues to ensure appropriate knowledge and skills.
- All staff attended Who Cares training, deepening knowledge and understanding of how they can support children who are or have been care experienced.
- All staff adopted mentoring type roles with a high number of new staff in August, they supported new colleagues with resources, methodologies and getting to know children and families One class teacher has successfully completed Improving Our Classrooms with West Partnership
- All FLR staff engaged in Promoting Positive Behaviour training, successfully achieving their completion certificate.
- All teaching staff attended training with LFR staff across Renfrewshire, to increase skills and knowledge and share good practice across establishments.

## Parental Engagement

- 16 parents/carers volunteered to speak with our review team, during our thematic review in April 2024. This open and honest discussion allowed families to share their views and provide the team with a clear insight into the strength and areas for improvement based on these views.
- Some parents/carers completed a survey before the thematic review providing their views of specific areas. This information was provided as part of our school evidence.
- A group of 6-8 parents/carers regularly supported trips to Durrockstock Park with our younger children. This strengthened relationships between families and staff and gave ideas for families of the variety of activities they could do with their children
- Parent Council has worked very hard, as a recently formed group they have worked effectively as a team and have provided opportunities for our children such as, discos, treats and P7 dance. They work to fundraise to allow them to continue to provide opportunities for our children.
- Families engaged in the consultation process for improvement next session and use of Pupil Equity Funding (PEF). These views have been collated and will inform priorities for next session
- DHT and home-link worker led a Non-Violent Resistance parent/carer group for 6 families. Three families from St Paul's and 3 families from other cluster schools. 100% of family members felt they had learned something new during their time at the NVR group and 100% of families felt that they had left the group with some fresh ideas to take forward in order to help support distressed behaviour. Of the 9 support strategies shared at the group, 8 of the strategies were already in use by the group members. 80% of the group members were using 2 or more of the strategies shared & 60% of the group had in fact used 4 or more of the strategies shared. Attendance at the group was good overall for the 8 week duration.

## Assessment of Children's Progress

- Our curricular improvement focus, this session has been writing. Attainment in writing on average across the whole school has increased by 10%
- Support staff are effectively deployed, and timetables reviewed to ensure literacy and numeracy interventions to a targeted group of learners across the school. 100% of this group of 26 children have made progress in writing.
- 98% of the children within this target group have made progress in their independent writing skills. 57% of them are now on track for their age and stage in writing.
- There has been an overall progress in attainment across all stages in all areas, with the highest improvement in our focus area of writing.

Area	June 2023	June 2024	Increase
Listening & Talking	84%	85%	+1%
Reading	69%	77%	+8%
Writing	58%	68%	+10%
Maths	67%	66%	-1%

- Almost all year groups have seen an increase in attainment across all areas of the curriculum from session 2023. Although this is attainment of a different group of children it demonstrates progress in learning
- Almost all cohorts (year groups) have seen an increase their attainment from the number on track in June 2023 to the number on track now, June 2024
- Learner Writer Engagement Surveys show a 10% increase in how the children value writing

from 65% September 2023 to 75% May 2024.

- All teachers make effective use of formative and summative assessment data, including National Standardised Assessments (NSAs) to support accurate professional judgements.
- Through our IOS journey we have adapted our termly tracking meetings to include Fact/Story/Action approach. This has ensured our teachers can target specific gaps in learning and target support for individual children. 83% of staff stated they have a better understanding of data and measuring improvement, as a result of this approach.
- Additional staffing funded through Local Authority allowed the creation of nurture class (The Den). The focus being engagement, readiness to learn, wellbeing and inclusion. The progress was measured using CIRCLE resource – average improvement 19%, this was a range of 10-23% improvement for individuals. Using Strengths and Difficulties questionnaires 75% of learners improved in emotional problems, hyperactivity and peer problems. Leuven Scale measuring wellbeing and involvement saw improvements in all areas. These tools were used at points across the session in order to be able to identify progress and areas of required support.

