



St. Peter's Primary School
Braehead Road
Glenburn
Paisley PA2 8DZ



Standards and Quality Report

June 2021

This report will inform you of our progress and achievements in the last session and let you know about our plans for 2021-2022. I hope that you find it informative.

Mrs Sharon Mazzoni

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Head Teacher

OUR SCHOOL AND EARLY LEARNING AND CHILDCARE ESTABLISHMENT

St. Peter's Primary is a Catholic school which serves the Glenburn area of Paisley. We have an Early Learning and Childcare establishment which has 2 playrooms for 2-5 year olds and we currently have 192 pupils in our primary school (P1-7). The school has a very active and supportive parent council who have worked extremely hard to organise virtual activities. The Head Teacher, Depute Head Teacher, Principal Teacher, Acting Principal Teacher and Senior ELCC Officer make up the school's leadership team. We have one full time Inclusion Support Assistant (PEF) who supports many families and children. Our Early Learning and Childcare (ELCC) team consists of a Senior ELCO, 6 ELCC officers and 2 support workers. We also have an Early Years graduate who supports the work of our Early Learning and Childcare establishment. There is currently one full time classroom assistant, one part-time classroom assistant (PEF), three full time and one part-time ASNAs (Additional Support Needs Assistant). We are well supported by a Service Delivery Officer, a full time Senior Clerical Officer and one full time Clerical Officer. We have a large Facilities Operatives team which consists of 3 Senior Facilities Operatives (2 janitorial and 1 catering), 4 Facilities Operatives who are responsible for cleaning and 5 Facilities Operatives who support our catering service. Our Homelink Worker supports children in a variety of ways during our allocation of 0.2 (1 day per week). Specialist support services such as Educational Psychology, Speech and Language Therapists, Audiologists and other NHS staff/partnership agencies visit our school regularly to support pupils. Our music instructor visits one hour per week. Together, staff provide a warm, friendly, safe and supportive environment for learning and ensure that each individual has the opportunity to be successful.

OUR VISION, VALUES AND AIMS

Our School's motto

'ANYTHING IS POSSIBLE IF YOU BELIEVE IN YOURSELF'

Our school's vision

Our vision is to provide a safe, happy, caring, supportive and stimulating environment where everyone is welcome and no one feels alone. We work, learn and achieve together. We respect and care for everyone and everything around us. St. Peter's Primary is a school that sets high standards of learning and celebrates the achievements of each individual. We live our lives focused on remaining faithful to the teachings of the Gospel.

Our Values

Respect

Kindness

Honesty

Fairness

Responsibility

The aims of St. Peter's Primary School

Through the teaching of Jesus Christ we aim to ensure that St Peter's is a learning environment where we lead our children through Curriculum for Excellence

- To be known for our high standards and caring atmosphere
- To offer a curriculum that meets the needs of all learners
- To focus on the individual and equitably support all aspects of their development
- To enjoy the feeling of community where pupils, staff, parents and partners are motivated to engage in learning together
- To show respect and care for all – in our own and in other communities
- To be committed to ensuring the highest possible quality of provision and to use a structured approach to self-evaluation
- To ensure that pupils, staff and parents plan together to ensure careful use of resources
- To allow the Christian ethos to guide us in everything that we do

The aims of St Peter's Early Learning and Childcare are

Through our working with children we aim to ensure that St Peter's is a learning environment where we lead our children through Curriculum for Excellence in:

- A place that is known for its high standards and caring atmosphere
- A place where children, staff and parents have a feeling of community, of loyalty and belonging
- A place where there is respect and care for all – in our own and in other communities
- A place where our curriculum meets the needs, abilities and aptitudes of all of our pupils
- A place where pupils, staff and parents plan together to ensure careful use of resources
- A place where the love of children shines through everything that we do

SUCSESSES AND ACHIEVEMENTS

We consistently strive to provide opportunities which ensure the best possible outcomes for all learners. We continued to work together as a team to develop our engagement with learners and their parents/carers during further periods of school closure in session 2020/2021. We achieved the following:

- Successful engagement with children and families through GLOW(Scottish Schools National Intranet) and Google Classroom.
- Very good communication with our partner services enabling us to successfully support children and their families.
- We successfully established a programme of online homework across the school from August 2020 onwards.
- Our app, Twitter and website platforms were utilised regularly by staff, children and parents/carers.
- Our vision, values and aims continue to be central to everything we do with pupils talking confidently about their importance and continuing to receive awards for displaying these in and around the school community.
- We have fully embedded PATHS (Promoting Alternative Thinking Strategies) and Mindfulness across the school and it is having a positive impact on the language and strategies pupils use when solving problems and talking about emotions.
- We received funding from Renfrewshire Council to create a sensory room which aims to support pupils by helping them to feel calm and focus before engaging in learning experiences and social interaction.
- Pupils led and participated in enterprising activities to raise funds for charity as well as for the school. St. Peter's donated to Glasgow's Children's Hospital (kilt walk), the Bishop's Charity (MISSIO) and SCIAF.
- Senior pupils prepared for participation in the Pope Francis Faith Award by making positive contributions to the community and reflecting upon their responsibility as young citizens.
- Our Cycle Friendly award has encouraged many pupils to cycle to school and our new bicycle shelter has enabled them to safely park their bikes during the school day. Our large team of trained members of staff have supported almost all children from p5-7 to gain their bikeability certificates.
- The designs for our outdoor area which were created from contributions from children at all stages were built and are now being enjoyed by children from ELCC through to primary 7. We have an outdoor classroom, new playground markings and various structures for children to enjoy throughout the day.
- One of our pupils won the gold award for his entry to the mathematical challenge competition from the Scottish Mathematical Council.
- Two of our pupils received highly commended certificates and had their artwork included in the Provost's Renfrewshire Calendar
- We successfully celebrated book week in March with various activities including The Masked Reader. This led to increased engagement in Literacy across the school. Children also engaged in various activities throughout the week, e.g. virtual escape rooms themed around books, book bingos and fun challenges.
- Our local community police have continued to regularly attend our school to work alongside staff in developing positive attitudes in our pupils and help them to stay safe in the community.
- We successfully enjoyed a week filled with health focused activities.
- We provided our primary 7 pupils with various outdoor activities similar to those they would have received on a residential outing (blind trail, bush craft, orienteering, team games, silent disco and cinema experience).
- Our school continues to have Fairtrade Status.
- We gained our 6th Eco flag award.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR ESTABLISHMENT

Leadership

- Staff have felt very well supported through a challenging and uncertain time. The preparation and implementation of our business continuity plan has contributed towards our success in this area.
- Some staff engage in working groups and are keen to continue to develop policies and practice across the school.
- Most staff continue to have responsibility for a curricular area or aspect of school life.
- Pupils, parents/carers, staff and community members have been involved in leading aspects of the Learning Through Landscapes programme.
- Our Acting Principal Teacher continued to lead our online learning project (GLOW/Google Classroom) across the school and has provided guidance and support to all staff during covid school closure.
- A member of support staff team is our digital leader and regularly updates our school website and supports our online engagement with pupils and parents by helping to share important information as well as gain their views.
- All pupils continue to be given opportunities to be leaders of their own learning and speak with school staff about their successes and progress while being supported in identifying their next steps.

Pupil Equity Fund (PEF)

Our Pupil Equity Fund plan has been developed in consultation with our school community. The aim of the plan is to support many children and families in order to help raise attainment in Literacy, Numeracy and Health and Wellbeing. St. Peter's Primary School was awarded £38,768 in session 2020/2021 which allowed us to continue to employ our full-time Inclusion Support Assistant and part-time Classroom Assistant. They worked as part of our team to develop our inclusive approach across the school by supporting in the following ways:

- Targeted groups and individuals were supported in Numeracy by using SEAL Maths (Stages of Early Arithmetical Learning) and specialised Literacy resources such as Nesy, Toe by Toe, Code Cracker and Word Wasp - all leading to increased levels of attainment for some in Numeracy and Literacy.
- Many children were provided with 1:1 support and had opportunities to express their emotions and feelings through programmes such as Seasons for Growth and drawing and talking therapy, leading to improvements in their mental health and wellbeing while helping to remove barriers to learning.
- A few children enjoyed the familiarity of having a staff member visit their home during and post lockdown.
- Our increased partnership working involving our inclusion support assistant, class teachers, parents/carers and agencies encouraged a more consistent and inclusive approach and helped to keep children more engaged.