### **School Improvement**

- School improvement information is collated using How Good is Our School framework. Children, staff and families are involved in this process, identifying the strengths and area for improvement for the school. This information is gathered and informs our next steps, which are written into our school improvement plan. School priorities for session 2023/24 have included CIRCLE to evaluate our learning environment and individual learners, RICE to provide an inclusive learning environment and Renfrewshire's Nurturing Relationships Approach (RNRA) to ensure positive relationships across the whole school community.
- Our IOS priority focussed explicitly on improvement through self-evaluation at class and whole school level. The benefits of this have been apparent across the whole school. Positive feedback from staff on learning visit trios, Fact/Story/Action approach and the improvements of pupil progress demonstrate this successful approach. This has ensured consistency across all classes, despite 50% of classes having a change in teacher across the session.
- Talk for Writing training, CLPL and coaching and modelling from school Literacy champion has improved confidence of teaching staff in the approach to teaching writing. Teacher confidence in teaching all aspects of writing has increased - Planning +75%, Imitation +55%, Innovation +62%, Independent Application +51%

### **Performance Information**

- Attainment across Literacy, Numeracy and Health and Wellbeing is tracked termly by all teachers. This tracking meeting ensures all pupils who are vulnerable or care experienced are priorities to ensure equity.
- New Class tracking sheets allows the class teacher to gain easy access to the attainment data for their class. This includes, Free Meal Entitlement (FME), Social Index of Multiple Deprivation (SIMD).
- Health and Wellbeing of our children is tracked using the Glasgow Mental Wellbeing Profile. This takes place 3 times per year. CTs use this information to plan for individuals and when planning for aspects of the health and wellbeing curriculum.
- Attendance and late coming, is tracked across the session. Last session our attendance was above the rest of quartile 1. Our whole school and class averages will be calculated this session and any improvements identified.

## PUPIL EQUITY FUNDING

Pupil Equity Funding was used to fund the following roles in the school:

1. Health & Wellbeing Assistant (part-time Aug 23 - Oct 23 / full time Oct 23 - March 24)
2. Inclusion Support Assistant (Aug 23 - Feb 24)
3. Place2Be Service (Aug 23 – June 24)
4. Key Worker (from mid Feb 24)

Roles were chosen after annual consultation exercise took place with children, families and staff. This consultation showed that there was still a high need for focus on HWB and research shows positive impact sports and exercise can have on wellbeing.

Health & Wellbeing Assistant was in place until change of contract was advised by Renfrewshire Council and post in its current format came to a natural conclusion. HWB Assistant focussed on the following:

- Increasing overall attendance at clubs across whole school population
- Focus on pupils who are care experienced & needing support with HWB
- Pupils with ASN where it was felt HWB activities may be of support, were given regular times to support regulation, through sport and physical activity
- Assisting with sporting activities to support teachers leading JASS Award for a small group of targeted pupils (Junior Award Scheme for Schools)
- Gathered pupil views on preferred sporting activities in school – which fed into the following terms programme
- Monday wake-up club introduced with 50-75% attending regularly, promoting regulation for the start of the week.
- Limited progress made in evidencing for Sport Scotland Award

Key Worker joined school in mid-February 24 and focussed on the following areas:

- Establishing wider community links, beyond those previously used by school
- Focus on wellbeing of 10 care experienced pupils & wellbeing of wider pupil community
- Offering home visits and support to families
- Supporting transitions
- Exploring opportunities for care experienced children to take part in sporting activities and clubs

Inclusion Support Assistant focussed on the following areas:

- Helping to promote inclusion and remove barriers to attainment
- Supported the promotion of positive behaviour/relationships
- Supporting learning for key pupils
- Provide practical aid, assistance and guidance to pupils in relation to enabling them to overcome barriers to learning.

Impact of Pupil Equity Funding:

- Increase in number of children attending a club 3+ times so better persistence with clubs
- 76.6% of school role has attended 1 or more clubs at lunch time or after school. All clubs are free, accessible, inclusive to all children and young people in the school. This has increased by 20% from

the previous school year.