Workforce Professionalism

- All staff members have continued to engage in relevant quality assurance activities and training to enhance teaching and learning in Literacy, Numeracy and Health & Wellbeing.
- Staff have shown increased confidence as a result of the high quality Continuous Lifelong Professional Learning (CLPL):
 1. All staff engaged in Behaviour is communication CLPL in order to develop a stronger and more consistent approach to understanding and managing behaviour.
 2. All staff continued to participate in Renfrewshire Inclusive Communication Environment training (RICE) and are using aspects of this programme to promote positive pupil engagement.
 3. All teaching staff engaged online to carry out moderation in Writing which was very successful in ensuring that there is a shared understanding of levels achieved across the school and what these levels look like.
 4. All staff participated in Autism Spectrum Disorder CLPL delivered by our Educational Psychologist.
 5. All staff engaged in Epilepsy training in partnership with NHS.
- Our Early Learning and Childcare team worked effectively together to develop the learning environment and maximise the space in order to provide 1140 hours to all children. Almost all children now attend full-time.
- A member of teaching staff attended Place2be Positive Mental Health CLPL and is currently instrumental in leading the Positive Mental Health and Wellbeing strategy.
- All staff have worked collegiately to support each other through changes and adaptations required this year due to covid school closure and restrictions.
- All teaching staff engage in the Professional Review and Development process and reflect upon practice using General Teaching Council for Scotland standards which contribute towards their professional learning record.
- All ELCC staff ensure that they maintain their registration with Scottish Social Services Council.
- All staff across the ELCC class and school engage annually in the Professional Review and Development process and have ensured that continuous lifelong professional learning activities are relevant to their own personal and professional needs as well as the needs of our school community.
- Staff participate collegiately in self-evaluation activities and provide honest and helpful feedback in order to set relevant and meaningful priorities for improvement.

Parental Engagement

- Our school app, website and twitter accounts have allowed parents/carers to receive quick and effective communication from the school regarding information and events.
- Our parental survey carried out in May indicated that most parents strongly agreed or agreed that St. Peter's was effective in many areas.
- Our Inclusion Support Assistant (PEF) continues to maintain and develop strong and positive relationships with many families while supporting many children. All children and families have reported very positively on their experiences. This was particularly effective in providing various means of support during the period of school closure due to covid.
- SMT and various other members of staff managed to plan and attend many virtual meetings (progress, TAC, etc.) to keep parents/carers up to date with progress and help offer reassurance where there have been worries or concerns.

- Head Teacher attended monthly virtual meetings with the Parent Council and managed to plan activities to help raise funds while keeping the parent council up to date with many business matters related to the school.

Assessment of children's progress

- The focus on moderation has led to a more shared understanding of achievement within a level, especially for newly qualified members of staff.
- Staff meet termly with Senior Leadership Team to discuss children's attainment across the curriculum with a particular focus on Literacy, Numeracy and Health & Wellbeing using the wellbeing indicators and benchmarks as the basis for discussion.
- Selected programmes of work are regularly reviewed by staff in department teams and planners adapted accordingly to ensure learning is matched to the needs of pupils and assessment is considered as part of the planning process
- A clear programme of assessment is in place to ensure that teachers have a range of data to reflect upon when making decisions about levels of attainment - Granada Learning (GL assessment), Scottish National Standardised Assessments (SNSA), Assessment for Learning (AfL) and in-house assessments, e.g. numeracy pathways.