- 25% of children from FLR have accessed some of the sports clubs at lunchtimes
- Basketball and football remained firm favourites & were supported by successful school attendance at organised council tournaments
- Support given to 5 care experienced children around emotional regulation and support strategies to help, increasing connection time with a key adult – most children were able to use these strategies when escalated at times throughout the day
- Support / coaching provided to a class teacher, around Volleyball to improve confidence and quality of learning and teaching of this sport
- Regulation group 3/6 children engaged well and were able to use some of the strategies independently.
- Support given to a small group of 12 pupils with Additional Support Needs and activities planned to support their needs including, regulation, co-ordination and self-esteem. 67% of children engaged well almost all of the time.
- ISA supported certain children at key stages with aspects of literacy
- ISA organised a coffee afternoon to develop relationships with families, was held & attended by four families
- An additional transition drop-in session was offered for Primary 1 parents and one family attended this
- Links were re-established with Library staff & also staff at Montrose Care Home, which allowed opportunities to develop Literacy / Reading. A few trips to read to residents were arranged, resulting in increased confidence to read allowed.
- Home learning club was run to establish positive home learning routines and was attended by around 16 pupils per week (from P5/6/7 classes). All pupils who attended found this to be of help to them and felt it got them off to a good start with homework for the week ahead
- Library drop-in was supported after school for a number of weeks. Although regular uptake was not as good as expected, this increased the profile of the local library in the school community
- 10 care experienced pupils were supported from across the school with daily HWB check-ins, completion of wellbeing tools with personalised follow up support including individual support given where needed, particularly in relation to de-escalation when distressed, emotional coaching & resilience building
- Home visits were offered and Connect home phone calls home were offered to all families of CE children to help offer additional point of contact within the school for the children if any support needed
- Families new to Foxbar area, were offered transition home visits. 3 families accepted this support and regular check ins and signposting to relevant information in the community was offered
- Seasons for Growth group delivered to support pupils who had experienced loss and change ran for 8 weeks. All 6 pupils taking part found this to be of help and all 6 took part in all sessions. The children also offered understanding and support to each other when sharing their stories within the small group
- Pilot after school sports club was run for care experienced children, run by authority Sports Coach but emotional support & encouragement offered by Key Worker. 6 CE children attended regularly with one of them sharing “that was the best group ever”. Focus was on benefit of participation in sports and also on team building games
- Key worker supported CE children taking part in Renfrewshire pilot of sports sessions at



West College Scotland. Key worker led on this project with regards to sorting consents, transport of 3 children per week to and from the event, supporting transitions to the event and during the event. Feedback was given to organisers but children who attended felt they had enjoyed mixing with others out with own school, enjoyed working with college students as well as making new friends

- Key Worker supported 11 children from P5-7 to visit Montrose Care Home for inter-generation work involving reading. All attending felt this was of benefit, with one pupil being able to communicate in Polish to one of the residents
- Lunchtime wellbeing group run, attended by 12-20 pupils daily. All who attend say they enjoy it and find it helpful
- Small groups of pupils have also been able to use Renfrewshire community resources to help learning eg with small groups attending Paisley Abbey, local park and also care home
- EBSA support for 2 pupils with 1 pupil now coming to school every day and other pupil coming to school for part of the week
- 78% of staff accessed the weekly P2B drop-in.
- 61% of above number believing it was beneficial in supporting their mental health and wellbeing
- Some staff reported they found this support particularly useful at certain times of the year where key changes /
- Series of 1 to 1 counselling sessions offered for 18 pupils, key themes were emotional worries, family breakups, bereavement & loss,
- Place2Talk sessions were offered to all pupils via drop in. In Autumn & Summer terms there were 200 Place2Talk sessions across all stages of the school. Key themes were relating to friendships, emotional worries, bereavement as well a family transitioning were explored.
- One to one counselling session reviews have identified improvements in areas such as emotional wellbeing, peer relationships, strengthen vocabulary around self-care and self-esteem.
- Peer Mediation Programme has been introduced to P5 by Place2be and Keyworker
- 10 Parent Partnership sessions were held providing support with financial and relationships break up stresses. Cost of living crisis, Coping with challenging behaviours at home and school
- 37 Place2think sessions with staff, these sessions have provided a safe place where staff have been able to focus and reflect on their emotional wellbeing with a view of further training and wellbeing supports.

## 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 effectively, with a number of supports and interventions to help co-regulation and self-regulation, using the emotion works framework across all classes. Weekly staff wellbeing sessions are offered to staff from our counselling service Place2be.

- ★ **Collegiate Working** within the school staff from mainstream and our FLR working very closely in partnership. Joint planning and shared approaches to supporting children are consistent. The staff expertise within the FLR ensure children are supported very well, providing high quality, individual support.
- ★ **Dedicated and Committed staff** – our staff team are committed to providing the best experiences they can for our children and families, with many going above and beyond to support children and families.
- ★ **Inclusion** - We are committed to ensuring all children are included and that they are able to participate in learning across the curriculum.

### OUR NEXT STEPS – PRIORITIES FOR 2024-25

We have made **good** progress during session 2023-24 and we will use the improvement priorities listed below to build on this progress moving forward.

- Ensure children are ready to learn and staff are ready to support them by continuing to place Health & Wellbeing as a priority.
- Continue our commitment to Inclusion with a focus on children being supported and participating as fully as possible
- Continue with the IOS approach to ensure continued improvement of Learning & Teaching and attainment in Numeracy & Maths
- Continue our RNRA journey with a focus on the nurture principle of “Transitions”.
- Transition the FLR to the locality model with new children coming into P1.

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.