Establishment Improvement

- The commitment of all staff to engage in Renfrewshire Inclusive Communication Environment (RICE) has enabled a more consistent approach to be taken by everyone in relation to the learning environment. Pupils communicate and respond more effectively, especially those who require support. Staff have developed a set of visuals which are worn by everyone in the school (on a lanyard) and the same visuals are used as signage around the school to provide consistency. The use of strategies such as now and next boards, visual timetables and social stories have helped to remove barriers to learning for many children. Staff are keen to improve physical interactions as their next focus.
- Staff are displaying a more consistent approach to promoting positive behaviour by adopting a range of techniques. They have a bank of effective strategies for de-escalating situations calmly and they are making effective use of these. Many pupils are able to talk confidently about their experiences and the strategies they can use to help solve problems, utilising the skills developed through PATHS and Mindfulness. This is having a positive impact on their emotions and behaviour as well as the wellbeing of others.
- We continue to work closely with our Education Manager to evaluate various aspects of our school. This has allowed us to work collegiately to celebrate our successes while identifying areas for improvement.

Performance Information

- We use a robust monitoring and tracking system to ensure that the needs of children are met. SMT and teachers meet once per term to discuss children's health and wellbeing, attainment and achievement and to plan interventions. Children are very much considered as individuals when planning required support.
- We use a range of standardised assessments and we have a body of evidence folder, including Literacy, Numeracy and health and wellbeing information to support teachers' professional judgement.
- Prior to covid, each year, most of our children reach expected levels of attainment with almost all in some aspects of the curriculum. Teacher professional judgement forms the basis of our information. This year, our attainment data suggests that some children are achieving a little later than would normally be expected.
- In primary 1, most pupils have reached expected levels in Numeracy, Reading, Talking and Listening with the majority having achieved expected levels in Writing. The majority of pupils in primary 4 have achieved expected levels in Reading, Numeracy, Talking and Listening with less than half achieving expected levels in Writing. Most primary 7 pupils have achieved expected levels in Reading, Talking, Listening and Numeracy with the majority achieving expected learning goals in Writing.

OUR KEY STRENGTHS

- The commitment of everyone in the school community to Getting It Right for Every Child
- The attitude of everyone in our school community to show positivity in the face of adversity
- Children who are respectful and supportive of each other and many who are resilient to the world around them
- Children who are motivated, clear about their learning targets and keen to achieve success
- Positive relationships between children and staff across the school and early learning and childcare setting
- The progress that has been made in developing a nurturing and caring environment where every child and their family is made to feel important, cared for and valued
- The shared vision and values that children can confidently speak about and strive towards displaying every day
- Very supportive staff team who work very well together and are willing to develop their professional knowledge/skills and share leadership of school priorities

OUR NEXT STEPS – PRIORITIES FOR 2021/2022

We believe that we have made good progress during session 2020/2021. The impact of Covid, and the subsequent school and ELCC class closures from January to April 2021, resulted in significant changes once again in working practices and routines. We have done our very best to move forward with our priorities and set new ones for session 2021/2022.

- There will continue to be a focus on promoting health and wellbeing in order to support children to enjoy positive mental health and wellbeing and encourage them to be ready to learn. This will be achieved by the strategy shared by our positive mental health and wellbeing working group.
- We aim to improve attainment in Literacy through further 'Write Stuff' training delivered by Jane Considine (online/virtual), demonstration lessons provided for children by Jane and Renfrewshire Council's Dive into Writing approach.
- We aim to improve attainment in Numeracy and will engage in Renfrewshire Council's Numeracy Intervention Programme which is built around The Learning Framework series of literature by Bob Wright.
- Various groups of children have been identified across the school for targeted support in order to close the attainment gap. The support will be carried out by additional teacher time (Pupil Equity Fund (PEF)/school budget), Classroom Assistant support (PEF) and Inclusion Support Assistant (PEF).
- We will continue to improve learner's health and wellbeing alongside approaches to teaching and learning environments through Renfrewshire Inclusive Communication Environment (RICE)
- Our Senior Leadership Team will promote RNRA across the school by sharing professional learning, identifying our strengths in this area and planning interventions. A core group will be established and accreditation sought.
- We will continue to make more effective use of our outdoor space and improve understanding of sustainability within our school community through the Pope Francis Laudato Si Programme
- We aim to develop skills and qualities of ELCC team by adopting Froebel approach
- We will develop stronger relationships among the ELCC team with staff changes and give consideration to approaches and sharing/modelling of good practice

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.